

Research on the Innovation of Ideological and Political Teaching Model in College Physical Education Driven by the OBE Concept

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Abstract: With the continuous development and progress of society, college physical education courses are no longer merely platforms for physical exercise and skill instruction. In the new era, they have been entrusted with more educational missions, one of which is ideological and political education. The Party Central Committee has always attached great importance to the construction of ideological and political courses in schools as a key part of educational work. On the new journey of the new era, the construction of ideological and political courses faces new situations and tasks, and thus must show new vitality and achievements. However, in the field of physical education, how to effectively implement the concept of ideological and political courses has become a tough issue for physical education educators. Based on this, this paper focuses on the construction of ideological and political elements in college physical education under the OBE concept, aiming to promote the smooth development of college physical education reform.

Keywords: OBE concept; College physical education; Curriculum ideology and politics; Teaching model innovation

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1. Background of the innovation of the ideological and political teaching model in college physical education under the OBE concept

1.1. Overview of the OBE concept

The OBE (Outcome-Based Education) concept, also known as outcome-oriented education, competency-oriented education, goal-oriented education, or demand-oriented education, is an educational model based on learning outcomes and oriented towards learning achievements. It is highly consistent with ideological and political education in colleges and universities. In line with the requirements of the new-era society for the goals of ideological and political education in colleges and universities, the OBE concept can be used to construct an effective, practical education system for physical education majors ^[1].

1.2. Overview of ideological and political education in physical education courses

Ideological and political education in physical education (PE) is a complex and systematic project, as well as a conceptual reform and reconstruction in the field of PE education and teaching. Its implementation involves various aspects, thus requiring enhanced top-level design and systematic advancement ^[2]. Meanwhile, the fundamental goal of developing ideological and political education in PE courses is to return to the original aspiration, revert to the essence of education and PE itself. PE educators must fulfill their responsibilities and missions of “imparting knowledge, educating people, and resolving doubts” to effectively promote the development of ideological and political education in courses.

First, from the perspective of tracing origins and clarifying fundamentals, PE aims to realize the socialized moral education of the complete person through physical activities, and it inherently contains moral and ideological-political elements ^[3]. In the context of the new era, ideological and political education in PE courses refers to the integration of ideological and political education into the concepts, tasks, methods, and processes of the school talent cultivation system. It puts forward new requirements for how PE courses can achieve the goal of “fostering virtue through education”. This education model is neither a simple addition of PE and ideological-political education nor the “ideological-politicization” of PE classes; instead, it is the mutual infiltration of the two, integrating the imparting of sports knowledge and skills, the cultivation of sports ability, and value shaping.

Second, it is essential not to deviate from the “health first” concept of PE courses. The cultivation of personality and willpower should be carried out on the premise of enhancing physical fitness and acquiring skills ^[4]. At the same time, PE courses inherently possess ideological-political elements and moral education functions, which need to be naturally generated and perceived by learners through teaching interactions—specifically, through physical teaching interactions and the practice of physical skills. Third, the difficulties in developing ideological and political education in PE courses mainly involve aspects such as precise support of typical cases, design of teaching evaluation standards, implementation of research results, and innovation of research methods.

Finally, the key to developing ideological and political education in PE courses lies in educators, the focus is on courses, the priority is on integrated advancement across primary, secondary, and tertiary education, the guidance is on evaluation, and the guarantee is on mechanisms. Educators should set an example, improve their awareness and ability of ideological and political education in courses, integrate ideological and political education into life, study, and communication, and play a guiding role to enable ideological and political concepts to be internalized in college students’ minds and externalized in their actions ^[5].

2. Current status of ideological and political education reform in university physical education courses

The General Office of the CPC Central Committee and the General Office of the State Council issued *Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era*, which further promotes the integration of the Party’s innovative theories in the new era into textbooks, classrooms, and the minds of college students, and embeds core socialist values throughout the entire national education process. The organic integration of physical education courses and ideological and political education is an innovative educational concept, aiming to cultivate college students’ comprehensive quality, promote their all-round development, and achieve multiple effects of educational goals ^[6].

