

Teaching Research on Red Culture Integrated into Physical Education Courses of Higher Vocational Colleges and Universities

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Abstract: Red culture is a unique cultural resource in China, which has important ideological and political education value. Physical education class in higher vocational colleges is not only a way to cultivate students' physical quality, but also an effective carrier for ideological and political education. This paper describes in detail the specific teaching path of integrating red culture into physical education classes in higher vocational colleges from the effective ways of integrating red culture, curriculum design, implementation process, evaluation and feedback.

1. Introduction

Red culture, as a unique cultural resource in China, holds significant value for ideological and political education. Physical education in higher vocational colleges not only cultivates students' physical fitness but also serves as an effective medium for ideological and political education. Integrating red culture into physical education in higher vocational colleges can contribute to achieving the educational goals of moral, intellectual, physical, aesthetic, and labour development^[1]. This paper explores the teaching approach to integrating physical education with ideological and political education in vocational colleges, focusing on the transition from physical fitness to ideological development.

2. Teaching Significance of Red Culture into Physical Education Courses in Higher Vocational Colleges and Universities

Red culture, as a unique cultural resource in China, carries rich historical connotations and a profound revolutionary spirit. Since the founding of the Communist Party of China (CPC), red culture has become the spiritual pillar and source of power for the development of Chinese society. It not only witnesses the struggle of the Chinese nation, but also contains lofty ideals and beliefs, firm will quality and selfless dedication. Therefore, it is of far-reaching significance for red culture to be integrated into physical education courses in higher vocational colleges.

2.1. Ideological and Political Education Value of Red Culture

Red culture originated from the revolutionary struggle and construction led by the Communist Party of China, and contains rich historical and spiritual connotations. It is not only an embodiment of cultural identity, but also an important way to pass on excellent traditions and socialist core values^[2]. The revolutionary spirit, dedication and collectivism emphasised by the red culture can effectively inspire the majority of young people to establish correct values and outlook on life. With the in-depth promotion of the socialist ideology with Chinese characteristics in the new era, the position of red culture in ideological and political education has become more and more important. The study and promotion of red culture through physical education programmes can cultivate students' sense of historical responsibility and sense of mission of the times, thus laying a solid ideological foundation for their all-round development.

2.2. The Dual Function of Physical Education in Higher Education

In higher vocational colleges and universities, physical education is not only an important part of improving students' physical quality, but also an effective carrier for ideological and political education. By organising various sports and team activities, physical education can not only improve students' physical health, but also cultivate their teamwork ability and competitive awareness. In this process, teachers can cleverly incorporate the content of red culture, for example, through the sharing of red classic stories, the development of red-themed games and other links, ideological and political education and sports activities are closely integrated, so that students can form values and outlook on life in sports. In addition, most of the students in higher vocational colleges and universities are facing the pressure of employment, and by guiding students to cultivate a healthy mindset and a positive outlook on life in physical education classes, it can effectively alleviate their psychological pressure and improve their psychological quality.

2.3. Achieving the Goal of Education for The all-round Development of “Morality, Intelligence, Physicality, Aesthetics and Labour”

Integrating red culture into physical education courses in higher vocational colleges and universities helps to achieve the educational goal of "moral, intellectual, physical, aesthetic and labour" all-round development. In the new era of education, education should not only pay attention to students' academic performance, but also pay more attention to their moral quality, physical and mental health development^[3]. Red culture provides rich educational resources and helps to form a comprehensive development of talent cultivation mode. Through the integration of red culture in physical education, students can receive the cultivation of ideological, political and moral qualities while exercising their bodies, thus improving their moral education and physical education in an all-round way. For example, in team sports, students learn the collective spirit and sense of dedication in the red cultural resources, and apply them to practical activities to enhance the sense of responsibility and belonging to the collective, so as to better integrate into society.

3. Curriculum Design of Red Culture Integrated into Physical Education Courses in Higher Vocational Colleges and Universities

In physical education in higher vocational colleges and universities, the integration of red culture is not only to add new elements to the course content, but also an important practice of combining ideological and political education with physical education^[4]. The setting of course objectives is to the control of course content, the development of course implementation, and the analysis of

evaluation and feedback, to achieve a holistic grasp and comprehensive implementation.

3.1. Programme Objectives

Enhancement of ideological and political literacy: Through the education of red culture, students' historical awareness and cultural identity are enhanced, their ideological and political literacy is improved, and they are enabled to establish correct values and outlook on life.

Enhancement of Physical Fitness: Physical Education Courses. We enhanced students' physical fitness through physical activities, including strength qualities, endurance qualities, flexibility and co-ordination, and to encourage students to develop healthy living habits and pay attention to their physical fitness.

Cultivating teamwork skills: Through team sports and collective activities, students' team awareness is enhanced, their spirit of co-operation and communication skills are cultivated, and a good collectivist concept of honour and shame is formed.

Stimulate the quality of will: through experiencing and learning the spirit of hard struggle in the red culture, cultivate students' perseverance in sports and enhance their self-confidence and resistance to setbacks.

