

Based on the “Curriculum-Practice-Literacy” Integration:A New Exploration of the Pathways for Ideological and Political Education in Physical Education Normal Students

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Abstract

This thesis explores the pathways for ideological and political education (IPE) in physical education (PE) normal students based on the “curriculum-practice-literacy” framework. Through a review of domestic and international literature, and using questionnaires, interviews, and case analysis, this study empirically investigates the current status of IPE in PE normal students. The research finds that the current IPE faces issues such as insufficient integration of ideological and political elements into the curriculum system, formalized ideological and political education in practical activities, and vague literacy cultivation goals. To address these issues, this study proposes specific pathways from three dimensions: optimizing the curriculum system and teaching methods, expanding platforms and improving evaluation mechanisms in practice, and clarifying goals and conducting educational activities in literacy. The effectiveness of this framework and pathways is verified through case studies. This research aims to provide theoretical references and practical guidance for the construction of IPE in PE normal students, and to help cultivate PE educational talents with both professional abilities and high ideological and political literacy.

Keywords

Curriculum-Practice-Literacy Framework; Physical Education Normal Students; Ideological and Political Education; Pathways for Cultivation.

1. Introduction

In the context of deepening educational reform in the new era, ideological and political education (IPE) has become a key measure to implement the fundamental task of cultivating virtue and talent. Physical education (PE), as an important part of normal education, not only bears the responsibility of imparting professional knowledge and skills in sports but also shoulders the mission of shaping students' well-rounded personalities, cultivating patriotic sentiments, and fostering a spirit of perseverance. As the main force of future PE education, the ideological and political literacy of PE normal students directly affects the effectiveness of IPE in basic education. Therefore, exploring the pathways for IPE in PE normal students is of great significance. Although research on IPE is increasingly abundant, studies focusing on this specific group are still insufficient. Some studies only focus on the simple integration of IPE elements into PE courses, lacking a systematic and holistic framework for cultivation. In practice, IPE activities for PE normal students often remain superficial and fail to integrate deeply with professional practice. In terms of literacy cultivation, there is no clear and operational goal or pathway. Based on this, this study constructs a “curriculum-practice-literacy” framework to

deeply analyze the current status of IPE in PE normal students and explore scientific and effective pathways for cultivation, aiming to fill the research gap and promote the innovative development of IPE in PE normal students, providing new ideas and methods for the cultivation of PE educational talents in the new era.

2. Research Methods

(1) Literature Review Method

To comprehensively and deeply understand the research dynamics of IPE in PE normal students, this study conducted a literature survey using authoritative databases such as CNKI, Wanfang, and PubMed. Core search terms such as “physical education curriculum,” “ideological and political construction,” and “practical teaching” were used for precise and systematic searches. A wide range of literature materials, including academic journal articles, theses, and research reports, were collected, and relevant domestic and international policy documents were carefully reviewed.

(2) Questionnaire Survey Method

To obtain the actual situation of IPE in PE normal students, this study used a questionnaire survey method, selecting five universities in Yunnan Province that offer PE majors as the survey objects. The questionnaire was carefully designed to cover multiple key aspects, including curriculum settings, practical teaching resources, and the current status of school-enterprise cooperation, ensuring a comprehensive understanding of the actual situation in the IPE cultivation process of PE normal students. A total of 400 questionnaires were distributed, and 375 valid questionnaires were recovered, with an effective recovery rate of 93.7%.

(3) Interview Method

To further explore the underlying issues in the practical teaching system of IPE for PE normal students, seek effective improvement measures, and refine scientific and rational talent standards, this study conducted interviews. The interviewees mainly included teachers of PE majors, industry experts, and school leaders.