2.1. Reform directions of ideological and political education in university physical education courses

Firstly, ideological and political education in physical education courses should focus on the fundamental issue of teaching content. Centering on the goal of “integrating knowledge imparting with value guidance”, it is necessary to deeply explore the ideological and political elements contained in the courses in combination with physical education teaching content, strengthen college students’ understanding of core socialist values, and reasonably apply Marxist methodology to guide practice. Integrating China’s sports development history, Olympic stories, gold medal achievements, and the stories of Chinese athletes into school physical education helps give play to the role of university physical education in “fostering virtue through education” and cultivate college students’ comprehensive literacy^[7].

Secondly, ideological and political education in physical education courses should clarify the core issue of teaching objectives. Physical education courses need to break through the traditional limitations of “competitiveness-oriented” teaching content, “one-size-fits-all” teaching organization, and “uniform” quantitative evaluation. Physical education should take “ideological and political education through courses” as the goal, enabling education to return to the essence of “imparting knowledge and educating people”. “Fostering virtue through education” is an era-appropriate response to the fundamental issue of higher education under the leadership of the Party. Elements embodied in sports, such as moral cultivation, cultural literacy, self-discipline, self-improvement, tenacious struggle, and competitive awareness, should be fully integrated into physical education classroom teaching.

Thirdly, ideological and political education in physical education courses should solve the key issue of teaching paths. Efforts should be made to advance the construction of teaching staff and comprehensively improve the ability of physical education educators to carry out ideological and political education through courses^[8]. As the main implementers of ideological and political education through courses, physical education educators should transform their educational concepts, combine earnest teaching with self-cultivation, and strive to be “models of learning and behavior”. They should promote physical education reform through their own words and deeds, physical education content, organization of sports activities, and physical education evaluation systems. Meanwhile, the integration of the first classroom (formal classroom teaching) and the second classroom (extracurricular practical activities) should be strengthened, enabling college students to apply the theoretical knowledge they have learned to practice and realize the integration of knowledge, skills, and values.

2.2. Dilemmas in the ideological and political reform of college physical education courses

First, the ideological and political education capacity of the teaching staff in physical education courses. Physical education educators have insufficient professional competence in ideological and political education integrated into courses, and their educational philosophy needs to be updated. They lack the spirit of innovation, and the talent cultivation concept that integrates physical education teaching with ideological and political education is not clear. Physical education teaching still focuses on skill imparting, lacks the application of diverse teaching methods, fails to effectively stimulate college students’ interest and enthusiasm in learning, and thus cannot give full play to the educational role of ideological and political elements in physical education courses^[9].

Second, the excavation of ideological and political elements in physical education courses. The implementation of ideological and political education integrated into courses requires in-depth exploration of physical education course content to identify the ideological and political elements contained in the discipline, as well as re-understanding, reconstruction and recreation of the course content. However, in current practice,

there is a lack of theoretical understanding, method guidance and path analysis from the perspective of the physical education discipline. In physical education teaching, it is difficult to find entry points for integrating teaching content with ideological and political education, and there is a lack of discipline-specific characteristics, systematicness and practicality, leading to the problems of emptiness, one-sidedness, and mechanization in the excavation of ideological and political elements in physical education courses.

Third, the collaborative education mechanism in teaching management^[10]. The integrated development of physical education teaching and ideological and political education requires a curriculum integration mechanism and emphasizes the coordination and cooperation between the two disciplines. Due to disciplinary division and inadequate management, physical education courses and ideological and political education fail to give full play to the synergistic effect in teaching objectives, and there is a lack of communication between them^[11]. At the same time, the digital level of teaching management inside and outside physical education classrooms is low, and a sound collaborative education mechanism has not been established for college students' in-class learning, after-class training, competitions and other activities.

