Entrepreneurship and Innovation
2026, VOL. 10, NO. 1, 107-114
DOI: 10.47297/wspeiWSP2516-253522.20261001

Analysis and Prospect of Hot Spots in Ideological and Political Research on Physical Education (PE) Courses: Based on Citespace and CN Literature Measurement Analysis

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ABSTRACT

This study uses the data from 'Sports/Political Education in Sports Courses' related literature in the 'CSSCI and Peking University Core' source journals of China National Knowledge Infrastructure (CNKI) from 2015 to 2025, employing CiteSpace software for quantitative analysis and visualization research to analyze the development trends of sports course political education research. The study finds that from 2015 to 2019, it was in the initial stage, with a rapid increase in publications after 2020. Spatially, although there are core scholars and institutions, the collaborative network has not yet formed tightly, and most of the literature is published in sports journals. Research hotspots, which exhibit a multi-cluster knowledge network characteristic, concentrate on the integration of political education in sports courses, practical approaches and tactics, and the role of teachers. The research frontier has shifted from theoretical exploration to practical application, with 'moral education and talent cultivation' and 'value connotation' becoming core concerns. In the future, sports course political education research should deepen theoretical research, expand practical exploration, strengthen teacher training, promote interdisciplinary cooperation, and enhance policy support to drive the continuous development of this field.

KEYWORDS

Sports; Ideological and political education (IPE) in curriculum; IPE; CiteSpace; Literature measurement

1 Introduction

The significance of incorporating political and ideological education into physical PE classes has grown as educational reforms intensify and the need for talent development keeps growing. Since the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Education in Higher Education Courses in 2020, this integrative approach has garnered widespread attention across all segments of the education sector [9]. In recent years, various sports events have seen frequent successes, such as Chinese athletes achieving remarkable results at the Tokyo Olympics, Beijing Winter Olympics, and other international competitions. These events not only showcase outstanding athletic performance but also inspire deeper discussions about the spirit of sports [5].

The sporting ethos—encompassing the core values of patriotism, perseverance, and collectivism—aligns intrinsically with the tenets of IPE, thereby providing abundant and vivid educational resources for the organic integration of IPE into PE curricula. Concurrently, the Healthy China national strategy is advancing steadily, with a core focus on elevating public health literacy. A foundational cornerstone of this strategic initiative lies in PE curricula that transcend the mere enhancement of students' physical fitness, moving to proactively cultivate their ethical principles and personal value orientations. To achieve this strategic goal, it is critical to transcend the long-standing paradigm of learning through practice that has dominated PE instruction nationwide. Rather, a rigorous examination of contemporary research priorities and evolutionary trajectories in the infusion of IPE within PE curricula is warranted, alongside the identification of empirically grounded integration frameworks and sustainable developmental strategies.

These initiatives will exert a transformative and enduring impact on the advancement of high-quality education and the cultivation of holistic socialist builders and successors proficient in moral, intellectual, physical, aesthetic, and labor education (MIPAL).

2 Research Methods

2.1 Data Sources

To ensure the methodological rigor and quality of the selected literature, this study draws upon sources from the China National Knowledge Infrastructure (CNKI) database, specifically confining the sample to articles published in CSSCI and Peking University Core journals. Advanced search parameters were employed, with the research topic designated as Physical Education (PE) and Curriculum-based ideological and political education (IPE) and the search mode set to an exact match.

The search period is from January 2015 to January 2025, yielding a total of 181 records. After manual screening, all 181 records were retained, making them valid literature.

2.2 Research Tools and Methods

A knowledge graph is a structured method of representing knowledge, which organizes entities (such as people,

places, and concepts) and their relationships in a graphical format, aiding in the efficient storage, management, and application of knowledge. CiteSpace, a citation visualization software, presents the number of publications, authors, institutions, journals, and cutting-edge topics in the field by analyzing bibliometric data, thereby revealing trends and the evolution of key issues. This study employs CiteSpace to construct a knowledge graph for research on IPE in PE curricula, with the aim of elucidating the fundamental research landscape, prevailing research hotspots, and emerging cutting-edge trends within this domain, alongside its evolutionary developmental trajectory. This study additionally examines key issues that warrant targeted attention and addressment in the future advancement of IPE within PE instructional settings.

