

Ideological and political elements in the course of Volleyball Foundation and their integration into classroom teaching design and practice

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ABSTRACT

Under the guidance of the fundamental task of "Moral Education" in colleges and universities in the new era, values education in curriculum has become an important direction of higher education reform. As a key carrier to cultivate students' comprehensive quality, the value of ideological and political education contained in physical education curriculum needs to be deeply excavated. With its distinctive team, competitive and normative, volleyball naturally has the advantages of cultivating ideological and political elements such as patriotism, collectivism and rule consciousness. However, at present, the systematic integration of ideological and political elements in volleyball teaching has not yet formed a scientific and operational practice path, resulting in the phenomenon of "Two skins" between ideological and political education and professional teaching. Therefore, this paper discusses the ideological and political elements of the "Volleyball Foundation" course and its classroom teaching integration path. Through theoretical analysis and practical verification, it is expected to provide theoretical basis and practical reference for the ideological and political construction of physical education major courses by constructing an integrated ideological and political teaching system of "Goal-content-method-evaluation", and promote the coordinated development of ideological and political education and sports skills training under the background of "Integration of sports and education".

KEYWORDS

curriculum ideological and political Education; Volleyball Foundation; teaching design; integration of sports and education

In recent years, the construction of ideological and political education in curriculum has become an important measure to implement the requirements of "Three-round education" in colleges and universities. In 2020, the Ministry of Education's "Guidelines for ideological and political construction in university curriculum" clearly pointed out that, physical Education courses should pay attention to "Cultivating students' faith in tenacious struggle and striving, and stimulating students' endogenous power to improve their physical quality". Volleyball, as an advantageous sports event in our country, its spiritual characteristics such as unity and cooperation and never giving up in the teaching process are highly consistent with the socialist core values. However, at present, there are still some problems in volleyball teaching, such as emphasizing skills and ignoring moral education, and integrating ideological and political education into formalization.

It is urgent to realize the organic unity of professional education and value guidance through systematic teaching design. Based on the ideological and political concept of the curriculum, combined with the characteristics of volleyball, this paper explores the transformation path of ideological and political elements into teaching practice, the purpose is to solve the core problems of "How to deepen the ideological and political resources of volleyball curriculum" and "How to realize the natural integration of ideological and political elements and skill teaching", and provide new ideas for the innovative development of ideological and political education in physical education curriculum.

1 Ideological and political analysis of volleyball course

1.1 Ideological and political dimension of volleyball curriculum

The essence of curriculum ideology and politics is to infiltrate ideological and political education into the whole process of professional teaching, and realize collaborative education through the deep integration of knowledge imparting and value leading. The ideological and political core of volleyball curriculum is embodied in three dimensions: goal reconstruction, content transformation and method innovation. In terms of teaching objectives, we should pay equal attention to "Cultivating volleyball skills" and "Shaping sports spirit", for example, in the teaching of dig technique, the "Trust transfer" is designed synchronously, which requires students to rely on the voice prompts of teammates to complete the action with their eyes closed, so as to improve the technical stability and strengthen the sense of mutual trust of the team ;In terms of teaching content, we should explore the implicit ideological and political elements in professional knowledge, such as the professional spirit of dedication and disregard for personal gains and losses when explaining the role of "Free Man"; In terms of teaching methods, by using the situational simulation method to restore the scene of the international competition of Chinese women's volleyball team, and guide students to analyze the will quality of persisting in fighting in adversity and how to transform it into technical execution ^[1].

1.2 Volleyball course has a natural educational function

Volleyball course has an irreplaceable infiltration advantage in ideological and political education because of its embodied, practical and competitive characteristics. The characteristics of physical participation enable values education to break through the cognitive level and transform into muscle memory and behavioral habits, for example, in volleyball defense and rescue training, the students' repeated action of saving the dangerous ball strengthens the spirit of "Never give up"; The rigid constraints of competition rules cultivate the spirit of fair competition and contract, students understand the role of rule awareness in ensuring teamwork through simulated arbitration of penalty disputes^[2]. The special attributes of group events have become a natural carrier for ideological and political education: in the practice of tactical coordination, the setter must overcome his personal desire for performance and adjust the passing route according to the characteristics of the attacker, this kind of role cognition directly reflects the adjustment of the relationship between the individual and the collective in the real society. The educational function of sports frustration is also significant. After students experience failure experiences such as spiking being blocked and serving errors, teachers guide them to analyze their technical shortcomings instead of blaming their teammates, this kind of thinking training helps students to establish a positive frustration coping mode. Compared with theoretical indoctrination, physical education curriculum transforms abstract values into a perceptible and practical code of conduct through practice, and realizes the deep educational value of "Educating people with physical education".

