

Ideological and Political Teaching Reform and Innovation Path of "Volleyball Foundation" Course under the Concept of Fostering Virtue Through Education

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ABSTRACT

Under the concept of fostering virtue through education of ideological and political construction of college curriculum in the new era, physical education curriculum, as an important carrier to implement the fundamental task of moral education, urgently needs to realize the deep integration of knowledge imparting and value leading. The core elements of volleyball, such as teamwork, rule compliance and adversity breakthrough, are naturally compatible with the cultivation of socialist core values, which provides a unique starting point for the ideological and political construction of curriculum. This paper discusses the teaching reform and innovation path of "Volleyball Foundation" course under the concept of curriculum ideology and politics, in order to build a cooperative education model of sports skill acquisition and value shaping, the theoretical reference and practical paradigm for the realization of knowledge impartment, ability cultivation and value shaping in college physical education curriculum.

KEYWORDS

Fostering virtue through education; Volleyball course; Ideological and political teaching reform; Innovation path

1 Introduction

As the main position of national talent training, higher education shoulders the historical mission of shaping the new generation of the times. As a key measure to implement the concept of "Three-round education", the construction of ideological and political in curriculum under the concept fostering virtue through education, requires all kinds of courses to go hand in hand with ideological and political theory courses and form a synergistic effect. Due to the distinctive characteristics of physical practice, teamwork and competitive rules, physical education curriculum has irreplaceable educational value in cultivating students' collective spirit, concept of rule of law and will quality. Volleyball, as a collective event of net-separated confrontation, is characterized by the passing and cushioning in its technical structure, the division and cooperation in its tactical system, and the boundary of Rights and responsibilities in its competition rules, it provides a rich educational scene for the ideological and political construction of curriculum. The spirit of women's volleyball team carries the spirit of patriotism, Unity and cooperation, hard work and other spiritual core, but also the vivid material of socialist core values education ^[1]. However, the traditional volleyball teaching generally has the tendency of target orientation and instrumentalization, over-focusing on the standardized training of sports skills and ignoring the cultural genes and value elements carried by sports events. Based on the characteristics of volleyball special course, this paper systematically discusses the integration mechanism of ideological and political elements and teaching elements of the course under the concept of fostering virtue through education, in order to provide some theoretical support and practical guidance for related fields.

2 The integration mechanism of ideological and political elements and volleyball teaching under the concept fostering virtue through education

2.1 Value fit dimension

2.1.1 The link between teamwork and collectivism

The essential characteristics of volleyball determine that team cooperation is its core competitive logic. From the technical level of passing and cooperation to the division of Labor and cooperation of tactical execution, the realization of each technical action depends on the tacit cooperation and responsibility sharing among team members. For example, the accuracy of the first pass depends on the active filling consciousness of the back row players, and the success of the tactical attack requires the dynamic coordination of the main attacker and the second setter. This need for collaboration at the technical level provides a natural practice scenario for the cultivation of collectivist values. In teaching, by designing training links such as "Role rotation" and "Team task challenge", students can be guided to understand the dialectical relationship between individual roles and collective goals, the abstract value of "Individual obeys the collective" can be transformed into the concrete code of sports behavior. In addition, in the volleyball game, the defense responsibility of the Free Man and the offensive mission of the main attacker simulate the responsibility distribution logic in the social division of labor. In the technical training, students gradually realize that individual mistakes may lead to team loss of

points, while active filling can improve the overall efficiency.

2.1.2 The mapping of competitive rule awareness and legal literacy

The rule system of volleyball constitutes the cornerstone of its competitive order. From the rules of rotation to the penalty of net violation, each clause reflects the balance between rights and obligations. For example, the penalty mechanism of wrong position simulates the ultra vires accountability system in social operation, and the use of challenge Hawkeye technology corresponds to the rules of evidence in judicial review. Through the interpretation of rules and the simulation of punishment situation in teaching, students can form a sense of awe for the rules in sports practice, and understand the dialectical relationship between rules and protection. The cultivation of rule awareness and the improvement of rule of legal literacy are isomorphic. The referee authority mechanism of volleyball matches is analogous to the judicial system of a society ruled by law. The rational appeal process of students to controversial judgments (such as applying for video challenges according to rules) is essentially the practice of the principle of procedural justice at the micro level. Embedding the "Rule boundary test" in the technical training (such as intentionally touching the net to observe the penalty result) can guide students to recognize the necessity of the rigid constraint of rules.