3. Sources of Literature and Screening

3.1. Sources and Keywords of Literature

With the development of research on physical education majors, an increasing number of scholars have begun to focus on IPE in PE and have conducted relevant research and discussions, achieving fruitful results. This paper widely collects research on IPE in physical education courses from 2015 to April 2025, both domestically and internationally. Combining existing research achievements and current application situations, the research content is deeply analyzed and summarized. This paper adopts a systematic review method, with the CNKI journal database as the main source of data, supplemented by Baidu Academic, Google Scholar, PubMed, IEEE Xplore, JSTOR, etc. The Chinese literature search terms mainly include “physical education,” “cultivation model,” “curriculum setting,” and “practical teaching,” resulting in 4,586 related articles.

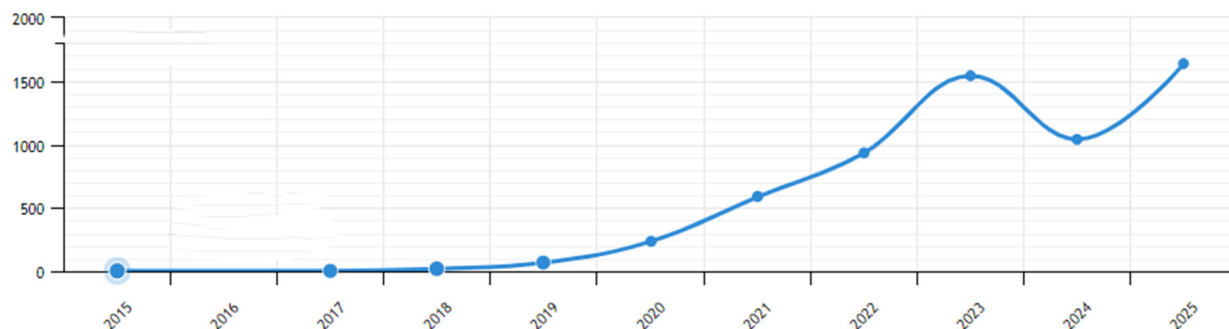


Figure 1. Adopts a systematic review method

3.2. Screening Criteria and Results

The analysis of the temporal distribution of research literature on IPE in physical education shows that the number of related research articles has increased year by year (see Figure 1), reflecting the growing attention of domestic and international scholars. After 2024, the number of articles has significantly increased. This is mainly due to the continuous progress of IPE in physical education, optimization of talent cultivation models, exploration of IPE elements, and strengthening of ideological and political education in practical teaching. These changes have improved the quality of talent cultivation, provided direction for subsequent research, enriched academic achievements, and promoted the development of physical education.

4. Research Results and Analysis

4.1. Theoretical Foundation of the Three-Dimensional Framework of "Curriculum - Practice - Literacy"

4.1.1. Connotations and Significance of Ideological and Political Education in Courses

Curriculum-based ideological and political education is an educational concept and practice that integrates ideological and political education into the teaching of various courses. It does not simply add ideological and political content to courses. Instead, it organically integrates elements, values, moral norms, etc., of ideological and political education into the teaching objectives, content, methods, and evaluation systems of courses, achieving a deep integration of knowledge imparting and value guidance. This enables students to imperceptibly receive ideological and political education while learning professional knowledge, and to establish correct worldviews, outlooks on life, and values. For physical education normal students, curriculum-based ideological and political education is of great significance that cannot be ignored. As an important part of the education system, physical education should not only cultivate students' sports skills and knowledge but also pay more attention to shaping students' ideological, moral qualities, and values. Physical education normal students will shoulder the heavy responsibility of cultivating students' physical fitness, sports spirit, and moral qualities in the future. Their own ideological and political qualities directly affect the quality of future physical education and the growth and development of students. In terms of value shaping, from the perspective of developmental and educational psychology, the connotations of curriculum-based ideological and political education for physical education normal students in value shaping are rich and profound.

It is closely integrated with psychological theories and influences the values of physical education normal students from multiple dimensions, helping them form a positive and correct value system.

