



Research Paper

Ideological Education Function of Physical Education Teachers towards Developing Students' Value System for Exercise and Sports

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ABSTRACT: In this paper, presented the summary of findings, conclusions, and recommendations on the gathered and analyzed data.

The study determined the ideological education function of the physical education teachers in selected universities in China which may influence developing the value system of the students for exercise and sports. Additionally, the study also analyzed the participants' profiles, the ideological education function of the physical education teacher-respondents as assessed by themselves and by the students in terms of the historical content in physical education courses, pedagogy integration in physical education, real – life application in physical education, and development of students' valuing physical education.

Findings of the study became the bases of the researcher in developing a curriculum in physical education with the integration of ideological education function towards developing students' valuing for exercises and sports.

KEYWORDS: Physical Education Teachers ,ideological education , Sports value

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I. INTRODUCTION

College physical education is an important part of higher education. According to Chinese and foreign cultural classics, the important role of physical education has been paid attention to by many thinkers. Since the 21st century, China has attached special importance to ideological education. General Secretary Xi Jinping further emphasized the prominent position of sports in education activities at the National Education Conference, and full physical education" as an important step in talent training, which further reflects the deepening of understanding of talent training.

Yu, Lai, and Zhang (2023) provided a formal definition about the so called "Ideological Curriculum (IC)" in the universities of China, namely, integrating ideological education in the professional courses and curriculum. They also introduced the significance, current trend and situation of IC. Moreover, they analyzed the different of ideological education between international and local students. Mostly important, they further introduced how to integrate the ideological education into a professional course for international students in China. However, in this present study, only the Chinese teachers and students in the five selected schools in Guangxi China were involved to determine the ideological education function in physical education. Yu et al., emphasized more specifically, for local students' ideological education, it is necessary to focus on cultivating patriotism and the great traditional culture of the Chinese nation. The purpose is to cultivate outstanding young people in the construction of socialist modernization, let students understand that they are the future of the country, and encourage students to integrate

their personal study and struggle into the great cause of rejuvenation of the Chinese nation.

As an indispensable part of the subject system, curriculum system and practice system, physical education in colleges and universities is a practical form to improve the physical fitness of college students, and undertakes the important responsibility of shaping character and tempering will, which coincides with the function of ideological education in colleges and universities in influencing, infecting and shaping people. Therefore, to give full play to the ideological education function of college physical education, it is necessary to take university physical education as the entry point and foothold, put the ideological education in the category of college physical education, and deeply understand the historical logic and theoretical logic of the connection between the two.

II. STATEMENT OF THE PROBLEM

In promoting the implementation of the quality education and the all-round development of people, school physical education is an important way, which plays an indispensable value in realizing the strategic goal of China's education modernization, the construction of a healthy China, strengthening the country with talents and the great rejuvenation of the Chinese nation. These explorations reveal the important position of the school physical education in the education system, and highlight that the school physical education should give full play to the ideological and political education function in the school education activities. But at this stage, in the colleges and universities in the process of college sports, both students and teachers, are too single to simple university sports as improve students' physical quality, master and improve sports skills of a means, no doubt, this understanding will hinder the ideological education function, eventually lead to workers for sports contains the ideological and political education factors and the factors can play the ideological education role completely ignored.

In this context, this study takes 5 universities in Guangxi to investigate physical education teachers and students, and understand the role of ideological education of physical education teachers in developing students' exercise and sports value system. to fully tap the ideological education elements, and make the elements give full play to its own value, promote university sports to set professional knowledge education and ideological and political education in an important position, the ideological education into university sports each link, release of university sports strong education potential, bursting university sports great spiritual power.

This study aimed to determine the ideological education function of the physical education teachers in selected universities in China which may influence developing the value system of the students for exercise and sports.

III. SUMMARY OF FINDINGS

In terms of teacher-respondents socio demographic profile, majority of them have master's degrees, and some portion hold advanced degrees. This shows that physical education instructors have a strong commitment to continuing their professional development. The pursuit of higher education improves professional abilities in addition to facilitating job growth. The results are consistent with earlier research demonstrating a favorable relationship between teacher credentials and academic success. Highly skilled educators foster positive qualities in their pupils and help them achieve better academically. Thus, improving teacher preparation and professional development is essential to raising student achievement and improving educational results as a whole.

1. Ideological Education Function of Physical Education Teacher-Respondents in Terms of Historical Content in Physical Education Courses

The respondents have supported excellent athletes who have significantly improved sports and physical education in the nation with honor and pride in their country. They admire the accomplishments of these athletes and hope to encourage and uplift student athletes by following in their footsteps.

2. Ideological Education Function of Physical Education Teacher-Respondents in Terms of Pedagogy Integration in Physical Education

Strengthening physical fitness, sportsmanship, and camaraderie in physical education courses is the highest weighted mean when it comes to the Ideological Education Function of Physical Education Teacher-Respondents in Terms of Pedagogy Integration in Physical Education. On the other hand, the individuals who highlighted the distinct advantage of physical education in fostering virtues and ethical behavior had the lowest mean. With an average weighted mean of 2.89, teachers evaluated their own frequency of implementing ideological education functions in physical education.