2 Refining the ideological and political elements of volleyball basic courses

2.1 Ideological and political characteristics of volleyball

Due to its unique team attributes and rule system, volleyball naturally carries rich ideological and political education value. The rules of the six-man game dictate that no amount of individual heroism can substitute for teamwork—the main attacker's smashes must be orchestrated by a setter, the free man saves the ball to make the transition^[3]. The irreplaceability of this kind of role division of labor vividly interprets the social cooperation principle of "Each performing his own duties and co-existing". The rotation mechanism in the game deepens the sense of fairness, and each player must experience the whole process of front-row attack and back-row defense, just as the value equality of different positions in the social division of labor. The spiritual heritage of "Never give up" of Chinese women's volleyball team gives the curriculum cultural thickness. Teachers guide students to understand that persistence in adversity is not only a competitive need, but also a compulsory course in life by replaying classic game clips. These characteristics make the volleyball course a natural carrier of ideological and political education, and the logical core of values is embedded in the technical framework of passing and spiking.

2.2 Implicit ideological and political resources in volleyball technology teaching

2.2.1 Mutual trust and tacit understanding in passing/digging techniques

Transmission technology training is essentially a practical education about trust. In the paired moving volleyball practice, the teacher requires students to complete a continuous 30 times of volleying coordination solely through eye contact and body language without verbal communication. This "silent training method" forces students to shift their attention from verbal communication to a deep observation of their teammates' movement habits, gradually forming a tacit understanding at the level of muscle memory. The "Blind Pass Challenge" in setter-specific training is more enlightening, where the setter stands with their back to the net and relies solely on hearing to judge the position of the attacker for passing, while the attacker must overcome doubts about the accuracy of the pass and jump with full effort. When students' distrust leads to cooperation failure, teachers guide them to reflect that "Trust is the premise of tacit understanding, and tacit understanding is the extension of technology"^[4].

2.2.2 Collectivism values in tactical cooperation

Tactics teaching deepens collectivism cognition through role sacrifice and collaborative decision-making. In the decomposition training of "Fast break tactics", the second attacker should give up the chance to smash the ball, attract the opponent's blocking players by moving quickly, and create one-on-one attack space for the main attacker. Teachers set up "Role reversal experiments" in which right-handed players are forced to play left-wing defense, allowing them to experience first-hand the hardship of non-dominant positions to understand the value of "Invisible contributors" in the team^[5]. The collectivism education is even more permeated in the innovation of the game rules: in the teaching, the "Team chain scoring" mechanism is introduced, and only the attack in which all the players touch the ball in three consecutive rounds is counted as a double score. This rule forces students to actively seek cooperation, for example, the

main attacker deliberately gives the ball to the free man in the back row before spiking, to ensure that the team participation standard. Through the tactical sand table deduction, the students intuitively saw that the individual strong attack led to the expansion of defensive loopholes, while multi-point coordination formed a mesh offensive, this kind of visual contrast makes the value of "Achieving the greater good" actionable and verifiable.

3 Ideological and political elements into the design framework of volleyball teaching

3.1 Two-dimensional construction of teaching objectives

The teaching goal of volleyball course needs to break through the one-dimensional framework of "Skill attainment" and establish the dual orientation of "Sports ability + value cultivation". In the skill dimension, in addition to mastering technical movements such as serving and digging, it is necessary to clarify the ideological and political mapping points of each technical link. For example, serving teaching not only pursues the success rate of crossing the net, we should also cultivate students' empathy through the detailed requirements of "Observing the opponent's position before serving"; The fall action of "Diving to save the ball" in defensive training, can be extended to the "Critical moment of courage to bear" the sense of responsibility. The value dimension should set progressive goals in layers: In the primary stage, the rule consciousness and team trust are emphasized, such as understanding the cooperative logic of "Each doing his own job" through the rotation practice; In the intermediate stage, the team strengthened the ability to withstand pressure and the sense of collective honor, such as designing a simulation training of "Turning the tables against the wind" when the score fell behind. In the advanced stage, the team focused on leadership and dedication, and arranged for students to take turns as captains on the field, in the tactical decision-making experience, "The achievement of others is the achievement of Team" management wisdom. The two-dimensional goals are not simply juxtaposed, but achieve deep integration through "Technical difficulty breakthrough and synchronous value guidance", such as discussing the sports spirit connotation of "Pursuing excellence" simultaneously when correcting spiking movements.

3.2 Reconstruction strategy of teaching content

The key to the reconstruction of teaching content is to transform ideological and political elements into operational teaching modules and form a double-line mode of "Technology chain-value chain". The basic technical unit needs to implant the value trigger point: the cushion ball teaching can be decomposed into three stages: "Individual ball control-two-person cooperation-team connection", cultivating the value cognition of "Self-improvement-mutual trust and cooperation-systematic thinking" in progressive practice. The tactical teaching module should design scenarios of value conflicts: for example, in the implementation of the 'fast attack tactic', deliberately create a contradiction where the setter's distribution of ball rights is unfair, guiding students to establish the tactical principle of 'ability first, equal opportunity' through democratic discussion, elevating technical choices to value judgments. The rule teaching module needs to go beyond the item memory, carry out the theme discussion of "The meaning behind the rules", and analyze how the strictness of "Touching the net means losing points" embodies the spirit of fair play, explore the relationship between the exercise of the right of "Challenging Hawkeye" and the integrity of competition. In addition, the course can add "Women's volleyball spiritual topic unit", through the analysis of classic games video, let students understand that "Never give up" is not just a slogan, it is also the ultimate control of technical details (such as the data behind the 27 saves of the free man is 1,000 tumbling training), to achieve the organic unity of spiritual inspiration and technical improvement.

