

# Research on the Innovative Path of Sports Education and Training from the Perspective of Core Competencies: Based on the Integration of "Joyful Movement" and "Pleasure Movement" and the Embedding of Curriculum Ideological and Political Education

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**Abstract:** To address critical challenges in sports education and training—such as students' lack of initiative, fragmented training objectives, lagging evaluation systems, and disconnection between ideological education and athletic development—this study responds to the demands of cultivating core competencies and building a sports powerhouse. Through literature review, logical analysis, and case studies, we integrate the core principles of the "Joyful Movement" and "Pleasure Movement" classroom models, combined with practical experiences in ideological education within Guilin's urban middle schools. The research systematically constructs a framework for sports education and training that integrates theoretical integration, practical implementation, and optimized support mechanisms. The findings demonstrate that traditional paradigms of "teacher dominance, skill-focused approaches, and quantitative evaluation" must be transcended. By activating intrinsic motivation through "joyful-sadness symbiosis," enhancing scientific rigor through "movement-achievement synergy," and reinforcing educational value through "ideological embedding," we achieve a three-dimensional unity of "skill training, competency cultivation, and value guidance." This study provides theoretical references and practical paradigms for advancing high-quality development in sports education and training.

**Keywords:** Sports Education and Training; Core Competencies; "Joyful Movement"; "Pleasure Movement"; Curriculum Ideological and Political Education; Innovative Path

## 1. Introduction

With the promulgation of the "China Student Physical Education Core Competency Framework System" and the "Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)", physical education and training has shifted from "single skill transmission" to a new stage of "coordinated cultivation of motor skills, healthy behaviors, and sports ethics". However, multiple contradictions still exist in current practice: traditional training models are teacher-centered, with students' passive participation leading to insufficient internal motivation; training objectives focus on technical compliance while neglecting the integration of health knowledge and the cultivation of sportsmanship; evaluation systems emphasize quantitative results, making it difficult to reflect the process of students' competency growth; curriculum ideological and political education and skill training remain "two separate entities", with educational values not fully demonstrated.

Against this backdrop, the "Joyful Movement" classroom model, centered on "transforming passivity into proactivity, shifting from teaching to learning guidance, and evolving from single-discipline to integrated approaches," provides theoretical support for training model innovation. The "Pleasure Movement" classroom framework, through its three-dimensional structure of "joyful experience, deep engagement, and competency achievement," enhances the contextualization and digitalization of training. Meanwhile, the integration of ideological and political education into physical education classes in Guilin's urban middle schools has demonstrated the feasibility of combining political elements with training practices. Building on these foundations, this paper synthesizes three major theoretical and

practical achievements to explore innovative pathways in sports education and training, which holds significant implications for fulfilling the fundamental mission of "nurturing individuals through sports."

## **2. Theoretical Basis of Core Competencies-Oriented Sports Education and Training Innovation**

The core of core competencies-oriented sports education and training lies in breaking the traditional single-dimensional development model and realizing the organic unity of "skill acquisition, competency improvement, and value shaping". For sports education and training, the integration of "Joyful Movement" and "Pleasure Movement" and the embedding of curriculum ideological and political education inject strong momentum into its innovative development:

Firstly, value upgrading and educational revitalization: The integration of the two models and the embedding of ideological and political education elevate sports training from a mere skill teaching activity to an educational practice with distinct value orientation. Through the organic integration of joyful experience, scientific training, and value guidance, the educational connotations behind sports—such as teamwork, perseverance, rule awareness, and cultural confidence—can be more fully displayed and implanted, thereby activating the comprehensive educational value of sports and enhancing its vitality and influence.

Secondly, motivation stimulation and quality improvement: "Joyful Movement" emphasizes stimulating students' internal motivation, and "Pleasure Movement" focuses on enhancing the sense of achievement in the training process. The combination of the two transforms students from "passive acceptance" to "active participation". The embedding of ideological and political education further enriches the spiritual connotation of training, enabling students to not only improve their physical fitness and skills but also shape sound personality and correct values, meeting the diversified educational needs of the new era.

Thirdly, system optimization and development promotion: The integration of the two models and the embedding of ideological and political education promote the systematic optimization of sports education and training in terms of objectives, content, methods, and evaluation. It helps to break the fragmented state of traditional

training, form a closed-loop system of "goal-setting-content restructuring-evaluation optimization-support guarantee", and promote the transformation of sports education and training towards high-quality, comprehensive, and in-depth development.