3. Ideological Education Function of Physical Education Teacher-Respondents in Terms of Real-Life Application in Physical Education

Teacher-respondents place a high priority on developing their students' self-discipline in both PE and sports, constantly emphasizing appropriate behavior. Instructors are essential in making sure that students follow guidelines, encouraging honesty, decency, and equity in all physical pursuits. This is consistent with the World Anti-Doping Code's tenets, which highlight sportsmanship and equity.

4. Ideological Education Function of Physical Education Teacher-Respondents in Terms of Development of Students' Valuing Physical Education

The role of physical education teachers as responders in the development of students' values for physical education is reflected in the function of ideological education, which is consistently prioritized in PE, especially when it comes to helping students develop a literacy about the benefits of sports and exercise for health and wellness. This is consistent with the Chinese school philosophy of "health first," which emphasizes the value of physical health.

5. Summary of Ideological Education Function of Physical Education Teacher-Respondents

The results of the poll show that teachers place a high priority on helping their students develop a value for physical education. They highlight the advantages of athletics in a variety of spheres of life.

6. Teacher-Respondents' Practices Towards the Development of Students' Valuing System for Exercise and Sports in Terms of Viewpoint for Sports and Exercise

Based on the findings, physical education (PE) teachers regularly assist students in developing a positive worldview through physical activity and sports. This is consistent with research indicating that sports can serve as an effective means of imparting values, thereby influencing people's personalities and attitudes toward life.

7. Teacher-Respondents' Practices Towards the Development of Students' Valuing System for Exercise and Sports in Terms of Cultivation of Virtues in Physical Education

Physical Education (PE) teachers regularly stress establishing good moral concepts and positive attributes in their pupils, according to data from student respondents' assessments of their teachers' methods in nurturing virtues in PE classes. This focus on moral development is consistent with the holistic development theory within the physical education framework, which emphasizes the value of setting an example of appropriate behavior for children to follow in order to form positive sports habits.

8. Teacher-Respondents' Practices Towards the Development of Students' Valuing System for Exercise and Sports in Terms of Formation and Function of Sports Ethics

A strong sense of rules and fair competition in sports is emphasized by the data from student-respondent's assessments of their teachers' practices in developing the valuing system for exercise and sports. This suggests that both teachers and students consistently follow the rules and play fairly in sports competitions, promoting positive sports behavior and character development.

9. Summary of Teacher-Respondents' Practices Towards Development of Students' Valuing System for Exercise and Sports

The highest-scoring aspect in the assessment was the cultivation of virtues in physical education, indicating that PE teachers prioritize instilling values such as cooperation, sportsmanship, and discipline alongside physical skills. Participation in sports is deemed crucial for character development, offering students opportunities to demonstrate traits like tenacity and commitment. Through both victories and defeats, students learn important life lessons in perseverance and fair play, contributing to their moral growth. Conversely, the viewpoint for sports and exercise received the lowest score, suggesting a need for PE teachers to emphasize the importance of sports and foster positive attitudes towards physical activity rather than viewing it solely as exhausting.

10. Relationship Between the Profile of the Teacher-Respondents and their Ideological Education Function as Physical Education Teachers

There is little relationship between the teacher respondents' profiles and their ideological role in education as Physical Education (PE) instructors, the null hypothesis is accepted. This implies that the ideologies of teaching that PE teachers practiced were unaffected by their personal backgrounds.

11. Relationship Between the Profile of the Teacher-Respondents and their Practices Towards the Development of Students' Valuing System for Exercise and Sports

There is no significant relationship between the profile of teacher respondents and their practices towards developing students' value systems for exercise and sports, leading to the acceptance of the null hypothesis. This implies that instructors' sociodemographic profile has little bearing on their activities in this area. Physical education teachers, regardless of their experience, use a variety of strategies to help children develop positive attitudes about physical activity and sports.

IV. CONCLUSION

The study's findings led to the following conclusions:

1. Most of the respondents have master's degrees, and some have advanced degrees, which suggests that physical education teachers are committed to continuing their professional development.
2. The findings show that there is a need for improvement in the implementation of physical education in terms of a gap between theoretical knowledge and practical application.
3. Findings of the study reveal that inclusivity is one of the concerns in teaching physical education (PE) to give a more equal opportunity to all students when it comes to sports.
4. Teachers of physical education (PE) place a strong emphasis on discipline, yet there is a noticeable lack of integration between their lessons and actual games on sports ethics and rules. It is possible that students aren't given enough information on the ethical and legal ramifications of sports, including things like taxation, labor and employment rules, intellectual property rights, and anti-doping policies.
5. Although physical education (PE) teachers show strong dedication in their teaching, there is still a need to improve their strategies by incorporating cultural literacy in PE.

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