3 The Temporal and Spatial Distribution Characteristics of Research on IPE in PE Courses

3.1 Temporal Distribution Characteristics

The literature retrieved was analyzed using CNKI's publication volume measurement visualization and processed with software, yielding the statistical results shown in Figure 1. A total of 181 scholarly publications on this topic were issued between 2015 and 2025, exhibiting an overall upward trajectory in output volume. Through a synthesis of contextual event analysis and the quantitative data presented in Figure 1, the evolution of research on IPE in physical education PE curricula in China can be delineated into two distinct developmental phases. The first phase, spanning 2015 to 2019, represents the embryonic stage of research, during which a mere four relevant studies were documented.

The second phase, from 2020 to the present, has witnessed a substantial surge in publication output, with the number of articles reaching 101—a trend that attests to the gradual growing scholarly attention accorded to IPE research in PE curricula within the academic community.

In 2020, the Ministry of Education promulgated the Guidelines for the Construction of IPE in Higher Education Courses, which explicitly mandated the comprehensive integration of ideological and political education across all discipline-specific courses offered in institutions of higher education.

This policy document has articulated clear guidance and strategic direction for the advancement of IPE in PE curricula, thereby establishing the organic integration of IPE elements into physical education (PE) curricula as a pivotal undertaking within the agenda of educational reform. In 2021, the education sector continued to deepen the reform of IPE in courses, emphasizing the alignment between various courses and ideological and political theory courses as well as synergy with them. This encouraged educators to actively explore ways to integrate IPE into PE courses.

That same year, the successful delivery of major international sporting events—exemplified by the Tokyo Olympic Games—ignited a nationwide surge in enthusiasm for the Olympic spirit and core sporting values. Within PE curricula, IPE can embed the Olympic spirit and the ethos of perseverance into pedagogical practice, fostering students' fortitude and aspirational drive for excellence.

Collectively, this trajectory of research development is inextricably aligned with the guidance of national educational policies.

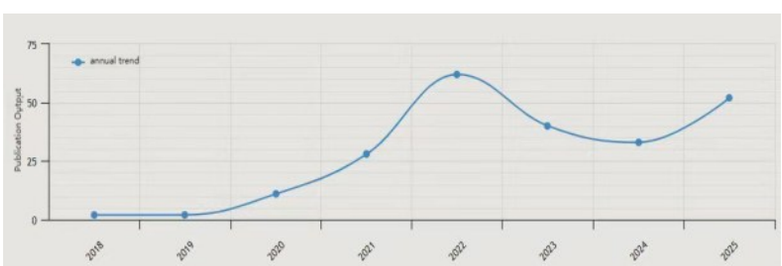


Figure 1 Trend chart of annual publication volume of research literature related to ideological and political education (IPE) in physical education (PE) curriculum from 2015 to 2025

3.2 Author Distribution Characteristics

Core authors are those who have made significant contributions and exerted considerable influence in a specific research field. They typically publish a large number of papers, which are widely cited and significantly impact subsequent research. The literature retrieved was analyzed using the CNKI Chinese author distribution visualization and CiteSpace for author relationship analysis. Authors with at least two publications were identified as core authors, with the statistical results shown in Figure 2 and Figure 3.

As illustrated in Figure 1, eight scholars have published more than three papers. Among them, Zhao Fuxue ranks first with 16 publications, known for his extensive academic achievements and early research practices. The author collaboration network visualization reveals that Zhao Fuxue, Dong Cuixiang, and Fan Sanming stand as preeminent academic leaders in the research domain of IPE in PE curricula, with Li Lin, Zhu Chunshan, Mao Zhenming, Feng Tao, and Li Zhuangzhuang constituting the core research backbone of this field.

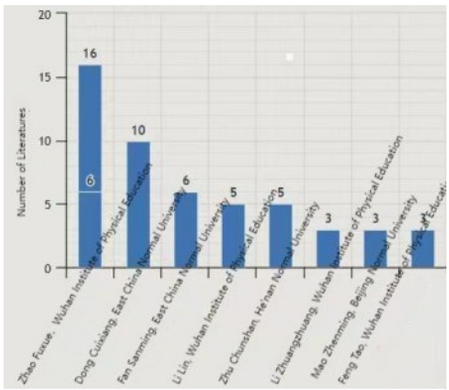


Figure 2 Statistical chart of the number of publications by core authors (publishing 3 or more articles) in the field of ideological and political education (IPE) in physical education (PE) courses.

