

Integrating Civic and Political Elements into the Teaching of Public Physical Education Courses in Colleges and Universities—Taking the Teaching of Volleyball Course as an Example



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Abstract: With the rapid development of society and the transformation and upgrading of college education, the goal of teaching public physical education courses in colleges and universities is no longer limited to exercising the physical quality of students, but pays more attention to cultivating the students' civic-political literacy. By integrating the civic and political elements into sports teaching such as volleyball courses, it can strongly promote the overall development of students as well as the enhancement of ideological character. This paper discusses the importance of integrating the civic and political elements into the teaching of volleyball as an example of public sports courses in colleges and universities and puts forward specific implementation strategies, i.e., optimizing the teaching content, combining with practical activities, infiltrating the civic and Political elements, introducing vivid cases, organizing teaching activities, and perfecting the evaluation system, etc., to provide some insights and references to the relevant teaching.

Keywords: civic and political elements; colleges and universities; public physical education curriculum teaching; volleyball course; integration strategy

Introduction

Public physical education courses in colleges and universities play an important role in cultivating students' physical and mental health and comprehensive development. Integrating civic and political elements into public physical education courses not only improves students' comprehensive quality but also helps to cultivate their correct values and positive mental outlook. This paper takes the volleyball course as an example to discuss how to effectively combine the Civic and Political elements with volleyball teaching to enhance the teaching effect.

1. The Fit between Civic and Political Elements and Public Physical Education Volleyball Courses in Colleges and Universities

Public sports courses in colleges and universities play an important role in promoting students' physical and mental health and overall development. As a sport that emphasizes teamwork and competitiveness, volleyball has a natural fit with civic education. Through participating in volleyball courses, students can not only improve their physical fitness but also develop excellent qualities in various aspects. First of all, volleyball emphasizes the tacit understanding and cooperation between teams. In volleyball, students can learn to support each other and work closely together, and this strong sense of teamwork will not only help them to achieve good

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results in sports but also affect their daily life and future work. Secondly, volleyball can stimulate the students' sense of competition and fighting spirit. Facing the fierce competitive environment, students can learn to face the challenges bravely and strive for victory actively. This indomitable spirit will accompany them to meet various challenges in life (Ji, 2021). Finally, volleyball helps to improve students' physical and mental health. By participating in volleyball, students can cultivate healthy living habits and a positive mindset while enhancing their physical fitness. Therefore, the public sports volleyball program in colleges and universities is closely connected with ideological and political education. The organic combination of the two can not only improve the comprehensive quality of students but also cultivate their positive spirit, laying a solid foundation for their overall development.

2. The Current Situation of the Integration of the Civic and Political Elements into the Public Sports Volleyball Program in Colleges and Universities

Although there are many benefits of integrating Civics and Politics elements into public sports volleyball courses in colleges and universities, there are also some problems and challenges. On the one hand, some physical education teachers need to improve their knowledge and theory level in the field of civics and politics. As they focus more on technical teaching, the integration of civic-political elements in the curriculum is not deep enough, thus affecting the effect of civic-political education. On the other hand, some of the concepts and principles of civics and politics are more abstract, and their direct connection with the volleyball curriculum is not close enough (Wang, 2023). Without appropriate guiding methods and practical examples, students will be confused or even resistant to these abstract concepts, thus affecting their interest in and acceptance of the elements of civics and politics. In addition, some students do not recognize the importance of civics education and pay more attention to technical training and competitive performance. This tendency may lead to their low

participation in the civics and politics element in volleyball courses, thus ignoring the deep meaning and value behind it. Moreover, the existing evaluation system is biased towards the assessment of technical level and competitive performance, while the evaluation of the civic and political elements is relatively vague. This tendency will lead some teachers to pay less attention to the civic and political elements in teaching, which in turn affects students' cognition and understanding of these elements.