1. Guiding value cognition based on the theory of cognitive development to help students understand the connotations of values: According to Piaget's theory of cognitive development,

the cognitive development of individuals is a gradual process. In the courses for physical education normal students, value education is carried out in line with the characteristics of students' cognitive stages by means of the content of courses such as sports history and sports philosophy. When students are transitioning from the concrete operational stage to the formal operational stage, by telling the struggling stories of sports celebrities, such as Deng Yaping becoming a world champion by overcoming her physical disadvantages with tenacious perseverance, specific and vivid examples are used to help students initially understand the connotations of values such as hard work and perseverance. When students enter the formal operational stage, they are organized to discuss how to uphold sports spirit in the wave of sports commercialization, guiding students to use abstract thinking to analyze complex value conflicts, so that they can have a deeper understanding of the essence and significance of sports values.

2. Strengthening value identification based on the social learning theory and setting examples to promote value internalization: Bandura's social learning theory emphasizes the important role of model demonstration in individual learning. In the curriculum-based ideological and political education for physical education normal students, a variety of exemplary images are set for students. On the one hand, taking outstanding athletes as examples, such as Su Bingtian's spirit of constantly challenging himself and breaking the limits of Asians, can inspire students to pursue excellence in sports learning and future work. On the other hand, taking outstanding physical education workers as examples, such as physical education teachers rooted in rural education and making silent contributions, they interpret educational values such as dedication and care for students with their practical actions. Through observing and imitating these examples, students internalize the values embodied by the examples into their own value pursuits.

3. In terms of moral cultivation, developmental and educational psychology endows the curriculum-based ideological and political education for physical education normal students with unique connotations in moral cultivation. According to Piaget's theory of moral development, curriculum-based ideological and political education should carry out education in line with the characteristics of the moral development stages of physical education normal students. In the initial stage of their moral development, with the help of simple and intuitive sports cases, such as small stories about abiding by rules in sports competitions, students are guided to understand basic moral norms. As their moral judgment ability improves, complex sports events, such as controversial referee decisions in sports competitions, are introduced, and students are organized to discuss how to uphold fairness and justice in complex situations, cultivating their ability for independent moral thinking.

4. Bandura's social learning theory also plays a crucial role. In curriculum-based ideological and political education, by setting examples, such as integrating the deeds of athletes who demonstrate noble sportsmanship in international competitions into teaching, students internalize the moral behaviors of these role models as their own code of conduct through observational learning. At the same time, a teaching environment filled with positive moral energy is created. In physical education practice courses, students' good moral behaviors, such as teamwork and respect for opponents, are promptly praised to reinforce these behaviors, while inappropriate behaviors are corrected in a timely manner to guide students to establish correct moral concepts. In this way, physical education normal students can gradually develop good professional ethics and social morality through the study of curriculum-based ideological and political education, laying a solid moral foundation for their future engagement in physical education. This ensures that they can teach by precept and example and cultivate the moral qualities of their students.

5. In terms of literacy cultivation, developmental and educational psychology is of great significance in the cultivation of literacy through curriculum ideological and political education

for physical education normal students. Starting from the theory of cognitive development, according to the cognitive levels of physical education normal students at different stages, curriculum ideological and political education gradually improves their professional literacy through various physical education courses. In the basic learning stage, intuitive teaching is used to help students understand the basic principles of physical education knowledge and skills. As their cognitive abilities develop, students are encouraged to delve deeper into in-depth knowledge such as sports training methods and sports psychology, cultivating their ability to analyze and solve professional problems.

The social learning theory helps to enhance the comprehensive literacy of physical education normal students. Taking outstanding physical education educators as examples, curriculum ideological and political education enables students to learn their educational sentiments of dedication and care for students, cultivating the professional ethics of physical education normal students. Meanwhile, through participating in practical activities such as team sports projects and community sports services, students learn teamwork and communication skills in practice, enhance their sense of social responsibility, and improve their social adaptation literacy.