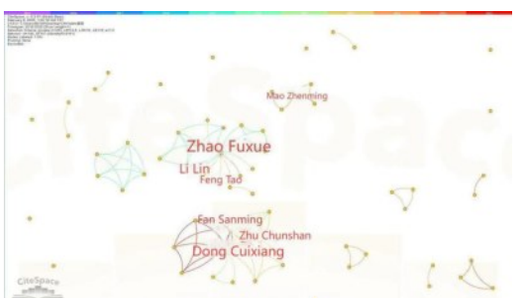


Figure 3 Network diagram of collaborative relationships between core authors in the field of ideological and political education (IPE) in physical education (PE) courses

3.3 Institutional Distribution Characteristics

The data from the publications of major research institutions in Figure 4 and Figure 5 show that the connections between these network nodes of institutions are sparse, and most are single lines, while the research entities are relatively scattered, indicating that the cooperative relationships are not prominent. The research domain of IPE in PE curricula is distinguished by a substantial number of contributing institutions exhibiting notable diversity, with institutions of higher education serving as the primary research stakeholders. Institutions such as Wuhan Institute of PE, Beijing Sport University, and East China Normal University have made significant contributions to this field. In terms of school types, several sports universities have published at least three papers, making them the main force in researching IPE in PE courses. Geographically, the top 12 high-producing institutions are mostly located in Wuhan, Beijing, Shanghai, and other regions, indicating a certain clustering of high-producing research institutions. Wuhan and Beijing, due to their rich sports educational resources and sensitivity to national policies, have become key centers for academic output in this field.

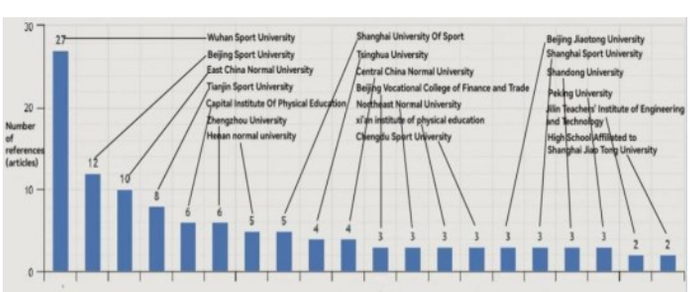


Figure 4 Statistical chart of the distribution of the number of publications by major institutions in the study of ideological and political education (IPE) in physical education (PE) courses

3.4 Distribution Dharacteristics of Journals and Cited Documents

According to the statistics in Figure 6 on the main journals publishing research on IPE in PE courses, a limited number of journals have published 10 or more articles, primarily concentrated in a few core journals. Among these, the *Journal of Physical Education* leads with 21 articles, highlighting its strong alignment with the theme of IPE in PE courses. The *Journal of Wuhan Institute of Physical Education* and the *Journal of Beijing Sport University* follow with 16 and 14 articles, respectively. These journals are highly aligned with the research exigencies of IPE in PE curricula. In contrast, the volume of scholarly publications in other journals remains comparatively low and fragmented—a pattern that indicates a degree of concentration in journal-based output, yet reveals an overall research landscape that is still characterized by

dispersion. This distribution not only reflects differences in the attention and scholarly recognition of IPE research in physical education PE curricula among various journals but also highlights the interdisciplinary diversity and thematic breadth of this research field.



Figure 5 Network diagram of cooperative relationships between ideological and political research institutions in physical education (PE) courses

The higher the citation frequency of an academic paper, the more it is generally recognized in the academic community. According to statistics from 181 manually retrieved documents, as of February 8, 2025, thirty-nine of these papers have been cited over 100 times, while only 13 have not been cited at all. As a preeminent scholar in this field, Zhao Fuxue has garnered high citation rates for his scholarly publications, with particular prominence accorded to the co-authored work Research on the Five Dimensions and Practical Directions of IPE Construction in PE Curricula from the Perspective of Moral Education and Talent Cultivation, which he produced in collaboration with Chen Wei, Wang Jie, and Chen Huifang. This publication has accrued 579 citations, a metric that attests to the significant scholarly attention accorded to the practical pathways underpinning the construction of IPE within PE curricula.