3. The Positive Impact of Integrating the Civic and Political Elements into the Public Sports Volleyball Program in Colleges and Universities

3.1 Favorable to improve the comprehensive quality of students

As a highly collective sport, volleyball requires students to give full play to their strengths and work closely with team members to improve their overall strength. civic education focuses on cultivating students' sense of social responsibility and civic awareness, and integrating it into the volleyball course can not only stimulate students' team spirit and sense of collective honor but also further enhance their comprehensive quality. In addition, civic and political education emphasizes the cultivation of innovative thinking and problem-solving ability. Incorporating civics elements in volleyball courses can provide students with more opportunities for thinking and discussion. For example, the in-depth discussion of the rules of the sport and tactical strategies, as well as the analysis of the game situation, can help to cultivate students' critical thinking and problem-solving abilities. This teaching method can not only stimulate students' innovative consciousness but also improve their independent learning and innovative ability (Li, 2023), which in turn promotes the improvement of comprehensive quality.

3.2 Favorable to the cultivation of correct values

In volleyball, fair competition is the basic principle. Students need to strictly abide by the rules, respect the referee's judgment, and avoid taking any improper means to gain an advantage. Through the

guidance of civic education, students can deeply understand the importance of fair competition and understand that only based on fairness can they realize real progress and growth. This value not only guides students in sports competitions but also has far-reaching significance for their future careers and social interactions. Meanwhile, volleyball games require students to help each other, work closely together, and meet challenges together. By guiding students to recognize the value of friendship and mutual help through civic education, they will learn to care about others and be willing to help, thus forming a collective atmosphere of unity and love (Chen, 2023). The cultivation of such values not only has a positive impact on students' personal growth, but also prompts them to pay more attention to the needs of others, enhances interpersonal communication, and develops good social relationships.

3.3 Favorable to cultivate a positive spirit

As a sport that emphasizes both skill and physical ability, volleyball requires students to constantly refine their skills and improve themselves. The integration of the civic and political elements provides teachers with the opportunity to convey the correct learning attitudes and methods to students, further stimulating their enthusiasm for learning and internal motivation. Under the guidance of civic and political education, students pay more attention to their efforts and dedication in the learning process and develop the spirit of pursuing excellence and continuous progress. This positive attitude will prompt them to be more focused and self-disciplined, thus achieving better results in the volleyball course. At the same time, students need to have a strong will and a correct mindset when facing failures, setbacks, and difficulties in volleyball. civic and political education plays a key role here, helping students establish a correct outlook on life and values, and educating them to maintain an optimistic and positive attitude in the face of adversity and to bravely meet the challenges (Wang et al., 2023). In addition, civic education also helps students to establish correct self-knowledge, understand their strengths and weaknesses, dare to challenge themselves in

volleyball courses, defy difficulties, and participate in the game more actively. This cultivation of self-knowledge and challenging spirit will have a far-reaching impact on students' personal growth.

3.4 Favorable to promote the construction, of course, civic politics

Integrating the elements of civics and politics into the public sports volleyball course in colleges and universities undoubtedly opens up a new path for the in-depth combination of curriculum civics and subject teaching. Such integration not only strengthens students' mastery of volleyball skills and knowledge but also makes them deeply appreciate the importance of social responsibility, patriotism, and moral cultivation in practice. This kind of integration with depth makes the course civics truly integrated into the daily learning life of students, not just theoretical teaching that stays on the surface. In today's society, with the progress of the times and the increasing demand for talent, people's expectations for college students are also increasing, especially the demand for their sense of social responsibility. The integration of civic and political elements into sports volleyball courses is in line with the needs of this era so that students can deeply realize their responsibility and mission while participating in volleyball so that they can continuously improve themselves in practice and better contribute to society. In addition, the traditional evaluation method of civic and political education is often too single, mainly relying on examination results. By integrating the elements of civic and political education into the sports volleyball program, teachers can build a more comprehensive and objective evaluation system. This system not only pays attention to the student's skill mastery, but also emphasizes their participation, teamwork ability, and social responsibility, and other qualities. In this way, teachers can more accurately evaluate the students' ideological and moral quality and social responsibility, and provide strong support for the cultivation of all-round development of outstanding talents.