2.2 Content embedding path

2.2.1 Elements of home-country feelings in the history of volleyball

The collective characteristics of volleyball make it a natural carrier to cultivate the values of collectivism, and its technical structure and tactical system contain profound social metaphors. The realization of each technical unit depends on the complementary interaction of team members from the technical level of passing and cooperation to the division of Labor and cooperation of tactical execution: the accurate prediction of the first passer needs the rapid filling support of the free man, the development of tactical attack requires the main attacker and the setter to form a dynamic space-time tacit understanding. The realization logic of this technology is highly isomorphic to the cognition of the "Individual-collective" relationship of collectivist values^[2]. Therefore, the cooperative nature of volleyball can be deconstructed into the dual practice of "Responsibility interconnection" and "Benefit sharing". Through the training method of role rotation in teaching, students can experience the technical characteristics and team values of different positions. When the setter is forced to take on defensive tasks, they can deeply understand the principle of collective interest priority behind the difference of division of labor.

2.2.2 The synergy between technical and tactical training and the cultivation of adversity awareness

The rule system of volleyball constitutes a concrete model of a micro-rule of Law Society, and its clause design and implementation mechanism provide a structured practical scene for the cultivation of rule of legal literacy. From the restriction of space rights by the rules of rotating station to the warning of the boundary of the behavior by the penalty of touching the net, each rule embodies the balance logic of rights and obligations. The mechanism of positional error penalty has a mirror image relationship with the ultra vires accountability system in social governance: just as the back row members lose points if they illegally enter the front court area, social members who break through the legal authority also need to bear the legal consequences. In the curriculum practice of colleges and universities in Xin jiang, by creating a "Bilingual rule interpretation" link, the volleyball rule terms are related to the concept of order in the customary law of ethnic areas, the cultivation of awareness of the rule of law is rooted in the cultural cognitive foundation^[3]. The simulated training of the referee's authority mechanism has more educational value. When students take turns to act as referees and deal with controversial judgments such as "Goons out of bounds", they can not only experience the boundary of discretion, but also understand the necessity of the power of rule interpretation.

3 Ideological and Political teaching reform implementation framework under the concept of fostering virtue through education

3.1 Reconstruction of teaching objectives

The systematic reconstruction of teaching objectives needs to break through the single orientation of "Skill-based" and construct a "Three-dimensional" objective system. In the dimension of knowledge and skills, from action standardization training to tactical awareness training, focusing on improving students' technical application ability in complex situations; in the dimension of value shaping, the ideological and political elements under the concept of fostering virtue through education such as teamwork and rule awareness are transformed into observable behavioral indicators, such as quantitative evaluation items such as "Number of active replacements" and "Compliance rate of dispute judgment and punishment"; in the dimension of cultural identity, through combing the history of volleyball and the evolution of techniques and tactics, students' cultural decoding ability of sports spirit is strengthened. The hierarchical design of objectives needs to distinguish between general courses and specialized courses: The general course

emphasizes the acquisition of basic skills and the enlightenment of collective concept, and sets up the process goal of "The completion of team task"; The special course emphasizes tactical innovation ability and sense of responsibility, and sets up high-level goals such as "Adversity tactical design" and "Key ball decision analysis".

3.2 Optimization of teaching content

The optimization of teaching content focuses on the deep integration of ideological and political elements under the concept of fostering virtue through education and structured systems analysis and design method. The content organization strategy of "Double line parallel" is adopted: The Open Line constructs the skill training system around the technical modules of serving, digging and spiking; Dark line is the corresponding set of "Responsibility training", "Stress resistance training" and other ideological and political theme units. For example, in the teaching of passing skills, the module of "Precise passing and sense of responsibility" is embedded, and the students are guided to understand the relationship between technical accuracy and team responsibility through the data analysis of "First pass in place". The construction of the course case library needs to refine the typical ideological and political contact points: the women's volleyball spirit topic module can be decomposed into sub-units such as "History of technological innovation" and "Will quality in key events", each sub-unit matches a 3-5 minutes micro-lesson video and discussion outline. The development of localized resources emphasizes regional characteristics, such as converting the classic battles of local college volleyball league matches into teaching cases, and analyzing the fighting spirit in local sports culture through "Defensive counterattack tactics".

3.3 Innovation of teaching methods

The innovation of teaching methods needs to build a closed-loop learning chain of physical practice, value experience and reflection internalization. The situational simulation teaching method reconstructs the real game situation through role playing: in the simulation of "Match point attack and defense", students take turns to play the roles of captain, referee, technical statistician, etc., experience the responsibility boundary and rule authority in the role conflict. The reflective practice toolkit development includes a "Technical action-value behavior" dual-log system that requires students to record "Today's best cooperation case" and "Rule dispute resolution reflection" after training, promoting the construction of the association between explicit skills and implicit values. The mixed teaching platform builds a mixed space of "Online pre-learning-offline practice-cloud resumption": previewing the cooperation logic in the classic tactics of women's volleyball through virtual reality technology before class; In class, the smart bracelet is used to monitor the physiological synchronization index when the team cooperates. After class, the learning analysis system is used to generate the "Personal contribution radar map", which visually presents the correlation between skill performance and ideological and political behavior under the concept of fostering virtue through education.