Fourthly, brand building and educational empowerment: Successful innovative practice can form a distinctive sports education brand, enhance the influence and reputation of schools' sports education work, attract more educational resources to participate in sports education and training, and realize the comprehensive benefits of "promoting teaching through innovation and strengthening education through sports". Therefore, the integration of the two models and the embedding of ideological and political education are the key paths to promote the three-in-one development of sports education and training, realizing the unity of educational value, practical value, and social value.

## **3. Current Practical Difficulties of Sports Education and Training**

### **3.1 Rigid Training Patterns: Suppressing Students' Initiative and Motivation**

Traditional physical education training adheres to a linear "explanation-demonstration-repetition" model, where instructors dominate training content, intensity, and pacing while students lack autonomy. For instance, track and field training uniformly requires "800-meter runs  $\times$  3 sets," ignoring students' varying fitness levels—those with weaker physical conditioning avoid training due to fear of difficulty, while physically stronger students participate perfunctorily due to lack of challenge, creating a vicious cycle of "low engagement and low interest". Additionally, training overreliance on class time conflicts with limited physical education class hours in universities. Students' lack of systematic post-class guidance leads to unstable skill mastery, slow physical improvement, and significantly reduced training effectiveness.

### **3.2 Single Training Objective: Educational Bias that Prioritizes Skills over Literacy**

Some training programs set "skill attainment" as the sole objective, neglecting the "three-dimensional integration" requirements of core competencies: first, there is a lack of integration of health knowledge, such as swimming training

only teaching posture without explaining drowning first aid and sports injury prevention; second, the cultivation of sports ethics is weakened, with ball game training focusing on tactical coordination but failing to guide students to understand the value of rule awareness and teamwork; third, the cultivation of lifelong sports awareness is neglected, as the training content is disconnected from students' daily lives, making it difficult to translate into extracurricular exercise habits, which contradicts the requirements of "Healthy China 2030".

### 3.3 Lagging Evaluation System: Limitations of Quantitative Dominance and Process Deficiency

Current training evaluations primarily rely on quantitative metrics like "50-meter sprint performance" and "standing long jump distance," which exhibit three critical shortcomings: First, they neglect qualitative dimensions—such as students' training attitudes, progress levels, and collaborative performance—which undermines the motivation of those who "improve but fall short of standards". Second, they lack dynamic tracking, relying solely on summative assessments to evaluate training outcomes, failing to document students' growth from "incompetent" to "competent". Third, the evaluation system remains teacher-dominated, depriving students of opportunities for self-reflection and peer assessment, making it difficult to accurately identify training weaknesses.

### 3.4 Weak Integration of Ideological and Political Education: Disconnection between Skill Training and Value Guidance

Course-based ideological and political education serves as a vital component of sports training, yet practical implementation reveals three critical shortcomings. First, objectives remain vague: most training programs fail to clearly define educational goals such as "cultivating sportsmanship" or "shaping patriotic values," resulting in directionless integration. Second, content lacks depth: martial arts training focuses solely on technical movements without exploring their embedded Chinese cultural heritage and national ethos. Third, educators lack capacity: while physical education teachers excel in skill instruction, they struggle to effectively incorporate ideological elements, making it challenging to transform "sports scenarios" into "educational contexts".

## 4. Innovative Practice Path of Sports Education and Training

### 4.1 Goal Integration: Establishing a Three-Dimensional Training Framework of Skills, Competencies, and Ideological Education

Based on the integrated framework of "Joyful Movement" and "Pleasure Movement" and the requirement of ideological and political education embedding, the objectives are designed in layers of "basic-advanced-development" to cover the needs of students at different stages of learning: Table 1

**Table 1. Establish a Three-Dimensional Training Framework Integrating Skills, Literacy, and Ideological Education**

Target level	Skill Goal	Sustainability Goals	Ideological and political objectives
Base layer (guaranteed minimum)	Master a single technical move (e.g., a martial arts lunge punch or a two-handed chest pass in basketball)	Develop a habit of safety training and understand basic health knowledge (such as warm up before exercise)	Cultivate a sense of discipline and respect for others (e.g., by following training rules)
Promote to higher level	Proficient in applying technical skills to solve problems (e.g., using a jump shot to counter defense in basketball, adjusting pace during track and field curves)	Improve teamwork and master sports injury treatment methods	Develop a sense of collective honor and learn to help each other (such as protecting each other in gymnastics training)
High class (development)	Innovative techniques and tactics (such as self-designed aerobics routines and basketball strategy coordination)	Develop lifelong sports awareness and make personal exercise plans	Cultivate a spirit of challenge and cultural confidence (such as understanding Chinese traditional culture in martial arts training)

