

A Study on the Integration Pathways of Moral Education and Management for Physical Education Students

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ABSTRACT

As future practitioners in the field of physical education, the moral cultivation of physical education students is of utmost importance. However, in current university management of physical education students, there is a disconnect between moral education and student management, which hinders their comprehensive development. This study, based on the theoretical foundations of education, management, and ethics, employs methods such as literature review, field research, and case analysis to thoroughly explore the current state, issues, and pathways for integrating moral education and management for physical education students. The study found that there are numerous shortcomings in the current integration of moral education and management for physical education students, particularly in terms of goal setting, content design, method application, and personnel collaboration. To address this, the study proposes four pathways for integration: goal integration, content integration, method integration, and personnel integration. These aim to establish a unified training objective, construct a collaborative educational content system, achieve synergy between teaching and management methods, and promote collaborative cooperation between teachers and administrators, thereby establishing an effective integration mechanism to enhance the moral character and overall quality of physical education students. The research results indicate that the integration of moral education and student management is of great significance for cultivating well-rounded sports professionals with both moral integrity and professional competence, providing theoretical support and practical references for the management of sports majors in higher education institutions.

KEYWORDS

Sports majors; Moral education; Student management; Integration pathways

1 Introduction

As the primary focus of higher education sports education, the cultivation objectives for sports majors not only involve mastering professional sports skills and knowledge but also shaping sports professionals with sound moral integrity. In the current social context, the development of the sports industry has placed higher demands on the moral qualities of sports students. Whether it is the spirit of fair competition in competitive sports or the sense of social responsibility in sports education, the importance of moral education in the cultivation of sports students is evident. However, in the current management of sports students in higher education institutions, moral education and student management often exist in a relatively separated state. On one hand, moral education is primarily delivered through courses, lacking deep integration with daily student management; on the other hand, student management practices often fail to fully consider the guiding role of moral education, resulting in weak correlations between management outcomes and improvements in students' moral character. This situation not only hinders the comprehensive development of sports students but also constrains the enhancement of sports education quality in higher education institutions. In the practical cultivation of sports students in higher education institutions, the effective integration of moral education and student management holds significant importance for enhancing students' overall quality. Through this study, operational strategies and methods can be provided for the management of sports majors in higher education institutions, helping managers better integrate moral education into daily management work to enhance the targeting and effectiveness of management. Additionally, it can help optimise the cultivation model for sports majors, promoting their coordinated development in both sports skills and moral literacy, and cultivating more professionals with both moral integrity and professional competence for the sports industry.

2 Analysis of the current status of moral education and management for sports majors

2.1 Current status of moral education

Currently, most higher education institutions offering sports programmes have established ideological and political theory courses, as well as some professional courses related to sports ethics, such as 'Sports Ethics' and 'Sports Sociology.' These courses provide a theoretical foundation for moral education for sports programme students to some extent. However, there are still some issues in the actual teaching process. On the one hand, the course content is relatively abstract and lacks close integration with sports programme practices, leading to students' insufficient understanding of moral education content and difficulty in translating it into actual behaviour. Campus culture plays a subtle yet significant role in the moral education of physical education students. However, current campus cultural activities for physical education students primarily focus on sports competitions, which while fostering competitive spirit and teamwork, lack sufficient guidance in moral education.

2.2 Current state of student management

The management system for sports programme students in higher education institutions is continuously improving, covering all aspects of students' learning, living, and training. However, there are still some issues in the implementation of the system. On the one hand, some management systems place too much emphasis on students' external behavioural norms while neglecting the guidance and cultivation of their internal moral qualities. On the other hand, there is inconsistency in the implementation of management systems, with differences in standards among different managers, leading to insufficient respect for the system among students and occasional violations of the rules. Sports programme student managers play a crucial role in student management, but some managers lack a strong sense of moral education. Some managers focus their efforts on routine administrative tasks, such as attendance tracking and grade recording, while neglecting to pay attention to and guide students' moral development. In daily interactions with students, there is a lack of proactive attention and education regarding moral issues, resulting in students' moral concepts deviating without timely correction. Additionally, some administrators themselves need to improve their moral standards, as their words and actions fail to set a good example for students, undermining students' trust and respect for administrators and thereby weakening the effectiveness of student management.

2.3 Current status and issues of integration

Overall, there is a significant disconnect between moral education and student management for physical education students. On one hand, moral education and student management lack consistency in their objectives. Moral education primarily aims to cultivate students' moral cognition and moral emotions, while student management focuses on maintaining order and stability among students. The two fail to effectively align their objectives, making it difficult to form a cohesive effort in practice. On the other hand, moral education and student management lack coordination in content and methods. Moral education is primarily conducted through courses and lectures, while student management is implemented through regulations and the handling of daily affairs. There is little overlap in content between the two, and they have not effectively borrowed from or integrated each other's methods. This makes it difficult for students to integrate moral education content into their actual behaviour in both learning and daily life, thereby affecting the effectiveness of moral education and student management.

A survey of sports majors at some universities revealed that students have certain issues regarding their understanding and attitudes toward moral education and management. On one hand, some students underestimate the importance of moral education, viewing it as optional and unrelated to their professional development, leading them to approach moral education courses and activities half-heartedly. On the other hand, students have low satisfaction with the current student management system, perceiving it as overly strict, lacking flexibility and humanity. They also question the moral education awareness and capabilities of management personnel, believing that management focuses too much on formality and neglects attention to and guidance of students' moral qualities. These cognitive and attitudinal deviations further exacerbate the disconnect between moral education and student management, impairing their integration effectiveness.

