



To Assess the Methods of Integrating Ideological Education into The Second Classroom for Physical Education of Higher Vocational Colleges

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ABSTRACT

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Ideological Education, Physical Education, Higher Vocational Colleges, The Second Classroom or Physical Education.

Background: The incorporation of ideological and political education into the second classroom for physical education curriculum is a significant strategy aimed at enhancing students' ideological and political awareness, improving their professional competence, and fostering the development of high-caliber and proficient individuals for the nation. **Aim and Objective:** This paper elucidates the viability and indispensability of incorporating ideological and political education into higher vocational second classroom for physical education course instruction. It proposes strategies and approaches for integrating ideological and political education into second classroom for physical education courses, taking into account the current state of physical education in higher vocational colleges in China.

Methodology: The sample size added up to 150 respondents, guaranteeing assorted portrayal. Structured interviews were utilized as the primary data collection instrument. Trained interviewers conducted face-to-face interviews with the selected respondents, following a structured interview schedule designed to capture information on course selection reasons, opinions on syllabus content, and attitudes toward apprenticeship programs. **Results:** The top reason cited for selecting the second classroom for physical education of higher vocational colleges is a liking for such courses, with 57% of respondents indicating this as a motivating factor. This suggests that a substantial portion of students or individuals are genuinely interested in second classroom for physical vocational education, possibly due to its practical and skill-oriented nature. Out of the 150 respondents surveyed, 32% (48 individuals) expressed the opinion that subjects should continue to be taught in the traditional manner without any changes. It is noteworthy that the majority of respondents, comprising 64.45%, answered "No," indicating that they do not believe apprenticeship programs provide significant benefits. Consequently, it is essential for second classroom for physical higher vocational education instructors to modify the conventional pedagogical approach and assume the role of facilitating students' intellectual and political development. These findings offer insightful information on the opinions of those surveyed regarding the status of education and the necessity of any necessary modifications to instructional strategies. **Conclusion:** The combination of physical education with ideological and political education is a distinct aspect to consider. The integration of organic elements is a crucial approach to enhance the educational standards of higher vocational institutions and a significant strategy to execute educational policies at the national, provincial, and local levels.

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1. Introduction

To completely execute the public education strategy, to thoroughly carry out the soul of ideological work gatherings in colleges situated all through the nation, regions, and urban areas, to give full play to the job that physical education plays in ideological, to completely carry out the school's severe administration of education, severe administration of science, and to accomplish fastidious consideration.

Integration of ideological and political education for college students to train socialist builders and successors for the comprehensive development of moral, intellectual, physical, aesthetic, and labor skills is an essential component of the new era (Weixin et al., 2023). Coordinate guidance, develop excellent and exceptionally equipped staff with communist ideas that taste really Chinese, and completely work on the quality and level of school instructing are everything that should be finished. Laying out the education idea of wellbeing initially permits understudies to work on their physical wellness and physical wellness while practicing in physical activity will. The objective of school education is to fabricate an education framework with extensive advancement of ethics, shrewdness, and body (Ding Y. P., 2021).

For schools to successfully carry out the essential mission of providing students with a moral education, ideological theory classes are an absolute necessity. The improvement of the viability of ideological and political educational program in the Second Classroom setting has arisen as a vital undertaking during the time spent changing the education framework. In this modern period, strengthening and bettering the teaching of ideological courses requires a new instruction concept of education and teaching. This thought is required in order to improve the teaching of ideological courses (Hejiang Tong, 2017).

The Communist Party of China (CPC) and the government of China have done a wonderful job in recent years of guiding the ideological theory instruction in China's colleges and universities, which has resulted in those institutions' exceptional success. Students at colleges and universities have, on the whole, beliefs, thoughts, and ideals that are constructive, ascendant, and positive (Mi Chen, 2017). Nonetheless, because of the movement of society, ideological and political education in schools of higher learning is facing a rising number of hindrances. Spiritual direction for today's college students must increasingly come from their coursework in political philosophy and ideology. As a result, it is essential to devise efficient techniques and policies in order to steer pupils toward the establishment of a correct perspective on the world, as well as correct values and perspectives on life. The incorporation of educational psychology with ideological instruction at the college level has the potential to enhance the quality of that instruction. The expansion and refinement of its theoretical system has the potential to advance theoretical research in ideological and political education.