3. Innovative strategies for the teaching model of ideological and political education in college physical education courses under the OBE concept

3.1. Integrating the OBE concept into the construction of the ideological and political system of college physical education courses

3.1.1. Building an integrated pattern to activate the core engine of practical education

Focus on top-level design and overall planning, and in-depth study of policy documents, such as opinions on the ideological and political work of college physical education courses and the construction of ideological and political work systems. Centering on the fundamental task of fostering virtue through education, take practical education as the starting point, strengthen physical education teachers' awareness and responsibility of education, gather educational synergy through multi-subject participation, and build an integrated pattern of ideological and political education in physical education involving college party and government leaders, professional educators, counselors, and college student cadres^[12].

3.1.2. Strengthening “Two Wings” to create a booster for practical education

On one hand, persistently cultivate a good academic atmosphere, focus on strengthening the core work of academic atmosphere construction, and promote college students' growth and development. Carry out ideological and political construction activities for physical education courses from five dimensions: management, service, examination style, platform, and role models. Clarify the direction and focus of ideological and political construction, and ensure the implementation of ideological and political work. On the other hand, take physical training as an opportunity and an important means to promote practical education. Carry out training activities of different levels and types based on the content of characteristic physical education majors in colleges and universities, and strengthen college students' awareness of “using theory to guide practice and promoting theoretical learning through practice”. Taking improving the quality of employment in the sports field as the entry point, accurately grasp the characteristics of college students' own development needs, and implement progressive employment practice education. Jointly build physical training bases and social practice bases, carry out ideological and political education in sports that guides values and employment concepts, enhance college students' employment awareness, and strengthen their learning motivation and pertinence.

3.1.3. Consolidating “Three Supports” to accelerate practical education

First, build a platform for Party-building-led education^[13]. Guided by Party building, we will innovate new models of organizational education, further deepen the Party building work among college students, improve the carriers for college students’ self-education, self-management and self-service, and bridge the “last mile” in college students’ Party building and ideological and political work.

Second, establish an academic guidance support platform. We will build a “mentality guidance, academic guidance, and career navigation” integrated education model through academic guidance-oriented associations to do practical things for college students. A guidance team for ideological and political construction of physical education courses will be formed, consisting of “academic mentors + peer mentors + college student class teachers + educator class teachers + counselors” to achieve full-staff education; innovate the curriculum guidance model of “course-opening guidance + in-class guidance + characteristic activities” to realize whole-process education; and build an “online + offline” physical training guidance platform to achieve all-round education. Through classified guidance and precise services, we will leverage the advantages of collaborative education and establish a long-term mechanism.

Third, set up an innovation and entrepreneurship support platform. We will explore the “creativity-innovation-entrepreneurship” model, improve the innovation and entrepreneurship platform and security system, expand channels for innovation and entrepreneurship education by relying on national, provincial, municipal and university-level innovation and entrepreneurship competitions as well as sports skills training competitions, foster a strong atmosphere for innovation and entrepreneurship, and provide high-quality conditions for cultivating high-level sports talents.

3.2. Empowering the ideological and political construction of university physical education courses with the Chinese sports spirit

3.2.1. Exploring elements of ideological and political education in courses

The striving figures on the Olympic arena and the sweat of youth on campus playgrounds—the Chinese Sports Spirit has inspired and nurtured generations of people. It is not only the internal driving force for the development of Chinese sports but also an important spiritual pillar for realizing the great rejuvenation of the Chinese nation. In this regard, university physical education educators should deeply explore the connotation of “strengthening morality and mastering skills” embodied by the Chinese Sports Spirit in the ideological and political construction of physical education courses, to achieve the unification of college students’ moral improvement and sports skill enhancement, enabling them to acquire practical abilities that promote their socialization through physical education courses. By integrating the Chinese Sports Spirit into curriculum design in an orderly manner, it helps college students clarify the learning content and process of physical education courses, assists educators in grasping the key points and directions of ideological and political teaching in physical education, promotes teaching practice and reflection, and facilitates the development of educators’ ability in ideological and political teaching.