3.2. Course content

Red-themed games: We organised games with the theme of red culture and set up sports events, such as the “Long March 400-metre Relay Race”, the “Red Army Crossing the Grassland Obstacle Race” and the “Military 200-metre Obstacle Race”. The programme includes sports events such as the "Long March 400-metre Relay", "Red Army Obstacle Course" and "Military 200-metre Obstacle Run". Through these events, students learn about red history in competition and enhance their sense of collective honour and teamwork.

Lessons combining sports and revolutionary stories: When playing certain sports (e.g. basketball, football, etc.), teachers can share stories about the red culture related to the sport before class or during breaks, such as how the Red Army remained united and fought hard during battles. Through these stories, students can remember history while exercising.

Advocating skills training in the red spirit: We implemented skills training, including martial arts, military boxing, and other programmes. These activities are both competitive and infused with the bravery and resilience of red culture, fostering students' patriotism and motivating their upward spirit^[5].

3.3. Programme implementation

Teaching plan development: Develop a teaching plan for each semester and specify the weekly teaching theme. In conjunction with the normal curriculum, activities related to red culture are added to ensure the combination of theory and practice.

Week 1: Introduce the objectives of the course and the importance of red culture, and conduct a “red culture quiz”. We successfully ignited students' enthusiasm for learning by incorporating engaging teaching methods.

Weeks 2 to 6: Sports programme learning is combined with red story sharing by arranging red-themed training for different sports. These enriched students' classroom learning.

Week 7: Organisation of the "Red Theme Games", in which students combine their knowledge with practice and participate in the games.

Week 8: We conducted a summary and review of the Red Culture Physical Education class by implementing questionnaires and organizing group discussions to collect student feedback and

learning experiences.

3.4. Teaching schedule: Evaluation and Feedback

We regularly assessed students' understanding of and changes in attitudes towards red culture during their participation. Students' opinions were collected through questionnaires, and their performance was monitored through classroom observations. The effectiveness of physical education and sports teaching was then comprehensively evaluated based on process assessments and competition results. This approach enabled timely adjustments to the curriculum content and implementation.

4. Red Culture into the Process of Curriculum Implementation of Physical Education Courses in Higher Vocational Colleges and Universities

The implementation of the curriculum adheres to the principles of combining theory and practice, knowledge transfer and emotional experience, and individual development and collective education can effectively guide physical education teachers to carry out fruitful teaching activities. Through the preparation and measures of teaching organisation, teaching management, safety and security in all aspects, it not only ensures the teaching effect, but also improves the students' participation, enhances their understanding and recognition of red culture, and promotes the development of physical and mental health^[6].

4.1. Teaching Organisation

Curriculum design and arrangement: firstly, according to the semester arrangement of the higher education institution, a detailed teaching plan should be made to clarify the theme, content and teaching objectives of each lesson. The teaching plan should clearly list the integration points of red culture and sports activities and be distributed to students before the start of the course to enhance their participation and course expectations.

Grouping and Role Setting: Before the class begins, students are grouped to ensure that each group contains students of all ability levels to promote co-operation and communication. Role players can be set for each group, such as group leaders, organisers, record keepers, etc., so that students can do their best to enhance their sense of responsibility and participation.

Guiding and motivating strategies: In the process of classroom implementation, teachers should encourage students to actively participate through positive emotional guidance and motivating strategies, such as through praise, reward mechanisms and competition mechanisms, to create a relaxing and pleasant interactive atmosphere, and to improve the enthusiasm of students' participation.

Clear and definite activity flow: Before carrying out each activity, teachers should introduce in detail the purpose, rules and relevant precautions of the activity, so that students can fully understand the relevance of the activity to the red culture. At the same time, some related stories can be shared with the background of red culture to increase the fun and depth of thinking of the activity.

Interaction and feedback mechanism: At the end of each course, we organized an interactive feedback session for students to share their observations and experiences in a timely manner. For example, students were encouraged to discuss their reflections on participating in red culture-themed activities, facilitating mutual learning and critical thinking.

4.2. Teaching Management

Clear division of labour: Teachers need to be clear about their roles in the classroom and allocate time and tasks appropriately to ensure that many aspects of the management work are carried out smoothly. Teachers can work together with other teachers or class counsellors to design and implement teaching and learning activities, and provide more comprehensive guidance and support for students.

Grasp of course progress: Indeed, the course proceeds as designed, with timely adjustments made to the content and pace of the course. If it is found that students do not understand a certain content properly, the relevant course should be extended appropriately to avoid rushing through the course resulting in ineffective knowledge transfer.

Regular assessment and adjustment: In the course of implementation, teachers should conduct regular assessment to observe student participation and student progress, and make timely adjustments to teaching strategies and methods according to the actual situation. Some quantitative indicators can be set, such as the class participation rate and the mastery of sports and enneagram, so as to facilitate the quantitative assessment of the teaching effect.

Communication and coordination: We established an effective communication mechanism between teachers and students, provided timely feedback on students' experiences and challenges, and ensured the smooth implementation of the teaching process. You can mobile phone students' opinions and suggestions through classroom questions, questionnaires and interviews, and make adjustments according to the feedback.