In addition, the theory of emotional education is also integrated. Challenging tasks are set in physical education courses, enabling students to cultivate tenacious willpower and a positive and optimistic psychological quality while overcoming difficulties. By emphasizing the team spirit and fighting spirit in sports events, students' collective sense of honor and enterprising spirit are stimulated, comprehensively promoting the coordinated development of physical education normal students' literacy in professional, moral, psychological, and social adaptation aspects.

4.2. Analysis of the Current Situation of Cultivating Curriculum-based Ideological and Political Education for Physical Education Normal Students

4.2.1. Current Situation in the Curriculum Dimension

In the curriculum dimension, certain progress has been made in integrating ideological and political elements into the courses of the physical education major. However, there are still many problems. Through investigations of the courses of the physical education major in multiple universities, it has been found that although some physical education professional courses mention ideological and political objectives in the teaching syllabus, the content is rather general, lacking the design of specific and operable ideological and political teaching content and teaching methods. In terms of teaching methods, the current teaching methods of curriculum-based ideological and political education for physical education normal students are relatively monotonous, mainly focusing on teachers' lectures, and lacking interactivity and innovation. In the process of ideological and political education, teachers mostly adopt the indoctrination teaching method, directly telling students ideological and political theories and cases. As a result, students passively accept the knowledge and lack opportunities for active thinking and participation. From the perspective of the curriculum evaluation system, the current evaluation of courses in the physical education major mainly focuses on students' mastery of sports skills and their scores in theoretical knowledge examinations. There is a lack of scientific and systematic indicators for evaluating the effects of ideological and political education. In the final examination of the physical education major in a certain university, the skill assessment accounts for 70% of the total score, and the theoretical examination accounts for 30%. However, there is almost no evaluation of students' ideological and political performance and the improvement of their moral qualities during the course learning process. This leads to students and teachers often paying more attention to the learning of skills and knowledge during the teaching process while ignoring the importance of ideological and

political education, which is not conducive to the in-depth implementation of curriculum-based ideological and political education.

4.2.2. Current Situation in the Practical Dimension

In the practical dimension, the practical activities of physical education normal students mainly include sports events, social practices, and teaching internships, etc. These practical activities provide an important platform for the implementation of curriculum ideological and political education. However, there are still some deficiencies in the development of ideological and political education at present. In terms of sports events, although sports events can cultivate students' competitive awareness, team spirit, and sportsmanship, in the actual organization and implementation process, insufficient importance is attached to ideological and political education. Some sports events pay too much attention to competition results and neglect the guidance and cultivation of students' sports spirit and moral qualities. A survey of physical education normal students' participation in sports events in a certain university shows that only 30% of the students believe that they have deeply experienced the ideological and political education content such as teamwork and fair competition in sports events, indicating that the effectiveness of ideological and political education in sports events needs to be improved. In terms of social practices, the forms of social practice activities participated in by physical education normal students are relatively diverse, such as community sports services, public welfare sports activities, etc. However, during the practical process, the integration of ideological and political education is not deep enough. Some social practice activities only stay at the level of imparting and promoting sports skills, lacking in-depth excavation and guidance of ideological and political elements such as students' sense of social responsibility and dedication. In a community sports service activity, physical education normal students were mainly responsible for organizing residents to do physical exercises, but they did not guide students to think about the important significance of community sports services in promoting social harmony and improving residents' health levels, and students did not have a deep understanding of the ideological and political connotations of social practice activities. The survey data shows that only 25% of physical education normal students believe that their sense of social responsibility has been significantly enhanced in social practice activities, indicating that there is still a large room for improvement in ideological and political education in social practice activities. In terms of teaching internships, teaching internships are an important link for physical education normal students to apply the knowledge and skills they have learned to actual teaching, and also a crucial period for cultivating students' educational feelings and professional ethics. However, currently, some teaching internship instructors do not attach enough importance to ideological and political education. During the internship guidance process, they pay more attention to the application of students' teaching skills and professional knowledge, while ignoring the cultivation of students' ideological and political qualities and professional ethics. In the teaching internship of physical education normal students in a certain university, when evaluating students' internship performance, the instructors mainly use teaching skills and teaching effects as the criteria, and pay less attention to whether students integrate ideological and political education elements into their teaching and the students' own professional ethics performance. A survey of the internship schools finds that 40% of the schools believe that the performance of physical education normal students in teaching internships in terms of ideological and political education needs to be improved, which reflects the weak links in the cultivation of curriculum ideological and political education in the teaching internship links.