3 Exploring pathways for the integration of moral education and management for sports specialty students

3.1 Goal integration: establishing a unified educational objective

The cultivation of sports students should prioritise both moral character and professional skills, with the core objective being to nurture sports professionals who possess a sense of fair competition, teamwork spirit, social responsibility, and sound professional ethics. In setting objectives, moral goals should be integrated into the overall objectives of student management to ensure alignment in direction. Specifically, students' moral performance should be incorporated into the comprehensive quality evaluation system, serving as an important basis for student commendations, scholarship evaluations, and graduation qualification reviews. This guides students to adhere to regulations while also focusing on improving their moral qualities. Through goal integration, moral education and student management form a synergistic force in the overall process of cultivating sports students, jointly promoting their comprehensive development.

3.2 Content integration: building a collaborative educational content system

In the sports professional curriculum system, moral education content should be organically integrated into all courses. For example, in the Sports Training Theory course, real-life cases should be used to explain the integrity and perseverance athletes should possess during training; in the Sports Psychology course, discussions should focus on how to cultivate students' psychological resilience and moral emotions. Additionally, dedicated sports moral education courses such as Sports Professional Ethics and Sports Ethics and Regulations should be established to systematically impart moral standards and legal regulations specific to the sports field to students. Moral education elements should also be integrated into student management activities. For example, in orientation for new students, in addition to introducing the school's regulations and professional courses, special lectures on moral education should be conducted to help students establish correct values and moral perspectives; in dormitory management, through organising dormitory cultural activities, students should be guided to develop good living habits and a moral ethos of unity and friendship; in student club activities, students should be encouraged to participate in volunteer services and public welfare activities to cultivate their sense of social responsibility and spirit of dedication. By organically integrating courses with management activities, a coordinated educational content system can be established, ensuring that moral education is integrated throughout the entire training process for sports majors.

3.3 Method integration: achieving synergy between teaching and management approaches

In the teaching process, diverse teaching methods should be adopted, such as case-based teaching, discussion-based teaching, and practice-based teaching, to enhance students' understanding and acceptance of moral education content. At the same time, student management personnel can draw on these teaching methods to conduct diverse management activities. For example, by organising student discussions on moral phenomena on campus, guide students to establish correct moral concepts; through practical activities such as sports event volunteer services and community sports activities, allow students to experience and practise moral norms in practice. Furthermore, in campus activities and social practice activities, emphasis should be placed on the integration of moral education and management. In various sports events organised by the school, strengthen the promotion and education of sports ethics among students, and establish a Moral Conduct Award to commend outstanding individuals and teams in competitions; in social practice activities, such as internships and volunteer services, strengthen vocational ethics education for students and guide them to adhere to social norms and professional ethics. Through the coordination of teaching methods and management measures, as well as the integration of moral education and management in campus activities and social practice, students can feel the power of morality in a multi-dimensional educational environment, thereby enhancing the effectiveness of moral education.

3.4 Personnel integration: promoting collaboration between teachers and administrators

The moral education and management of sports students require the joint efforts of teachers and administrators. Teachers should focus on guiding students' moral qualities during the teaching process, integrating moral education into professional teaching content; administrators should pay attention to students' moral behaviour in daily management, promptly identifying and correcting inappropriate behaviour. Establish a joint office mechanism between teachers and administrators, holding regular student affairs meetings to collectively explore effective methods for moral education and

management. For example, during key periods such as new student orientation and semester summaries, organise teachers and administrators to jointly conduct educational activities, forming a collective educational effort. At the same time, the school should strengthen training for teachers and administrators to enhance their awareness and capabilities in moral education. Regularly organise teachers and administrators to participate in specialised training on moral education, invite experts and scholars to conduct lectures and seminars, and share advanced concepts and methods in moral education. Encourage teachers and administrators to participate in research projects related to moral education to enhance their theoretical knowledge and practical capabilities. Through personnel integration, promote collaborative cooperation between teachers and administrators to jointly advance the integration of moral education and management for sports majors, providing a strong foundation for students' comprehensive development.

4 Conclusion

This study conducted an in-depth analysis of the current state of moral education and management for sports majors, explored the necessity and feasibility of integrating the two, and proposed specific integration pathways. The study found that the current moral education and management for sports majors face issues such as inconsistent goals, disconnected content, single-method approaches, and insufficient personnel collaboration, which severely impact students' comprehensive development and the quality of higher education in sports. Through the exploration of integration pathways in terms of objectives, content, methods, and personnel, this study proposed strategies such as establishing clear and unified educational objectives, constructing a collaborative educational content system, achieving synergy between teaching and management methods, and promoting collaborative cooperation between teachers and administrators. The implementation of these strategies will help organically integrate moral education into all aspects of student management, forming a comprehensive and multi-level educational system, thereby effectively enhancing the moral literacy and overall quality of sports majors. The research findings indicate that the integration of moral education and student management is of great significance for cultivating well-rounded sports professionals with both moral integrity and professional competence, providing theoretical support and practical references for student management in higher education sports programmes.

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