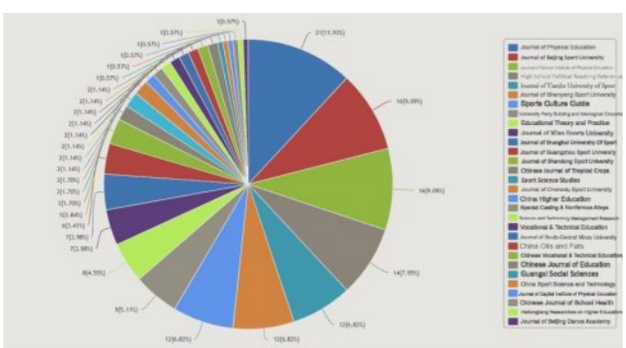


Figure 6 Statistical chart of journal distribution of research literature on ideological and political education (IPE) curriculum in physical education (PE)

4 Key Word Analysis of IPE in PE Curriculum

4.1 Keyword Clustering Analysis of IPE in PE Courses

Keyword frequency serves as a robust indicator of the research focus within a specific disciplinary field over a defined temporal period. Based on keyword clustering analysis via CiteSpace, as illustrated in Figure 7, the research hotspots of IPE in PE curricula—following rigorous literature screening—are categorized into three core dimensions: the integration of IPE within PE curricula, the practical pathways and implementation strategies of IPE in PE curricula, and the pedagogical role of PE teachers in IPE practice.

4.2 Analysis of Hot Topics in IPE in PE

4.2.1 Integration of IPE in PE

The integration of IPE into PE constitutes a prominent research domain, which centers on the organic embedding of IPE within PE practice to advance the educational goal of fostering moral character and nurturing holistic personal development. In their scholarly work Research on the Theoretical and Practical Dimensions of IPE in PE from the Perspective of "Fostering Moral Character and Nurturing Holistic Personal Development", Zhao Fuxue, Jiao Jiayang and Zhao Peng emphasize that the systematic construction of IPE in PE represents a foundational initiative for educational institutions to implement the pedagogical imperative of fostering moral character and nurturing holistic personal development. The interdisciplinary integration of PE and IPE facilitates the cultivation of students' sporting ethos, patriotic sentiment, collectivist values, mental fortitude, rule consciousness, and social responsibility. This synergistic fusion prioritizes not only the transmission of disciplinary knowledge but also the provision of value guidance, effectively

weaving the elements of truth, goodness and beauty into the curricular content of PE. In doing so, it arouses students' intellectual curiosity and kindles their aspiration to pursue the virtues of truth, goodness and beauty. For instance, in martial arts instruction, educators ought to first guide students to comprehend the essence of martial ethics, underscoring martial arts' formative role in physical health, psychological well-being and the cultivation of unwavering willpower. Due attention should be paid to etiquettes observed prior to training sessions, the protocols for fouls committed in competitive contests, and the expressions of gratitude extended to instructors during pedagogical guidance. Such instructional practices enable students to grasp the normative conduct and appropriate demeanor required in sporting activities, thereby exerting a tangible effect on elevating their moral and ideological attainments. Furthermore, major international sporting events—such as the Olympic Games and the FIFA World Cup—abound with intense athletic competition and vivid IPE-oriented educational resources. These global sporting spectacles not only showcase elite athletes' professional athletic prowess but also epitomize the core values inherent in the universal sporting ethos.

4.2.2 Practice Path and Implementation Strategy of IPE in PE

The practical approaches and implementation strategies for embedding IPE within PE curricula are central to advancing the educational objective of fostering virtue and cultivating talent—an endeavor that has emerged as a pivotal focus within the education sector at present. First, efforts are being made to promote the integrated development of IPE in PE across primary, secondary, and higher education, including coordinating curriculum content across stages, incorporating contemporary themes such as the Beijing Winter Olympics spirit, excavating IPE elements in PE practice, innovating teaching methods, and integrating IPE into theoretical learning, motor skill training, and competitive sports. Second, implementation strategies prioritize enhancing PE teachers' IPE competence, which is accomplished through specialized training programs and thematic lectures to enhance teachers' professional competence in delivering IPE instruction. Furthermore, a collaborative education mechanism has been constructed to synergize the educational efforts of families, schools, and society, optimize the allocation of educational resources, and establish a diversified evaluation system for the scientific assessment of IPE implementation effectiveness in PE curricula. Collectively, these measures not only elevate students' motor skill proficiency but also consolidate their moral and ideological attainments, thereby furnishing robust pedagogical support for the cultivation of well-rounded socialist builders and successors who excel in moral, intellectual, physical, aesthetic, and labor education (MI PAL).