4.3. Current Situation in the Literacy Dimension

In the dimension of literacy, through the evaluation of the ideological and political literacy and professional literacy of physical education normal students, it is found that overall, students

have a certain foundation in ideological and political literacy, but there is still a need for further improvement. The survey shows that 80% of physical education normal students have a basic understanding of the core socialist values and can identify with ideas such as patriotism and collectivism. However, when facing some complex social hot issues, some students lack the ability to conduct in-depth analysis and make correct judgments, and are easily influenced by bad ideas. In the discussion on the issue of "how to view the relationship between commercial interests and sports spirit in sports events", 25% of the students believe that commercial interests are more important, ignoring the core value of sports spirit, which indicates that students still need to strengthen the depth and stability of their ideological and political literacy. In terms of professional literacy, most physical education normal students have a high enthusiasm and sense of identity for the cause of physical education. In the survey of future career planning, 75% of the students said that they are willing to engage in physical education work for a long time. However, there are still deficiencies in the cultivation of specific professional literacy abilities. For example, in terms of educational and teaching abilities, although students have received certain teaching theory and practical training at school, in actual teaching, 35% of physical education normal students during their internships are still pointed out to have problems such as monotonous teaching methods and insufficient classroom organization abilities. In terms of communication and collaboration abilities, physical education normal students show good team spirit in team sports projects, but in communication and collaboration with teachers of other disciplines or parents, some students have situations of poor communication and difficulties in collaboration. In a case of jointly organizing a campus sports activity with teachers of other disciplines, 20% of physical education normal students had conflicts with teachers of other disciplines due to communication problems, which affected the smooth progress of the activity. In terms of social responsibility and innovation ability, when participating in social practice activities, physical education normal students can be aware of their own social responsibilities, but in actual actions, their awareness of taking the initiative to assume social responsibilities is not strong enough. Survey data shows that only 40% of physical education normal students will actively participate in public welfare sports activities and provide sports services for the public. In terms of innovation ability, physical education normal students are relatively insufficient in innovative thinking and practical innovation in aspects such as physical education teaching methods and the organization forms of sports activities, and they lack the exploration and application of new concepts and technologies in physical education. In the survey on the innovation of physical education teaching methods, only 15% of the students said that they have tried innovative teaching methods during their teaching internships, and most students still use traditional teaching methods for teaching. This indicates that in the dimension of literacy, there is still a large room for improvement for physical education normal students in deepening their ideological and political literacy, enhancing their professional literacy, and cultivating their social responsibility and innovation ability, and further cultivation and guidance are needed.

4.4. Cultivation Paths of Curriculum-based Ideological and Political Education for Physical Education Normal Students Based on the Three-Dimensional Framework

4.4.1. Cultivation Paths in the Curriculum Dimension

4.4.1.1 Optimize the Curriculum System and Integrate Ideological and Political Elements

Adjusting the curriculum settings of the physical education major and constructing a scientific and reasonable curriculum system is the foundation for realizing curriculum-based ideological and political education. Increase the proportion of theoretical courses with ideological and political connotations. For example, increase the credit of theoretical courses from 2 credits to

