

Research on the Design and Practical Pathways of Integrating Curriculum Ideology and Politics into College Basketball Teaching

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Abstract: *The educational function of college basketball teaching is not only to teach students how to use their bodies well and form good sports habits, but also to teach other types of education, such as learning rules, cooperation and fairness. The three parts of the study in this paper are the theoretical basis, the content system and the mechanism for building integrated basketball teaching. First, with the help of an ontology, we have identified the original educational elements of basketball and how these elements are internally linked in the transmission of values; second, based on the concept of situational embedding, content reorganization and methodological innovation have been used to promote the all-round development of students; finally, a multi-agent collaborative educational network, a dynamic process regulation system and a development-oriented evaluation system have been established. This paper will offer some theoretical support for achieving the isomorphic symbiosis of skill instruction and value education in college basketball classes.*

Keywords: *College basketball teaching, curriculum ideology and politics, integration mechanism, content system, evaluation dimension.*

Introduction

The two goals of teaching college basketball are to help students improve their physical fitness and to cultivate good character; in the process of teaching, values such as discipline, cooperation and perseverance will be naturally formed. Traditional basketball teaching has tended to focus on the standardisation of technical movements and the improvement of competitive ability; the organisation of teaching content follows the order of skill difficulty; teaching methods are mainly demonstrations and imitations; and the evaluation system is based on quantitative indicators. Although the skill-oriented teaching model has reduced the scope of education in basketball, it has failed to achieve the goals of value education and has not systematically incorporated these values into the teaching process. In recent years, many studies have been carried out on the educational functions of physical education courses, and scholars have gradually come to the conclusion that physical education teaching also has certain value-transmission advantages. Most of the previous studies have given some general ideas, but they have not systematically explored the particular problems of content design, methodological innovation and mechanism construction in integrated basketball teaching. Based on the above, this paper will systematically investigate the intrinsic link between basketball and values education from an ontological perspective, examine the system of content, operating mechanism and evaluation for integrated basketball teaching, and aim to build an integration framework with theoretical depth and practical reference value to provide theoretical support for achieving the educational function of college basketball teaching.

1. Theoretical Basis and Value Implications of Integrating Curriculum Ideology and Politics in College Basketball Teaching

1.1 An Ontological Study of the Ideological and Political Content in College Basketball Teaching

Basketball is an organised system of physical exercise and thus has many educational effects. Basketball has a set of rules to regulate behaviour and ensure fair play; as a team sport, cooperation can foster a sense of social responsibility, and competition with other teams can motivate individuals to study hard and think in good terms. These are the ontological educational values that naturally arise in

the process of sports and differentiate basketball teaching from basic skill training. Therefore, the exploration of basketball teaching content should not be limited to the superficial division of technical movements, but also explore the essence of the sport, clarify the intrinsic relationship between the form of the sport and its value connotations, and lead the teaching objects from the acquisition of "skills" to a deep understanding of "sports culture".

Therefore, the ideas and ideals of basketball education are not external additions; rather, they are manifestations of the values that emerge in the process of sports training. Rule compliance is a sense of order and the quality of self-discipline; teamwork is the spirit of cooperation and a sense of common goals; and the experience of winning and losing is associated with the cultivation of frustration tolerance and respect for opponents. As shown in the ontology above, the value transmission function of basketball teaching is basic and tacit; its creation of educational meaning depends on the deep participation of teaching subjects in sports situations and their construction of meaning. By linking the ontological attributes of sports with educational goals, basketball teaching can indirectly shape students' values and thus achieve the aim of promoting good character education in physical education, in line with its original purpose of nurturing both mind and body^[1].

1.2 Linkage Mechanism of Basketball Teaching and Value Education

Basketball teaching is a system of education that includes the goals of teaching, organisation of teaching content, methods for carrying out teaching, as well as evaluation and feedback; all these parts are interrelated. The purpose of value education is not to be realised at the end of a class; rather, it should be constantly integrated into all parts of teaching. According to the theory of systems, the structure of the basketball teaching system can provide a good foundation for the dissemination of values; changes in the environment of sports offer a real place for learning values, gradual mastery of skills provides continuous opportunities for character education, and the uncertainty of competition poses problems that need to be addressed by selecting values. The above structure is very suitable for achieving the goal of value education in basketball teaching.