4.2.3 The Role of PE Teachers in IPE

Physical education teachers play a crucial role in ideological and political education (IPE). Firstly, they integrate ideological and political elements into PE, such as teamwork and fair competition, by creatively incorporating these values into their teaching content. This approach ensures that IPE is integrated throughout the entire PE process. Secondly, they guide students 'values through sports activities, promoting patriotism and helping students develop positive moral qualities. They additionally embody exemplary role models through the demonstration of sound professional ethics and normative professional conduct, establish positive exemplars for students, and cultivate a robust IPE milieu via the organization of structured sports activities. Additionally, they actively promote IPE by continuously enhancing their skills, exploring ideological and political elements based on relevant theories, and building a structured system of these elements to deepen the integration of IPE into PE courses. In summary, PE teachers embed IPE into their pedagogical practice through a diverse array of approaches, thereby laying a robust foundational framework for the holistic development of students.

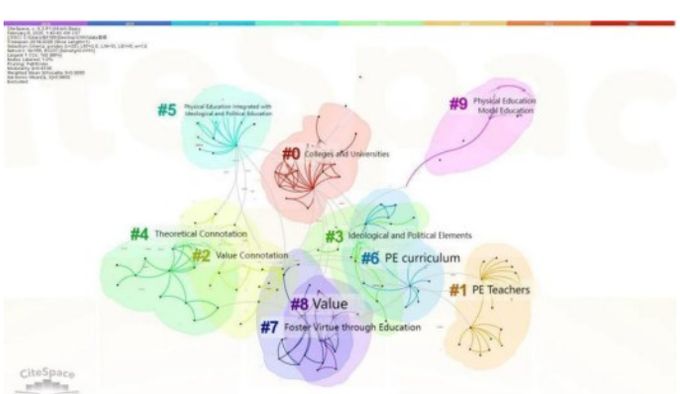


Figure 7 Keyword clustering map of ideological and political research in physical education (PE) curriculum

4.3 Analysis of the Evolution of IPE in PE Courses

The time segment map of the retrieved data, as shown in Figure 8, generated by CiteSpace, clearly illustrates the research dynamics and hotspots in a specific field over different time periods. The keywords in the map are arranged in

clusters along the timeline, with each keyword's position determined by its first appearance. The clustering results of the keywords in the map align with the high-frequency and highly central keywords identified in previous studies, and the phase divisions match the time periods of literature publication.

In the initial research phase (2018–2020), the volume of research outputs remained relatively modest, yet core research themes including PE, IPE, and curriculum design began to take shape. These studies mainly focused on exploring the essence of PE, setting goals, and developing specific implementation strategies, laying a foundation for further in-depth research.

As the research entered its extended phase (from 2021 to the present), the volume of literature significantly increased, along with a rise in the number of keywords and clusters. This expansion covered a broader range of research areas, including university sports, moral education, and ideological and political elements. During this period, research on PE not only kept pace with practical developments but also achieved a balance between theory and practice. Special attention was given to the integration of PE courses with IPE, as well as how education can achieve the goal of moral education. Notably, the theme of value connotation has consistently been a central focus throughout the research process, consistent with the results of previous keyword analysis, indicating that since the inception of PE research, value connotation has remained a core issue.

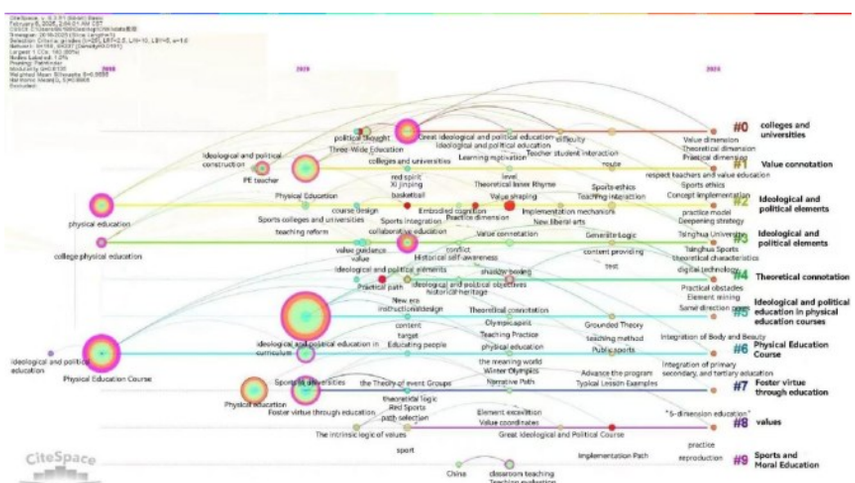


Figure 8 Time line clustering map of keywords for ideological and political research in physical education (PE) curriculum from 2018 to 2024