3 credits to make the teaching content more systematic and comprehensive, enabling students to deeply understand the close connection between physical education and national development and national rejuvenation, and stimulating students' patriotic feelings and national pride. In the design of curriculum content, organically combine ideological and political elements with physical education professional knowledge, achieving the effect of influencing students subtly. When explaining sports training methods, introduce cases of outstanding Chinese athletes who train hard and win glory for the country. For instance, tell the story of Su Bingtian, who, through scientific training methods and unremitting efforts, broke the limits of Asians in the sprint event and became the first Chinese athlete to advance to the men's 100-meter final of the Olympic Games, inspiring students to establish a sports spirit of tenacious struggle and the pursuit of excellence. In the sports health care course, integrate the education of the concept of a healthy life and the awareness of social responsibility, guiding students to pay attention to national fitness and public health safety, and cultivating students' sense of social responsibility. For example, when explaining the prevention and treatment of sports injuries, combined with the current social emphasis on national fitness, emphasize that everyone has the responsibility and obligation to spread a healthy lifestyle and improve the public's health awareness. Through these specific cases and content designs, students can be influenced by ideological and political education while learning physical education professional knowledge, achieving the organic unity of knowledge imparting and value guidance.

4.4.1.2 Innovate Teaching Methods to Enhance the Teaching Effect of Ideological and Political Education

Adopt the project-based learning method, using actual sports projects as the carrier to guide students to deeply understand and practice the content of ideological and political education in the process of completing the projects. In the sports event planning project, students are divided into groups to complete the whole process from event preparation, organization and implementation to post-event summary. During this process, students need to apply the spirit of teamwork, divide tasks and cooperate with each other to jointly complete all aspects of the event. For example, some students are responsible for event promotion, some are in charge of venue arrangement, and some are tasked with athlete registration and grouping. Through mutual cooperation, students not only improve their organizational and coordination abilities but also deeply understand the importance of teamwork. At the same time, in the event planning, students need to consider the fairness and impartiality of the event, as well as how to spread sports spirit and positive energy through the event, which cultivates students' awareness of fair competition and social responsibility. In the event summary stage, students reflect on and summarize the entire project, further deepening their understanding and recognition of the content of ideological and political education. The situational teaching method is also an effective teaching approach. By creating specific teaching situations, students can feel and comprehend the ideological and political elements within the situations. In the long-distance running teaching of the track and field course, create a "marathon race" situation, allowing students to simulate marathon athletes and overcome difficulties and persevere to the end in the race. In this situation, the teacher can timely tell the origin and development of the marathon sport, as well as the indomitable and self-challenging spirit demonstrated by marathon athletes. When students feel tired and want to give up during the long-distance running, the teacher encourages them to persevere with tenacious willpower just like marathon athletes, cultivating students' willpower and ability to overcome difficulties. Through this situational teaching, students can more deeply understand the connotation of sports spirit and enhance their sense of identity with ideological and political education. The group discussion method can stimulate students' initiative and creativity and promote the exchange and collision of ideas among students. In the course of sports sociology, organize students to conduct group discussions on the topic of "The Influence of Sports Commercialization on Sports

Spirit". Each group conducts in-depth discussions around the topic. Students express their opinions freely, analyze the opportunities and challenges brought about by sports commercialization, and discuss how to maintain and promote sports spirit in the context of commercialization. During the discussion process, through communication and debate, students not only deepen their understanding of sports sociology knowledge but also cultivate critical thinking and value judgment abilities. Teachers play a guiding role in group discussions, guiding students to think about problems from different angles in a timely manner and helping students form correct values. For example, when students discuss the influence of sports stars' commercial endorsements on teenagers, the teacher can guide students to think about how to correctly view the relationship between commercial interests and sports spirit, and how to guide teenagers to establish correct views on idols and values. Through these innovative teaching methods, students' learning interest and participation can be improved, making ideological and political education more vivid and effective. In the process of active learning, students can achieve the joint improvement of their ideological and political qualities and professional abilities.