In addition, the link between the two is also shown in the combined operation of teaching materials. The Setting of teaching goals should cover both the acquisition of motor skills and moral education; the selection of teaching materials should consider how well they can integrate situation creation with value inheritance; and various teaching methods should be used alternately to promote both experience and reflection. The evaluation link should not be based solely on one technical index; behaviour in this assessment is also to be considered, such as the willingness to participate, the ability to cooperate and adherence to rules. Through the organic integration and synergistic effect of all teaching elements, the basketball teaching system can achieve isomorphic symbiosis of skill instruction and value guidance by incorporating the process of value internalisation into all technical practice, all tactical cooperation and all competitive confrontation, thereby producing a silent educational effect.

1.3 Reconstruction of Value Dimensions in Integrated Basketball Teaching

The value orientation of traditional basketball teaching often focuses on improving motor skills and competitiveness, and its evaluation criteria are mainly in the form of quantitative indicators; thus, some extent has been reduced from the educational function of physical education. The first level of value reconstruction for integrated basketball teaching is the expansion of teaching goals; that is, in addition to focusing solely on motor skills, we have extended the aim to include cognitive development, social skills and character education. Skill teaching is still required to some extent, but this reconstruction adds a new type of value creation based on skill learning to help students better understand and appreciate basic sports issues, such as rules, cooperation, competition, success and failure in the acquisition of sports skills, moving from "learning to exercise" to "achieving development through exercise".

Reconstruction of the dimensions of value is also shown in the reassessment of the value logic of teaching and learning. The old teaching model usually treats value education as something to be added to knowledge transmission, but integrated teaching is now considered a type of skill training and employs a "dual main lines" teaching logic to develop them together. Based on the above reasoning, learning each technical skill is not only about training one's physical strength but also about nurturing the spirit of perseverance; carrying out all sorts of tactical plans should also strengthen teamwork and cooperation skills; and both the joy of winning and the sorrow of losing in competitions are valuable learning experiences that teach us how to manage emotions and make decisions under pressure. With

the construction of many-faceted dimensions of values, basketball teaching is no longer just about "physical education"; rather, it has become an all-around educational system capable of fostering all-round development of students in terms of physical, cognitive, emotional and social health, thus forming an integrated pattern of education.

2. The Content System and Structural Optimisation of Integrating Curriculum Ideology and Politics in College Basketball Teaching

2.1 Reorganisation of Teaching Content Based on Situational Embedding

Organisation of the basketball teaching content will directly affect the transmission of values. The original teaching content has been arranged at various levels of difficulty, and skills such as dribbling, passing and shooting have been divided into many small steps for practice. Decontextualisation of the method breaks the necessary link between techniques and the whole of the sport, and also eliminates the values of technical learning. Organisation of content according to situational embedding aims to bring technical movements back to real sports situations and enable technical learning in all kinds of tactical environments, competition conditions and cooperation modes. By combining the techniques of passing and receiving in tactical cooperation, students can learn to cooperate; by adding defensive techniques to the team's defence system, they will be more responsible and achieve the common goal of learning technology and values^[3].

Rearrangement of teaching content has also been done to return to a holistic view of sports. By building an integrated content sequence of "techniques - tactics - competition", students can develop an awareness of tactical application at the stage of skill learning, strengthen technical specifications in the process of tactical cooperation, and achieve an organic unity of techniques and tactics in competitive confrontation. The content structure above will not separate the teaching of skills from their application; instead, it will present a whole view of the basic ideas and rules of basketball. The first reason for the rule consciousness was technical necessity and tactical demand; through continuous cooperation and competition in the field, the spirit of cooperation has been nurtured and shaped a closed-loop value-logic cycle in the content system.