4.4 Frontier Analysis of IPE in PE Class

Emerging terms are those that rapidly rise in popularity and frequency within a specific period in a particular research field, typically reflecting the trends and future directions of the field. The phenomenon of keyword emergence highlights new terms that have appeared and gained significant usage in a specific period, often indicating the development trajectory and potential trends of the field. By analyzing these emerging keywords, we can gain insights into the evolution of research topics and identify emerging or promising themes within the field. CiteSpace generates a keyword prominence map from the retrieved data, as shown in Figure 9. The figure lists the top 9 keywords with the highest emergence intensity in sports-related research fields from 2018 to 2025. In terms of emergence intensity, keywords such as 'sports curriculum' and 'implementation path' are highly prominent, indicating that these topics have received significant attention in research. However, from the perspective of the duration of keyword emergence, most keywords have seen a decline in popularity in recent years. In contrast, although keywords such as 'value connotation' and 'practical dimension' are not the most prominent, they have shown a longer duration of prominence in recent years, suggesting that these issues may be becoming key research focuses in the current and future periods.

Top 9 Keywords with the Strongest Citation Bursts

Keywords	Year	Strength	Begin	End	2018 - 2025
PE Curriculum	2018	0.67	2018	2020	
PE Major	2021	0.42	2021	2022	
Collaborative Education & Nurturing	2021	0.28	2021	2022	
Integration of Sports & Education	2021	0.28	2021	2022	
Ideology and Politics	2021	0.28	2021	2022	
Practice Path	2021	0.28	2021	2022	
Value Connotation	2022	0.79	2022	2023	
Practical Dimension	2022	0.39	2022	2023	
Implement Approach	2023	0.66	2023	2025	

Figure 9 Ranking table of high emergence intensity keywords in the field of ideological and political research in physical education (PE) curriculum from 2018 to 2025(Top 9)

5 Conclusion and Prospect

5.1 Conclusion

Utilizing the CiteSpace bibliometric analysis tool, this study conducted a multidimensional analysis and visual investigation of journal literatures pertaining to IPE embedded in PE curricula within the China National Knowledge Infrastructure (CNKI) database for the period 2015 to 2025, and derived the following conclusions:

5.1.1 Spatial and Temporal Distribution Characteristics

Chronologically, research on IPE in PE curricula originated in 2015 and attained a pivotal turning point in 2020. Since this juncture, the volume of published papers has risen dramatically, academic attention has escalated substantially, and a fervent wave of research interest has thus been ignited within the academic community. Spatially, outstanding scholars such as Zhao Fuxue, Dong Cuixiang, and Fan Sanming, along with research institutions like Wuhan Institute of Physical Education , Beijing Sport University, and East China Normal University, have made significant contributions to the field's development. Nevertheless, inter-institutional research collaboration remains fragmented, as the majority of scholars conduct their research independently in a solo inquiry model, resulting in the absence of a closely integrated and high-efficiency collaborative network. In terms of publication and citation metrics, the research field of IPE in PE curricula features a relatively small number of highly cited papers, with research themes exhibiting a high degree of concentration; additionally, the vast majority of relevant research outputs are published in sports-specific academic journals. Notably, *Journal of Physical Education*, *Journal of Wuhan Institute of Physical Education*, and *Journal of Beijing Sport University* have gained high recognition from scholars due to their high publication volumes and academic influence. This indicates that, whether in terms of the depth of research over time or the breadth of research space, the field of IPE in PE courses holds significant potential for research and development.

5.1.2 Research Hotspots

Through the analysis of keyword visualization network diagrams, the research on IPE in PE courses has shown a trend of diverse clusters. These clusters are interconnected and interwoven, forming a knowledge network system with clear layers and strong connectivity. A further analysis of high-frequency and high-centrality keywords yields findings that are highly consistent with the visualized network, which centers primarily on core research themes including the integration of IPE into PE curricula, its practical implementation approaches and strategies, as well as the role of PE teachers in IPE practice. These themes highlight the key directions and critical areas of current research in this field, which are crucial for advancing theoretical development and practical applications.