4. Strategies for Integrating the Elements of Ideology and Politics in the Teaching of Public

Sports Volleyball Courses in Colleges and Universities

4.1 Optimize the teaching content and integrate the civic and political elements

To integrate the civic and political elements into the volleyball course, so that students can get the cultivation of civics and politics while exercising, teachers need to make appropriate adjustments in the teaching content. Specifically, teachers can start from the technical movements, and integrate ethical norms professionalism, and other political elements into the explanation and practice of technical movements. For example, when explaining the serving technique, emphasize the moral code and professionalism of the athletes, so that students understand that they not only need to play a good technical level on the court but also have good professional ethics. When teaching defensive techniques, guide students to pay attention to the normality of the action, so that students understand that the standard behavior of the athletes is not only responsible for themselves and their teammates but also for the respect of the whole sports event. In addition, teachers can also continuously innovate and optimize the teaching design, so that the elements of civics can be better integrated into the volleyball course (Zhang et al., 2023). For example, teachers can design different contents and teaching methods according to students at different stages, so that students can gradually comprehend and experience the connotation of the civic and political elements. At the same time, influential people or experts in society are invited to explain the relevant knowledge of civics and politics to students.

4.2 Combine with practical activities to penetrate the elements of civic and political science

To integrate the civic and political elements into the public sports volleyball courses in colleges and universities, teachers can organize practical activities or social welfare activities to let students deeply feel the importance of the civic and political elements in their personal experience (Zhang, 2023). In terms of curriculum design, teachers can skillfully integrate the civic and political elements for different learning stages and teaching objectives, so that students can

exercise and grow in practice. In the technical training session, teachers can set up teamwork projects to allow students to improve their technical level in cooperation, and at the same time develop their sense of teamwork, communication skills, and leadership. In this way, students can not only improve their volleyball skills but also play a greater value in the team. The match simulation session is also a good time to incorporate elements of civics. Teachers can emphasize the civics elements such as fair competition and respect for rules in the simulated matches, and guide students to think about the meaning and value of winning and losing. Through the results of the competition and evaluation feedback, students can gain a deeper understanding of core values such as fairness, respect, and teamwork. In addition, teachers can integrate the Civics elements into practical activities by participating in community volleyball competitions and organizing volleyball public welfare volunteer activities. In these activities, teachers take on the role of mentors, encourage students to actively participate and work hard, and focus on the penetration of civic and political elements. For example, in competitions, teachers can emphasize the importance of observing the rules and insisting on fair play, and cultivate students' team spirit and sense of mutual assistance. In public welfare volunteer activities, students can serve as volunteers and cultivate their qualities of caring for others and dedication by teaching volleyball knowledge to others.

4.3 Introducing vivid cases to enrich the elements of political thinking

In the public sports volleyball courses of colleges and universities, teachers can introduce vivid cases to help students better understand and apply the elements of civic-politics, to enhance their civic-politics awareness and ability. In the pre-course preparation stage, teachers need to carefully select a series of cases closely related to volleyball and civic-political elements, including historical events, real-life stories, or the success experience of famous athletes, to arouse students' interest and resonance and enable them to better understand and apply the civic-political elements. In the classroom, teachers

can present these cases in a variety of ways, such as by playing videos and displaying pictures, to briefly introduce the background and content of the cases. Subsequently, the teacher can ask a series of questions related to the volleyball course to guide students to think about the civic and political elements embedded in the cases. For example, the teacher can ask students to think about how volleyball players succeed through teamwork, how they insist on fair play in matches, and how they overcome difficulties and setbacks. Through such questioning and guidance, students can better understand the elements of civics and politics in the case and exercise their analytical and problem-solving skills. In addition, teachers can encourage students to find more cases related to volleyball and civic-political elements by reading relevant books, news reports, or online resources and sharing their findings with others. This way can cultivate students' independent thinking and active learning ability so that they can further deepen their understanding and application of the elements of Civics and Politics in the process of searching and sharing cases.