2.2 New Teaching Methods to Promote Students' Subjective Awareness

The chosen teaching methods will affect the interest of the students in learning and how deeply they learn. The new way of dealing with the problem of subjective awareness is to change from "teaching" to "learning" and have students independently construct knowledge. There will be problems with the innovative method system; create situations and assign tasks to motivate students to participate actively and be sense-makers in their own learning. The tactical teaching part will be inquiry-based; that is to say, I will present a tactical problem and have students use their own efforts and cooperation in groups to find a solution. At the same time, the students will also gain some tactical knowledge and learn to think independently and cooperate with others.

The other kind of change in methods is regular application of reflective learning techniques. There are many teaching materials for basketball; every successful cooperation, every correction of errors, and every experience of victory or defeat is a learning opportunity. To help students better organise themselves and gain a clearer understanding of their own learning progress, behaviour and emotions, various reflective tools such as learning logs, peer assessments and self-evaluations are introduced to make the values of sports experience explicit and conceptualised. The reflection method above has achieved a shift from "physical experience" to "value cognition", so students can develop a conscious awareness of basic sports propositions such as cooperation, competition, rules and responsibility in the process of improving their skills, and make teaching a field for their own construction and improvement^[4].

2.3 Construction of a Hidden Educational Field at All Times

The teaching goals of basketball education are not only determined by the planned content and methods of teaching but are also affected by all sorts of unexpressed factors in the teaching environment. Hidden education is included in the elements of the teaching environment, relationships among people, institutional norms and the cultural atmosphere; it occurs in an all-encompassing and subtle way. To create a hidden educational field at all times, one needs to systematically design and

optimise all kinds of hidden elements; at the level of space, the arrangement of the place for learning and the placement of materials can create a sense of order and normality; at the level of institutions, class regulations and class rotation systems provide a behaviour-guiding framework; and at the cultural level, teacher-student interaction and peer communication create a soft learning environment. All the above hidden factors have created a learning environment for the students at all times in their growth.

The first reason for the hidden educational area is that it is untraceable and all-encompassing. Compared with the directness of explicit teaching links, the transmission of values in the hidden curriculum is mainly indirect and takes the form of environmental suggestion, behaviour imitation and atmospheric infection. When the fair rules are always implemented, the students will be more aware of them; when cooperative behaviour is continuously promoted, a sense of teamwork will gradually emerge; and when respect for others is accepted by all, good relationships among the people will naturally form. An immersive teaching model can avoid the rigidity and division of traditional value education, and instead, value cognition is continuously nurtured in all aspects of daily life and sports activities, such as class preparation, technical training, tactical cooperation, competition, etc., achieving both explicit instruction and implicit education^[5].

3. Mechanism Construction and Evaluation Dimensions of Integrating Curriculum Ideology and Politics in College Basketball Teaching

3.1 Construction of a Multi-Agent Collaborative Educational Network

The operation of integrated basketball teaching requires the participation of many parties and good cooperation among them. The three links of this educational network are teachers, students and the teaching community; the role of teachers has shifted from knowledge transmission to moral education and creation of learning environments, so the effect of integration will vary depending on the professional level and attitude of teachers; students are no longer passive recipients of knowledge but active constructors of knowledge, and their level of participation directly affects how well values are internalized; organisations in the teaching community include classes, teams and groups, all of which have set norms and assigned responsibilities for students' growth. The three agents have formed a network of mutual aid and will thus move forward in the process of integration steadily.

Construction of the educational network should also be conducted with attention to the optimisation of inter-agent interaction relationships and the construction of coordination mechanisms. Teachers and students should build an even-keeled dialogue and two-way feedback relationship: Teachers need to be aware of the different characteristics of various students and provide personalised guidance, and students should also have a place to express their thoughts and learn from their own experiences. The two-way interaction between individual students and the teaching community is called individual socialisation and collective construction; by participating in society, students learn the rules and cooperation skills of the group, and the group develops cohesion and a sense of culture through student participation. A network of several agents has been established to carry out integrated basketball teaching at the organisational level, and the spread of values has moved from individual behaviour to organised operation^[6].