1.1. Curriculum Integration of Physical Education into Ideological Education: Its Importance and Need

We want to keep the large flag of communism with Chinese attributes soaring on the grounds that these are key ideological and hypothetical standards. Review and execution of the key discourse that Overall Secretary Xi Jinping gave on higher vocational education, as well as a firm spotlight on the center inquiry of "what sort of individuals, how to develop, and for whom.", Full execution of the Party's education strategy, adherence to the

heading of running communist schools, accepting the Ledger as the root, accepting ideal and conviction education as the center, and accepting communist basic beliefs as the aide are all important for this undertaking. Give the role of the primary educational venue, the Second Classroom, the attention it deserves so that every door can be opened. We are required to maintain an excellent curriculum and establish a field of responsibility in order to ensure that each and every curriculum serves the purpose of educating people, that each and every teacher is tasked with the responsibility of educating people, and that we are able to educate people who are capable of building a socialism with Chinese characteristics that is both comprehensively developed and capable of providing reliable succession (Wu Y., Han J. H, 2020).

Understudies at this level are described by having disappointing scholarly execution and an indifference for facilitating their education. Because of the way that each of the educational exercises that occur in the Second Classroom are vigorously focused on the development of the students, the topic of education assumes a fundamental part in higher vocational education. In higher vocational education, the consideration of physical education as a critical part of ideological and political education is something that ought to be emphatically thought of. The preparation of physical abilities, the preparation of the will, and the development of character that are remembered for the educational program for physical education are exceptionally steady with a large number of the subjects of ideological and political education that are remembered for higher vocational education (Figure 1).

In view of the basic culture that is contained in physical education, it is likewise resolved that it can turn into a stage and transporter for ideological and political education, and that it can give a more prominent overflow of profound and material assets that can be utilized for ideological and political education. Physical education classes, then again, can more readily invigorate understudies' adoration for learning, assemble understudies' excitement and feelings, and eventually achieve the objective of bound together education of feeling and judiciousness. This is on the grounds that conventional hypothetical education and teaching education are not so successful as physical education classes. Unification of Knowing and Performing"

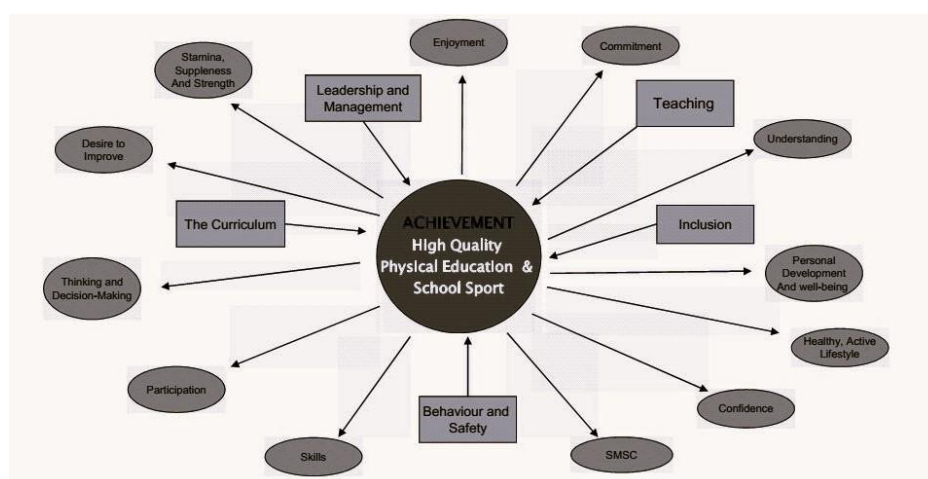


Figure 1: Curriculum Integration of Physical Education into Ideological
 (https://www.researchgate.net/figure/Flow-chart-of-instructional-design_fig2_364233935
 [accessed 29 Sep 2023])

1.2. Vocational Education

There were provisions made for people to receive vocational, technical, and professional education during the period of Muslim rule. According to Professor Weber, "The Chinans partook in an overall VIP for their expertise in the creation of sensitive woven textures, in the blending of varieties, the working of metals and valuable stones, and in all habits of specialized expressions." The way that there were arrangements made for imaginative, vocational, and specialized education is plentifully shown by the excellent of China materials and cloaks, as well as its painted specialties, gold, and silver gems, and different decorations. The fact that there are so many great buildings demonstrates that the technique of stone cutting had achieved its pinnacle at that point in time (Figure 2).