3.3 Teaching method innovation

The core of innovative teaching methods is to create a "Values experience field", so that ideological and political education can be transformed from theoretical preaching to embodied cognition. The situational simulation method can deeply activate the emotional resonance: setting up the "Key score" situation in the defensive counter-attack training, through the simulation of pressure environment, the students can experience the process of building team cohesion by encouraging each other instead of blaming each other after mistakes. The role-playing principle promotes cognitive conversion: arrange the main attacker to change the position of the free man, and realize the dedication value of "Being a green leaf" in the role contrast, deepen the understanding of the nature of teamwork by writing the diary of position change. Problem-based learning (PBL) can lead to deeper thinking, such as asking questions about how to balance personal technical presentation with tactical discipline, let students construct their own dialectical understanding of "Individuality and commonality" in group debates. The integration of digital means can enhance the educational tension: using motion sensors to collect students' running data in the game, visualizing the positive correlation between "Defensive enthusiasm and team winning rate", using scientific and technological evidence to strengthen the value

rationality of “Hard work and dedication”.

4 Teaching practice

4.1 Practice samples and implementation paths

The teaching practice needs to select the representative sample group, taking into account the differences of Sports Foundation and the diversity of professional background. Taking the p.e.major and non-p.e.major elective classes in a university as a control sample, this paper designs a step-by-step implementation path: In the first phase, conduct a “deep integration” pilot in specialized classes, setting clear ideological and political trigger points for each technical class, for example, in the teaching of serve, through the analysis of the evolution of serve tactics of Chinese women's volleyball team, to guide students to understand the attitude of “Technical innovation needs a solid foundation”; In the second stage, the “Scene infiltration” mode is implemented in the elective class, and the ideological and political elements are embedded in the competition situation, such as the introduction of the “Moral Point” mechanism in the organization of cross-class confrontation, technical Points will be awarded for actively picking up opponents who fall to the ground and actively admitting violations such as touching the net. In the implementation process, a dynamic feedback mechanism should be established to collect the changes of value cognition in students' training logs every week, and organize a “Technical review meeting” every month to analyze the teamwork problems in the implementation of tactics, turning typical cases into teaching materials.

4.2 Construction of multi-dimensional evaluation system

The traditional evaluation model based on skill assessment needs to be upgraded to a three-dimensional evaluation framework of “Skills + literacy + behavior”. The skill dimension retains objective indicators such as service success rate and defensive position rate, but adds ideological and political related items to the scoring standard. For example, the dig test does not only look at the standardization of movements, it is also necessary to examine the performance of communication and coordination when two people work together. The competency dimension was assessed by the growth portfolio assessment method, which included the students' “Training reflection diary” and the records of opinion statements in classroom discussions, it focuses on the gradual improvement of team consciousness and rule understanding. The behavioral dimension creates a real observation situation: set up a “Sudden conflict” observation point in a group match, such as deliberately creating in-and out-of-bounds ball disputes, hidden cameras were used to record whether students actively applied for video challenges and whether they could rationally deal with penalty differences, so as to evaluate the internalization degree of rule awareness. The evaluation subject is expanded from the single evaluation of teachers to multiple participation, the introduction of peer evaluation (accounting for 30%) to examine the contribution of individuals in the team, and the invitation of out-of-school coaches to carry out “Blind evaluation” to enhance objectivity. The evaluation results are presented by radar chart visualization, which intuitively shows the progress of students' coordinated development in technical improvement and value cultivation, and forms a closed-loop teaching loop with evaluation to promote reform.

5 Conclusion

This study systematically demonstrates the feasible path of ideological and political elements mining and teaching integration in the course of “Volleyball Foundation”. The research shows that volleyball contains the characteristics of group cooperation, fair competition and tenacious struggle, which provides rich educational resources for curriculum ideological and political education. Through the construction of the teaching system of “Two-dimensional goal orientation, reconstruction of teaching content, innovation of teaching methods and multiple evaluation guarantee”, the organic unity of professional skills training and ideological and political education is realized. The practice shows that the scientifically designed ideological and political integration program can significantly improve students' collectivism concept, rule consciousness and will quality, and promote the mastery of sports skills. In the future, it is necessary to further optimize the matching degree of ideological and political resources and teaching content, improve the dynamic evaluation mechanism, and promote the in-depth development of ideological and political construction of physical education curriculum.

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