First, educators reorganize the content knowledge system and framework of physical education courses, analyze the ideological and political elements contained in the courses, take this as a starting point, and then integrate relevant resources of the Chinese Sports Spirit into the curriculum design process. Second, on the basis of identifying the ideological and political elements of physical education courses, further clarify the concept of curriculum design, give play to the important role of the Chinese Sports Spirit in leading and promoting ability development, and form a “three-stage and five-competence” target system^[14]. Third, through story teaching

method, case teaching method, situational teaching method, and “Olympic champions entering the classroom” activities, the Chinese Sports Spirit is integrated into pre-class, in-class, and after-class links in an orderly manner, allowing college students to master the course knowledge while imperceptibly cultivating their striving spirit of diligence and perseverance. Finally, through college students’ self-evaluation, mutual evaluation, and educators’ evaluation, the emotional attitudes and behavioral performances of college students in the learning process are evaluated, so as to assess the learning effect of ideological and political education and further judge the value manifestation of integrating the Chinese Sports Spirit into curriculum design.

3.2.2. Strengthening the construction of physical education faculty

To better integrate the Chinese Sports Spirit into the ideological and political construction of physical education courses, universities have innovatively launched “Chinese Sports Spirit Study Camps” targeting educators’ cognitive and literacy shortcomings. Through systematic theme design, diversified practice paths, and professional faculty allocation, spiritual nutrients are transformed into practical educational effects.

In the theoretical learning module, universities invite experts in sports culture and ideological and political education to give a series of lectures, which deeply analyze the origin, connotation, and contemporary value of the Chinese Sports Spirit, and strengthen educators’ understanding of core spirits such as patriotism, dedication, striving, and transcendence. In the traditional project experience module, inheritors of traditional sports such as martial arts, archery, dragon and lion dancing conduct on-site teaching, allowing educators to comprehend the cultural genes of “establishing oneself with ritual” and “being vigorous and promising” through immersive practice. In the event observation and volunteer service module, educators are organized to observe sports events inside and outside the university to analyze the striving spirit demonstrated by athletes^[15]. Voluntary services for integrating sports and education at the grassroots level are carried out to guide educators to understand the integration path of sports spirit and ideological and political education in practice.

Universities emphasize a diversified faculty composition, including front-line physical education educators, ideological and political educators, as well as invited off-campus sports culture experts and inheritors of traditional sports. They give full play to their respective strengths and jointly take responsibility for integrating key ideological and political elements into the content and practice of university physical education courses. At the same time, in accordance with the teaching requirements and characteristics of university physical education courses, regular training and assessment are conducted for front-line educators, covering content such as the latest research results of the Chinese Sports Spirit, teaching methods and strategies of ideological and political education in physical education courses, and teaching skills of traditional sports projects, to continuously update their knowledge structure and improve teaching quality. In this way, educators have gradually broken the dilemma of “forced integration” and explored characteristic educational models such as cultivating patriotic feelings in physical education teaching and analyzing the striving spirit in event observation, making the Chinese Sports Spirit a “spiritual calcium tablet” for college students’ growth and helping cultivate a new generation of young people with ambition, backbone, and confidence.

4. Conclusion

In summary, exploring the practical path of ideological and political education in university physical education courses under the OBE (Outcome-Based Education) concept is an in-depth study and reflection on the practice of ideological and political education in university physical education courses. This paper mainly analyzes the

focus, blocking points, and difficulties in the construction of ideological and political education in physical education courses, providing certain inspiration for clarifying the paths and strategies of future construction. By strengthening the integration of physical education courses and ideological and political education, focusing on the personalized training of college students, and establishing a diversified evaluation mechanism, we will promote the development of ideological and political education in university physical education courses, contribute to cultivating builders and successors of socialism, and boost the high-quality development of the sports discipline.

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