For example, in swimming training, the basic level requires "mastering the breaststroke posture + understanding the risk of drowning", the intermediate level emphasizes "mastering the breaststroke + completing the drowning first aid drill", and the advanced level achieves three-dimensional goal progression through "autonomous design of swimming training plans + sharing the case of China swimming team's Olympic struggle".

## **4.2 Content Restructuring: A Three-in-One Approach of Contextualization, Digitization, and Ideological Education**

### **4.2.1 Contextual Reengineering: Activating Authentic Training Needs**

By applying the contextualized teaching philosophy of "Pleasure Movement", the training content is transformed into "real-world sports problem-solving tasks":

Campus safety scenario: Through simulated scenarios like "sports sprain" and "equipment misuse", students work in groups to design emergency response plans and practice them, thereby mastering first aid skills while strengthening their sense of responsibility.

Competition Simulation Scenario: In track and field endurance training, a "Campus Mini Marathon" is designed with supply stations, check-in points, and "race broadcast". Students understand the principle of physical energy distribution while completing "race tasks", and feel the value of persistence.

Life Application Scenario: Introduce tasks like "Family Sports Planning" and "Campus Health Management" to help students extend classroom training beyond school hours, fostering lifelong physical fitness.

### **4.2.2 Digital Reconstruction: Enhancing Training Accuracy**

By integrating the intelligent teaching system of "Joyful Movement" with the digital tool of "Pleasure Movement", we have established a full-chain digital training framework:

Pre-class: The "Physical Literacy Assessment APP" collects students' fitness data (e.g., cardiorespiratory function, flexibility) and preferences, then automatically generates personalized plans—for instance, recommending "elastic band training micro-lessons" for students with insufficient strength.

In-class: Wearable devices monitor heart rate in real time (automatically adjust intensity when exceeding 180 bpm), while AI-powered motion

analysis corrects errors like "elbow valgus in basketball shooting" and "unstable center of gravity during track and field starts".

Post-class: The "Online Sports Platform" tracks extracurricular exercise data (e.g., running duration, rope skipping frequency) to generate a "progress curve", allowing students to visually track their growth and boost training confidence.

### **4.2.3 Restructuring Ideological Education: Uncovering the Educational Value of Sports**

Drawing on the practical experience of middle schools in Guilin City, we integrate ideological and political education elements into sports programs based on their characteristics:

Track and Field: Before training, show the documentary "Su Bingtian Breaks the 100m Limit for Asian Athletes"; during training, organize a "Personal Best Challenge" to help students understand the connection between "self-transcendence" and "national honor".

Ball games: When organizing "class league", explain the sports ethics of "respecting opponents and obeying referees" before the game, record "teammate mutual assistance moments" during the game, and carry out "collaborative review meeting" after the game to strengthen team spirit.

Martial Arts Program: Through Tai Chi training, students explore the philosophy of softness overcoming hardness and the historical journey of martial arts' UNESCO World Heritage status. This immersive experience allows them to appreciate the cultural richness of Chinese heritage while fostering cultural confidence.

## **4.3 Evaluation Optimization: Establishing a Three-Dimensional Multi-Aspect Evaluation System of "Joyful Learning, Dynamic Development, and Ideological Education"**

To overcome the limitations of traditional "quantitative result evaluation", we integrate the comprehensive evaluation of "Joyful Movement" and the three-dimensional evaluation of "Pleasure Movement", and add the ideological and political dimension, forming a multi-subject and multi-mode evaluation system:

### **4.3.1 Evaluation Dimensions: Comprehensive Coverage of Training Process and Educational Objectives**

Joyful Dimension: Focuses on students' emotional engagement in training. Using the Classroom Emotion Scale (e.g., active participation in training and enjoyment of the exercise process) and teacher observation

records (e.g., smile frequency and participation enthusiasm), the core objective is to determine whether students have transitioned from passive practice to active enjoyment.