4.4.1.3 Strengthen Teacher Training to Improve Teachers' Ability in Ideological and Political Education in Courses

Carrying out ideological and political training for physical education teachers is the key to improving the teaching quality of curriculum-based ideological and political education. The training content should cover aspects such as ideological and political theoretical knowledge, teaching methods of curriculum-based ideological and political education, and the exploration of ideological and political elements in physical education professional courses. Invite experts in ideological and political education to give lectures on ideological and political theories, systematically explaining the basic principles of Marxism, the theoretical system of socialism with Chinese characteristics, and other contents to enhance teachers' theoretical level of ideological and political education. For example, hold a special lecture on the "Marxist View of Sports", enabling teachers to have an in-depth understanding of the relationship between Marxism's theory of the all-round development of human beings and physical education, and to clarify the important role of physical education in cultivating socialist builders and successors who are comprehensively developed morally, intellectually, physically, aesthetically, and in terms of labor skills. In order to enable teachers to better explore the ideological and political elements in physical education professional courses, special training on the exploration and integration of ideological and political elements in physical education professional courses can also be organized for teachers. Invite experts in the field to jointly discuss the ideological and political elements in physical education professional courses with physical education teachers. For instance, in physical education skill courses, explore how to combine the characteristics of sports events to excavate ideological and political elements such as teamwork, competitive awareness, and sportsmanship. Through such special training, teachers' sensitivity to and ability to explore the ideological and political elements in physical education professional courses can be improved, enabling teachers to naturally and skillfully integrate these elements into the teaching content.

4.5. Cultivation Paths in the Practical Dimension

4.5.1. Expand Practical Platforms and Enrich Ideological and Political Practical Activities

Schools should actively cooperate with communities, sports enterprises, etc., to expand the practical platforms for physical education normal students and provide them with more opportunities to participate in social practices. A certain university has established long-term cooperative relationships with several local communities and organizes physical education normal students to regularly participate in community sports service activities. In these

activities, physical education normal students provide sports fitness guidance for community residents and organize various sports events, such as community fun sports meetings, fitness competitions for the elderly, etc. During the organization of a community fun sports meeting, physical education normal students are not only responsible for the planning, organization and refereeing of the event, but also pay attention to the needs and feelings of the participating residents. They found that some elderly residents faced certain difficulties and risks when participating in sports due to physical reasons. Therefore, according to the physical conditions of the elderly residents, the physical education normal students specially designed some low-intensity and highly interesting sports events, such as simple aerobics, ball throwing competitions, etc. In this process, the physical education normal students deeply understood the importance of caring for others and serving the society, and enhanced their sense of social responsibility.

4.5.2. Establish a Practical Evaluation Mechanism to Strengthen the Effectiveness of Ideological and Political Practice

Formulating scientific and reasonable practical evaluation indicators is the key to ensuring the effectiveness of ideological and political education in practical activities. The evaluation indicators should cover aspects such as students' ideological and political performance, improvement of moral qualities, enhancement of social responsibility, and application of professional abilities during practical activities. In terms of ideological and political performance, it is necessary to evaluate whether students have a correct political stance and actively practice the core socialist values. In a community sports service activity, observe whether students can actively promote the concept of a healthy life to community residents and guide them to establish correct sports values, so as to evaluate students' ideological and political performance. Adopt diversified evaluation methods to comprehensively and objectively evaluate students' practical performance. A combination of teacher evaluation, student self-evaluation, peer evaluation among students, and evaluation by the practical unit can be used. Teacher evaluation mainly evaluates students' practical performance from the perspectives of professional guidance and ideological and political education. After students participate in community sports service activities, teachers evaluate students' performance in the activities based on their own observations and understanding, including aspects such as students' professional abilities, ideological and political performance, and moral qualities.