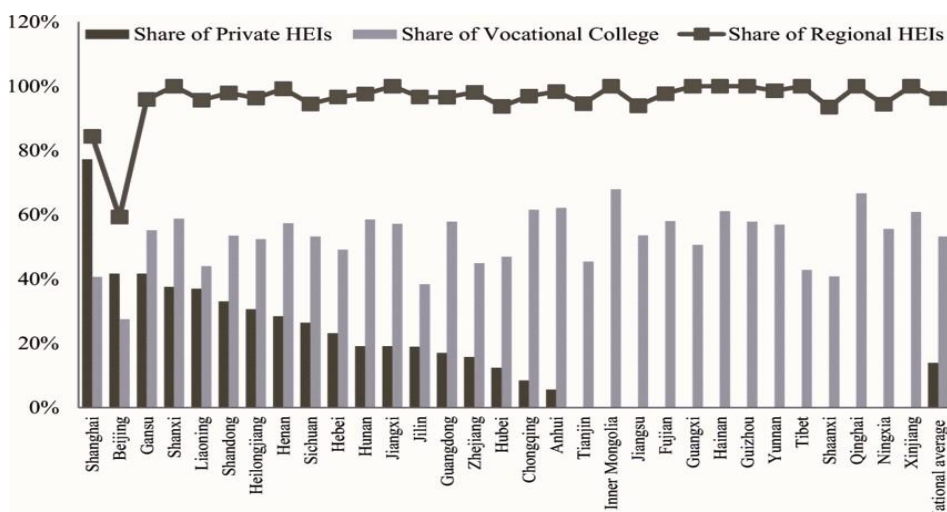


Figure 2: Regional Distribution of Higher Education Institutions by Type (2016). Source: Education Statistics Yearbook of China.

The 'Karkhanas' institution was responsible for imparting technical instruction in several handicrafts via the apprenticeship model. They were, in point of fact, manufacturing facilities where those seeking an apprenticeship would watch and practice craftwork under the direction of an instructor who had gained a reputation in a specific field. There would be no payment of normal dues made to the "Karkhanas." The beginning of this vocational schooling would be marked by the presentation of a modest gift to the proprietor or foreman of the workshop, as well as by participation in a religious ceremony.

A type of education that gives people the reasonable abilities, data, and preparing that are straightforwardly attached to explicit specialties, businesses, or occupations is alluded to as vocational education. In certain nations, vocational education is likewise alluded to as profession and specialized education (CTE). Vocational education, on the other hand,

prepares students for employment in a variety of skilled occupations by placing a greater emphasis on learning via hands-on experience. Traditional academic education tends to place a greater emphasis on theoretical knowledge. In the following, we will discuss the importance of vocational education in further detail.

2. Practical Skill Development

Today, vocational curricula prioritize hands-on instruction and the development of practical expertise. Students in these programs engage in activities that directly apply to real-world contexts and gain specialized skills in fields such as culinary arts, automobile repair, healthcare, computer technology, and more. With their practical training, they acquire job-ready skills that are highly sought after in the workforce (Xu J. L., 2022).

3. Meeting Labor Market Needs

When designing vocational education programs, the needs of the job market are carefully considered. Collaborations with local industries and employers help identify areas where specific skills are lacking. Curriculum is then developed to address those skill gaps. As a result, graduates from vocational schools are well-prepared to enter their chosen professions and make immediate contributions in the workforce.

3.1 Diverse Career Options

A vocational education opens up numerous career possibilities. Students have the chance to explore and choose from various vocational sectors based on their interests and existing skills. The wide range of career paths available means individuals can find jobs that align well with their abilities and personal interests.

3.2 Psychological education in higher vocational colleges: morality development challenges

The progress of mental health education at postsecondary institutions such as universities over the past forty years has undoubtedly had positive outcomes and made significant contributions to the development and growth of students. This shift reflects the increasing recognition of the importance of students' mental well-being in their overall personal development. However, it is important to acknowledge that there is still room for improvement, especially in highlighting the value of mental health education in vocational institutions. These institutions continue to face challenges in focusing on individual needs, integrating ethics, and incorporating diverse perspectives.