**Dynamic Dimension:** This dimension evaluates students' deep engagement in the Zone of Proximal Development (ZPD) by combining quantitative metrics (exercise intensity recorded by smart devices, duration of heart rate compliance) with qualitative assessments (peer evaluations of "collaborative performance" and "problem-solving ability").

**Ideological and political education:** Centered on sports ethics, this dimension employs behavioral observation checklists (e.g., assisting teammates in correcting movements and adhering to competition rules) and student self-assessments (e.g., maintaining perseverance during training) to ensure the effective implementation of ideological education.

#### 4.3.2 Evaluation Subject: Establishing a Collaborative Model of Teacher-Student-Parent Involvement

**Teacher evaluation (50%):** Focuses on skill attainment and training methodology (e.g., movement accuracy, exercise load appropriateness);

**Student self-assessment (20%):** Reflect on training attitude and progress (e.g., "whether they actively completed extracurricular tasks" and "skill improvement level");

**Parental Evaluation (30%):** Students' extracurricular exercise progress is tracked through the Family Sports Diary (e.g., daily rope skipping habit and sports knowledge sharing initiative), bridging classroom and home assessments.

### 5. Safeguarding Measures for Innovation in Sports Education and Training

#### 5.1 Enhancing Faculty Competence: Building a Dual-Ability Team of "Joyful Learning, Dynamic Development, and Ideological Education"

Conduct specialized training programs covering: tiered training design for "Joyful Movement", digital tool applications (including micro-lecture creation and AI-powered motion analysis) for "Pleasure Movement", and the identification of ideological and political elements in courses (such as developing case studies on sports-related ideological education).

**Establishing a practical platform:** Organizing

"school-to-school collaboration" to invite outstanding teachers from institutions such as Guilin City Middle School and Nanjing University to conduct demonstration classes and share practical techniques for integrating ideological and political education into training. **Encouraging teaching innovation:** Support teachers in participating in the research project "Physical Education Curriculum with Ideological and Political Education", developing integrated lesson plans for "Joyful Movement-Political Education", and enhancing the integration of theory and practice.

#### 5.2 Enhancing Resource Development: Building a "Digital + Case-Based" Resource Repository

**Digital resources:** Develop "training micro-lessons" tailored for different educational stages (e.g., "Fun Jump Rope" for primary school, "Basketball Tactics Analysis" for college) and "intelligent assessment tools" (e.g., physical fitness prediction models, motion correction systems).

**Case-based resources:** Compile exemplary cases of "Joyful Movement-Pleasure Movement-Ideological and Political Education" (e.g., "Campus Mini Marathon Training Case" and "Wushu Cultural Integration Case"), detailing objectives, content organization, and evaluation methods to serve as reference for frontline teachers.

**Shared platform:** Relying on platforms such as WeChat and TikTok to build a "sports training resource matrix", regularly pushing resources and cases to break geographical restrictions.

#### 5.3 Promoting Home-School Collaboration: Building a Classroom-Family-Society Training Community

**Family engagement:** Through "parent-child activity cards" (e.g., "Weekend Family Badminton Match" or "Parent-Child Yoga"), we encourage parental participation in training to promote the concept of "healthy living".

**Social dimension:** Connect community sports facilities with professional coaches to provide students with "After-school Skill Enhancement Camps", and invite retired athletes to conduct "Sports Spirit Sharing Sessions".

**School-level initiatives:** Incorporate extracurricular exercise duration into evaluation metrics, organize Family Sports Culture Festival, and recognize Best Training Families to enhance

home-school collaboration.

## 6. Conclusion

The core mission of sports education and training lies in the integration of "physical cultivation" and "moral education". Current challenges such as rigid models, single-minded objectives, and disconnection between ideological education and practical training require a framework combining "Joyful Movement" and "Pleasure Movement". Through "joyful symbiosis" to activate intrinsic motivation, "movement-achievement synergy" to enhance scientific rigor, and "ideological-embedded integration" to strengthen educational value, we can establish an innovative three-dimensional approach integrating skills, competencies, and ideological education.

Moving forward, measures like teacher training, resource development, and home-school collaboration will drive sports education toward high-quality, multidimensional, and humanistic development, ensuring the cultivation of new-era youth with both robust physical fitness and noble moral character. This study's exploration provides important reference significance for the reform and development of sports education and training in China under the background of core competencies cultivation, and contributes to the realization of the strategic goal of building a sports powerhouse.

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