3.2 Dynamic and Adaptive Regulation of the Integration Process

The combination activities in the basketball teaching process do not need to be carried out in a fixed order; instead, they will be arranged flexibly according to the teaching conditions and changes in the students' moods. Dynamic and adaptive regulation of the integration process is to change the focus of integration goals, and according to changes in various situations during teaching, modify the content and ways of integration. Based on the continuous collection of all kinds of data in the teaching process, such as students' levels of skill mastery, participation and interest in learning, interactive behaviour, emotional responses, etc., regulation is carried out. By observing changes in the state of things at that time, one can know when to integrate and under what circumstances, and then modify the way of teaching.

The two links in the construction of the regulation mechanism are process feedback and continuous improvement. Process feedback is the information obtained during teaching that helps a teacher adjust their own teaching behaviour based on professional judgment and students' self-awareness; it is a type of all-encompassing assessment based on all these sources of information. Progressive optimisation is to adjust according to one's understanding of the general direction of the teaching process, gradually set

goals and plans at all levels; in the technical learning stage, the emphasis is on rule awareness; in the tactical cooperation stage, the cultivation of cooperative ability is addressed; and in the competitive confrontation stage, emotional regulation and guidance on the concept of winning and losing are given attention. According to the time, change the speed and form of these activities to keep the integration activities in basketball teaching interesting for all students.

3.3 Development-Oriented Evaluation of Integration Quality

The quality assessment of integrated basketball teaching should move away from the old way and build a new one focused on development. The old evaluation model is based on the index of results, and it only shows data from technical tests and competition results in numbers. Evaluation Logic reduces the teaching process to only the visible final results and makes it difficult to track the continuous development path of students and the degree of value internalisation during the integration period. Developmental assessment has shifted from focusing on the "final result" to observing the "changes in the process", and now all sorts of trends in progress, cognitive development and behaviour that students exhibit during learning are constantly being monitored and analysed. Thus, the evaluation activities are now part of the teaching process and are no longer external inspections separate from teaching. In short, the purpose of assessment has shifted from evaluating performance to promoting improvement; thus, it should now be in harmony with teaching and learning to achieve the goals of both.

The construction of the development-oriented evaluation system should have two parts: expanding the scope of evaluation and improving the form of evaluation. In addition to the general factor of skill level, many other specific indicators are also included in the full set of assessment items for the scope of assessment. The first is the level at which students have learned the basic ideas of sports, such as rules and teamwork; the second is their outward behaviour, including whether they follow the rules and take responsibility; the third is their inner feelings, such as the desire to participate and a sense of belonging. Both formative assessment and summative assessment can be used to observe students' learning; the former continuously observes the progress of students' learning, and the latter compares changes in a person's development at different times to determine the results of teaching. In line with the development-oriented quality assessment, improvements will be made to the integrated basketball teaching, and the educational goal of value internalisation will be more evident and quantifiable.

Conclusion

The main problem this paper addresses is how to integrate curriculum ideology and politics in college basketball teaching, and it systematically studies the theoretical foundation, content system and mechanism construction of this issue. Based on the above, the foundation of this paper is to explore the internal link structure of the original educational elements in basketball and the transmission of values, clarify the logic of value reconstruction for integrated teaching in the process of shifting from "body training" to "all-round education", and, at the level of content systems, put forward an optimisation path for the trinity structure by reorganising content according to situational embedding, innovating methods for cultivating subjective awareness, and building fields throughout the entire process. The structure of the mechanism at the level of this paper is that of a multi-agent collaborative educational network, dynamic and adaptive process regulation, and development-oriented quality evaluation activities. The system of theoretical study includes the foundation of ontology, content and design, innovation in methods, guarantee of mechanisms, etc., and offers all-round theoretical support for achieving the isomorphic symbiosis of skill instruction and value education in college basketball teaching. In the future, many more integration strategies for groups of students at different stages of school and with various skill levels can be explored; quantitative indicators of the integration effect can be determined, the theoretical basis of this study verified and strengthened in actual teaching situations, and thus the transformation of integrated basketball teaching from theory to practice can be achieved.

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