4.6. Cultivation Paths in the Dimension of Literacy

4.6.1. Clarify the Literacy Objectives and Improve the Literacy Cultivation System

Construct a complete literacy cultivation system and integrate the cultivation of literacy throughout the whole process of training physical education normal students. In terms of curriculum settings, in addition to ideological and political theory courses and physical education professional courses, vocational literacy courses and innovative practice courses should be added. Vocational literacy courses can include educational psychology, education laws and regulations, teachers' professional ethics, etc. Through the study of these courses, students' vocational literacy can be improved. Innovative practice courses can include innovative practice in physical education teaching, innovative practice in sports science and technology, etc. Through the practical activities of these courses, students' innovative literacy can be cultivated. In the practical teaching link, focus on cultivating students' comprehensive literacy. In teaching internships, students are required not only to master teaching skills but also to pay attention to the ideological and political education and moral cultivation of students, so as to improve students' educational and teaching abilities and vocational literacy. In social practice activities, students are encouraged to actively participate in public welfare sports activities, community sports services, etc., to enhance students' sense of social responsibility and service awareness, and to improve students' comprehensive literacy. At the same time,

establish and improve a literacy evaluation mechanism, regularly evaluate and provide feedback on the development of students' literacy, promptly identify problems and adjust cultivation strategies to ensure the achievement of the literacy cultivation objectives.

4.6.2. Carry out literacy education activities to promote the improvement of literacy.

Regularly organize themed lectures and invite experts, scholars, excellent physical education teachers, etc. to give lectures centered on themes such as ideological and political education, professional literacy, and sports spirit, so as to broaden students' horizons and enhance their literacy. Invite excellent physical education teachers to share their teaching experiences and growth journeys, and tell how to cultivate students' moral character and values in teaching, as well as how to overcome difficulties and stick to the original aspiration of education, setting an example for students. Invite experts and scholars in the sports field to explain the relationship between sports and national development, national rejuvenation, as well as the role of sports in promoting social harmony and strengthening national unity, etc., to enhance students' sense of social responsibility and mission.

5. Research Conclusions

This study focuses on the three-dimensional framework of "curriculum-practice-literacy" and deeply explores the cultivation paths of curriculum-based ideological and political education for physical education normal students, achieving many results with both theoretical and practical values. In the curriculum dimension, through investigations of the physical education major courses in multiple universities, it is found that there are many problems in the current curriculum-based ideological and political education of physical education majors. For example, the integration of ideological and political elements is general and lacks precision; it is difficult to integrate ideological and political elements into skill-based courses, the teaching methods are relatively single, and the evaluation system is also incomplete. In response to these issues, this study proposes targeted strategies: optimize the curriculum system and increase the proportion of theoretical courses. At the same time, strengthen teacher training, starting from aspects such as ideological and political theories, teaching methods, and the exploration of ideological and political elements, to improve teachers' ability in ideological and political education in courses. In the practical dimension, the research shows that there are problems in the ideological and political education of the practical activities of physical education normal students, such as emphasizing results over ideological and political guidance in sports events, insufficient in-depth integration of ideological and political elements in social practices, and insufficient attention to ideological and political education in teaching internships. Therefore, this study suggests expanding practical platforms, cooperating with communities and sports enterprises to carry out community sports service, sports industry practice projects, etc., to enrich the content of ideological and political practices. The community sports guidance practice organized by a certain normal university has enhanced students' sense of social responsibility and service awareness. Establish a scientific practical evaluation mechanism to strengthen the effectiveness of ideological and political practices. In the literacy dimension, the survey shows that physical education normal students have a certain foundation in ideological and political and professional literacy, but there is room for improvement in analyzing and judging complex issues, cultivating professional abilities, social responsibility, and innovation ability.

Fund Project

1.The Project of Ideological and Political Education Reform in Courses of Yunnan Agricultural University in 2023 (YNAUKCSZJG2023074);

2. Project of Undergraduate Teaching Reform and Engineering of Yunnan Agricultural University (YNAUKCSZSFKC2024011)

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