4.3. Safety

Pre-activity safety education: Before the commencement of each activity, necessary safety education is conducted to introduce the possible risks and precautions involved in the upcoming activity. Through safety education, students' safety awareness is raised to ensure that they understand how to protect themselves in sports.

Inspection of safety settings: Before the start of each programme, teachers should inspect the teaching space and equipment to ensure their safety and compliance. For example, the levelness of the site, the integrity of the equipment, etc., to ensure the basic safety of students during the activities.

Development of emergency plans: We developed appropriate emergency plans to address unexpected situations, such as injuries or other emergencies, ensuring a prompt and effective response. Teachers need to be clear about the emergency procedures, for example, how to deal with sudden injury or illness situations, and clarify the relevant responsibilities and persons to deal with them.

Equip with necessary first aid equipment: We ensured that the teaching space is equipped with basic first aid facilities, such as first aid kits, ice packs, gauze, etc., so that injuries can be dealt with in a timely manner in the event of an injury^[7]. At the same time, teachers should have knowledge of simple CPR first aid so that they can take timely measures to provide assistance to students in case of emergency.

5. Curriculum Assessment and Feedback on Red Culture Integration into Physical Education Courses in Higher Education Institutions

Through the establishment of clear assessment indicators and comprehensive assessment methods, as well as in-depth analyses of the assessment results, it is possible to gain a comprehensive understanding of the implementation effect of integrating red culture into physical

education classes. This process not only provides a basis for reflecting on physical education teaching in schools, but also provides strong support for enhancing students' ideological and political literacy, physical fitness and teamwork ability.

5.1. Assessment of indicators

Ideological and political quality of students: assess the degree of students' knowledge and understanding of red culture, including the acceptance of the core values of red culture, historical awareness and national identity. Questionnaires and interviews can be used to find out how much students know about the history of red culture and how it is reflected in their daily lives^[8].

Physical fitness: quantitative assessment of changes in students' physical fitness through standardised physical fitness tests (e.g. endurance, strength, flexibility, etc.). These tests may include items such as the 800-metre run, 50-metre run, standing long jump, sit-ups, etc., to detect students' physical fitness improvement after physical education classes.

Motor skills: assesses students' skill acquisition in specific sports. Students' technical performance in basketball, football or other sports, such as proficiency in basic skills such as dribbling, shooting and passing, can be examined with the help of standardised motor skills tests.

Teamwork skills: We observed students' performance in team activities, focusing on their communication, cooperation, and problem-solving skills.. Students' participation and teamwork can be assessed through performance in group activities and competitions.

5.2. Teaching Management Assessment methodology

Questionnaires: Questionnaires designed to address different assessment indicators covering knowledge of red culture, physical fitness and motor skills. The questionnaire may be in the form of a five-point LIKERT scale in order to quantitatively assess students' attitudes and cognitive levels.

Interviews: Centralised and individual interviews were conducted to find out students' views and personal experiences on the integration of red culture into PE lessons. Open-ended questions were used to dig deeper into students' understanding of red culture and its practical application in physical education classes.

Observation: Teachers record students' performance in physical activities through classroom observations, paying particular attention to their participation, collaboration and application of the Red Culture. Observation scales can be used to record and assess the specifics of different students' performance in team activities.

Testing: Standardised physical fitness and motor skills tests are conducted regularly to quantitatively assess student growth. By comparing pre- and post-test data, it is clear that the physical fitness and skills of students improve when red culture is integrated into physical education classes.

5.3. Teaching Management Analysis of evaluation results

Data summary and statistical analysis: collect the results of the questionnaire survey and use statistical software to analyse the data to understand the level of students' awareness of red culture and its use in physical education classes. Charts can be generated, such as pie charts or bar charts, to visualise students' performance on various indicators such as ideological and political qualities and physical qualities.

Comparative analysis: compare test data before and after to analyse the extent of the impact of red culture after it has been integrated into physical education classes. For example, comparing the changes in physical fitness test data before and after the period, counting changes in the magnitude

of motor skill mastery, and analysing the positive impact of red culture on physical activity.

Effectiveness assessment and summary: Based on the data collected and analysed, the actual effectiveness of integrating red culture into physical education classes is summarised and provides a reference basis for future teaching design. It is possible to explore those aspects that have been successful and those indicators that still need to be strengthened, so as to provide a direction for subsequent teaching reforms^[8].

Case study: We selected specific classes and individual students for case studies, recording in detail their changes before and after the integration of red culture into physical education classes. These changes included improvements in ideological and political awareness, as well as enhanced teamwork abilities. Through in-depth analyses of individual cases, the research results will be further enriched.

Educators should cultivate students with all-around development in moral, intellectual, physical, aesthetic, and labor qualities, and foster a new generation capable of undertaking the great mission of national rejuvenation. It has also been proposed to "make good use of red resources, carry forward the red traditions, and pass on the red genes." In the context of the new vocational education, integrating red culture into physical education classes in higher vocational colleges and universities is an innovative and comprehensive teaching practice. This approach innovates the modes of ideological education and physical education, integrates the educational functions of both, and achieves the simultaneous enhancement of physical fitness and ideological quality.

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