5.1.3 Research Frontier

From the trend of research evolution, the development of IPE in PE courses can be divided into two stages. During the period from 2015 to 2019, the initial exploratory phase centred on fundamental research into the core connotation and objectives of IPE in PE curricula. Since 2020, the research has entered a deeper expansion phase, with a shift from theoretical exploration to practical application. During this phase, the research themes have become more targeted, the scope of study has broadened, and the content has become richer. Additionally, the research has placed greater emphasis on the practical outcomes of IPE in PE courses at different educational stages, and its alignment with national education policies has improved. Through the analysis of the timeline, it is evident that 'moral cultivation and talent development' and 'value connotation' have become the core focuses of current academic attention and will continue to be key directions for future research in this area. This not only aligns closely with the national strategic demands for educational reform, embodying the high priority attached to the fundamental task of moral cultivation and personnel training, but also constitutes a positive response from the academic community to the practical exigencies of education, thereby underscoring the contemporary value and academic accountability of research on IPE in PE curricula.

5.2 Look Into the Distance

5.2.1 Deepen Theoretical Research

In the subsequent research agenda, the in-depth advancement of theoretical investigations into IPE embedded in PE curricula is of paramount significance. Efforts should be made to establish a more systematic, scientific, and rigorous theoretical framework, solidifying the theoretical foundation for practical development, ensuring that the practice of IPE in PE courses progresses steadily under the guidance of a solid theoretical foundation [7]. In particular, with regard to core issues encompassing value implications and practical dimensions, it is imperative to delve into their profound connotations and extensive application scenarios, conduct a rigorous analysis of the distinctive values inherent in IPE embedded in PE curricula, proactively explore practical and viable implementation pathways, and thereby lay a robust theoretical foundation for the sustainable development of IPE within PE curricula.

5.2.2 Expand Practical Exploration

With the progressive deepening of research on IPE in PE curricula, both the scope and depth of practical exploration warrant further expansion and advancement. On the one hand, the integrated development of IPE embedded in PE

curricula across all educational stages should be advanced in a steady manner, with meticulous planning adopted to ensure organic coherence and coordinated collaboration among different educational phases. This will form a comprehensive and progressive educational system, allowing IPE to be seamlessly and deeply integrated into PE courses [8]. On the other hand, the educational value of diverse scenarios such as sports events [1] and extracurricular sports activities should be fully explored, with IPE elements skillfully integrated. Innovative educational forms and content should be developed to enrich the educational experience [2], enabling students to subtly absorb IPE through a variety of sports activities, thereby achieving both knowledge and skill enhancement and moral cultivation.

5.2.3 Strengthen Teacher Training

As the direct practitioners of IPE within PE curricula, the ideological and political attainments and pedagogical competencies of PE teachers are of pivotal importance. Going forward, greater investment should be directed towards the cultivation of PE teachers' ideological and political attainments. This can be achieved through a variety of methods, such as systematic and comprehensive training courses, professional thematic lectures, and on-site practical observations. Such initiatives will enable PE teachers to accurately and in-depth identify the ideological and political elements inherent in PE curricula, and master the methodologies and strategies for the proficient integration of these elements into teaching practice; this will consequently facilitate the in-depth integration of PE and IPE, and furnish robust pedagogical support for the holistic development of students[3].

5.2.4 Promote Interdisciplinary Collaboration

Ideological and IPE embedded in PE curricula is an interdisciplinary undertaking that spans sports science, pedagogy, and IPE, making the enhancement of cross-disciplinary collaboration an imperative pursuit. Efforts should be made to promote deep exchanges and collaborative innovation among these disciplines, fostering a favorable environment for multidisciplinary research[4]. By capitalizing on the strengths of interdisciplinary research, the value of IPE embedded in PE curricula can be explored from a multidimensional perspective, integrated educational models can be developed, and comprehensive, multi-tiered support can be furnished for the holistic development of students, thereby fostering high-caliber talents that align with the developmental demands of the times.

5.2.5 We Will Strengthen Policy Support

Governments and educational administrative departments assume a pivotal role in guiding and safeguarding the advancement of IPE embedded in PE curricula[6]. In the future, it is essential to continue issuing supportive policies to provide robust policy support and ample resources for the research and practice of IPE in PE. By implementing policy guidance, establishing special project funding, and improving evaluation and incentive mechanisms, we can stimulate the enthusiasm and creativity of all parties involved in IPE in PE, promoting continuous breakthroughs in research and practice. This will help achieve the goals of educational reform in our country.

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