4 Teaching practice innovation path

4.1 Curriculum design model

Under the guidance of the "Big ideological and political" education concept, the curriculum design model of Sports Colleges and universities takes the deep integration of technical ability training, value guidance and cultural inheritance as the core, it constructs an innovative framework of "Reverse design and three-dimensional linkage". The target mapping layer realizes the concrete transformation of values through the deconstruction of ideological and political elements, and develops an ideological and political element decomposition matrix containing 6 core competencies and 24 secondary indicators^[4]. For example, "Collectivism" is refined into observable behavior indicators such as team tactical collaboration and responsibility sharing awareness, so that the awareness of the rule of law is transformed into teaching evaluation dimensions such as the compliance rate of competition rules and the discrimination of referee cases, language translation of abstract value concepts into teaching practice. The content transformation layer innovates the teaching strategy of "Dual-channel coding", and establishes the dynamic correlation mechanism between professional technology and ideological and political elements under the concept of fostering virtue through education. In the teaching of volleyball spike technique, the skill training of "The choice of straight line/oblique line attack route" is set up in the technical dimension. Practice support layer to build a "Trinity" resource platform: the development of women's Volleyball Spirit VR training system, through immersive experience to strengthen the spirit of tenacious struggle; Building a digital resource library containing 200 + cases of sports ethics disputes, such as the multi-perspective analysis module of the "Sun Yang anti-inspection incident"; creating a sports team ideological and political tutor system under the concept of fostering virtue through education; Transforming the actual combat cases of the world championships into classroom situational teaching material^[5].

4.2 Implementation of teaching process

The process of teaching implementation emphasizes the deep integration of "Physical participation" and "Value

experience". In the technical training stage, the "Problem chain guidance method" is adopted: for example, in the defensive formation exercise, the guiding questions such as "The team cost of filling the position delay" and "The social metaphor of the optimal defensive radius" are thrown in turn, make students naturally trigger value reflection in physical practice. Situational immersion teaching is carried out through the combination of virtual and real means, and AR technology is used to superimpose the images of historical events to the real-time training field, so that students can physically experience the spiritual power of team cooperation in the classical defense scene of women's volleyball. The process intervention strategy is reflected in the control of teaching rhythm. When students make technical errors, teachers immediately guide the attribution analysis, the technical problem of "The first pass is not in place" is transformed into the value discussion of "Insufficient sense of responsibility". Hybrid teaching space to build "Offline real scene + online community" dual platform: after class through the virtual debate room to carry out "Rigid rules VS. humanized referee" and other issues, extend the depth of classroom value speculation.

4.3 Innovation of teaching evaluation

The teaching evaluation system breaks through the limitations of traditional quantitative assessment of skills and constructs a three-dimensional evaluation model. The ability dimension retains the standardized objective scoring of technical movements, but adds value-added indicators such as the "Tactical innovation index"; the value dimension develops a tacit literacy observation tool, for example, video analysis of dispute resolution was used to assess rule awareness, team crisis simulation was used to observe leadership performance, and digital portrait technology was introduced into the behavioral dimension, the behavior data such as the frequency of classroom interaction and the number of helping peers were collected to generate the development curve of ideological and political literacy. The innovation of the evaluation method is reflected in the "Dual-subject dynamic evaluation": the teacher uses the smart bracelet to monitor physiological indicators (such as heart rate synchronization during collaborative training), using AI video analysis technology to identify the value orientation in non-verbal behavior, the students implemented the "Growth portfolio" system, independent inclusion of learning evidence of advanced values (Such as teamwork notes in tactical design manuscripts).

5 Conclusion

Under the concept of fostering virtue through education, the deep integration of curriculum ideological and political elements and volleyball teaching is essentially the return and sublimation of the value attribute of physical education, and its core lies in the construction of the symbiotic evolution mechanism of skill acquisition and value shaping. By deconstructing the technical characteristics and cultural genes of volleyball, we can realize the natural infiltration of values such as collectivism and awareness of the rule of law, so that ideological and political teaching under the concept of fostering virtue through education can shift from external indoctrination to endogenous awakening. The construction of the teaching reform framework verifies the feasibility of the three-dimensional target system, in which skill standardization training provides a practical carrier for value transmission, and the mining of family-country feelings elements establishes an emotional link for cultural identity.

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