4.4 Organize teaching activities to deepen the elements of Civics and Politics

Organizing teaching activities is one of the key strategies for integrating the civic-political elements in public sports volleyball courses in colleges and universities. Through well-designed teaching activities, teachers can enhance students' participation and enthusiasm, and at the same time cultivate their competitive consciousness and team spirit, and focus on the guidance and cultivation of civic-political elements in the activities. In this regard, teachers can choose some teaching activities that can reflect the elements of civics and politics and stimulate students' interest and enthusiasm. For example, in volleyball games, teachers can set the principle of "friendship first, competition second", emphasizing friendship and fair competition; they can encourage students to participate in designing the rules of the game to enhance their teamwork and innovation. At the same time, teachers need to carefully design all the links of teaching activities to

achieve the purpose of deepening the elements of civics. For example, teachers can organize volleyball competitions to cultivate students' competitive awareness and team spirit; they can organize public welfare competitions or charity events to enhance students' sense of social responsibility. In addition, teachers need to focus on guiding students to establish correct values and ideologies. For example, during the competition, teachers need to pay attention to students' speech and behavior, correct bad behavior in time, and guide them to make correct choices and decisions; they also need to guide students to think deeply and explore the importance and practical significance of the elements of civics using pre-course lectures and group discussions.

4.5 Improve the evaluation system and implement the elements of ideology and politics.

"Improving the evaluation system and implementing the civic-political elements" is one of the important strategies to integrate the civic-political elements into the teaching of public sports volleyball courses in colleges and universities. In this regard, teachers need to clarify the specific performance and requirements of the civic and political elements in the teaching of volleyball courses. Among them, civic and political elements include socialist core values, moral norms, teamwork, fair competition, and so on. Understanding the connotation and requirements of the civic and political elements in the volleyball curriculum helps to make a design for the improvement of the evaluation system (Wang, 2023). Next, teachers need to establish an evaluation index system that meets the requirements of the civic and political elements. This system should cover the core elements of the civic and political elements, such as teamwork ability, moral consciousness, fair competition, etc., and also take into account the teaching objectives of the volleyball course. To ensure the accuracy and effectiveness of the evaluation, teachers also need to set weights and specific scoring criteria for each indicator. Next, teachers need to choose appropriate evaluation methods and tools. Evaluation methods include questionnaires, observation records, group discussions, case studies, etc.; evaluation tools need

to be chosen in light of the actual situation. For example, questionnaires can be designed to investigate students' views on teamwork and fair play or to record students' ethical behavior in volleyball games through observation. In the evaluation process, teachers need to clarify the evaluation standards and requirements with students and provide necessary guidance so that students have a clear understanding of their strengths and weaknesses. At the same time, teachers should give students timely feedback and suggestions to help them improve and enhance. Through this evaluation system, teachers can better promote the implementation and execution of the civic and political elements in the teaching of volleyball courses, and cultivate students with both volleyball skills and good moral character.

Summarize

To summarize, it is of great significance to integrate civic and political elements into the teaching of public physical education courses in colleges and universities, especially volleyball courses, for the overall development of students. Optimizing the teaching content, combining practical activities, introducing vivid cases, and other strategies, can enable students to exercise and at the same time receive the inculcation of civics and politics in volleyball courses. This teaching method helps to improve students' comprehensive quality, competitive awareness, and teamwork spirit. In the process of implementation, teachers also need to further improve the evaluation system to ensure the implementation of the elements of civics. Through these efforts, teachers can better integrate the elements of civics and politics into the volleyball curriculum and make positive contributions to the overall development of students.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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