The implementation of mental health education programs in college and university settings has played a crucial role in fostering well-rounded individuals. These programs provide students with the necessary psychological tools and resilience to navigate the various challenges they will encounter throughout their academic journey and beyond. By taking this comprehensive approach, these educational initiatives recognize that academic achievements alone do not determine one's overall success.

Emotional intelligence, self-awareness, and interpersonal skills are equally important factors. Students who receive a holistic mental health education are better equipped to navigate challenging social and emotional situations, benefiting both their personal growth and professional development.

However, the importance given to mental health education may not be as strong in some vocational schools compared to traditional universities. This imbalance poses a challenge because vocational school students also require significant support for their mental well-being. These students often face unique stressors and obstacles in practical, hands-on learning environments. Neglecting their mental health needs can hinder both their academic performance and future employment success. Therefore, it is crucial to address this disparity and ensure that all students, regardless of their educational path, have access to appropriate mental health education and support services.

Including "morality" in the curriculum of mental health education is crucial for holistic development. Personalities and choices are greatly influenced by the moral and ethical beliefs instilled during childhood. By incorporating mental health education into postsecondary institutions like colleges and universities, we have an opportunity to reinforce these principles. This type of education can help foster responsibility, empathy, and ethical decision-making skills in students. However, it's important to ensure that the focus on morality within mental health education is consistent and comprehensive. We must prioritize regularly incorporating ethics and morality into psychology education to cultivate future leaders with strong moral foundations (Figure 3).

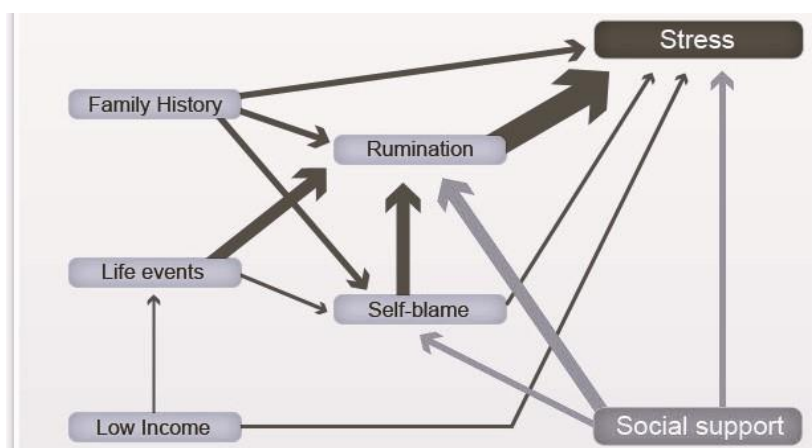


Figure 3: Psychological Education in Higher Vocational Colleges.

4. Literature Review

The primary interest group for ideological and political education is undergrads. The significant undertaking of delivering proficient communist manufacturers and replacements falls on the shoulders of the scholarly and political courses presented in colleges and colleges.

Lin (2021) points out that, in contrast to China, many other nations subtly include political and ideological instruction in their civic, religious, legal, and moral education. The fact that instant music videos are being mentioned highlights how popular they are becoming as a kind of entertainment among today's college students. This points to a possible change in the way political and ideological messages are spread, with unofficial channels like music videos becoming more important. This context's interaction between

entertainment and education begs the question of how contemporary media shapes students' values and ideas, and it also begs for more research on how popular culture shapes political and social ideologies.

A novel technique was presented in [Song and Tian's \(2020\)](#) study by fusing the distinctive characteristics of new media platforms with a model for recommending short videos. This ground-breaking idea sought to transform political and ideological work in higher education establishments, especially in colleges and universities. The research provided a new angle on getting students involved in political and ideological discourse by utilizing the power of short videos and tailored recommendations. It also showed how modern media can be used to create more efficient and interesting channels of communication for ideological and educational goals. In higher education contexts, this combination of technology and pedagogy has the potential to improve political and ideological education.

The purposes and characteristics of AI teaching expert systems were the main emphasis of [Wang's \(2020\)](#) analysis. The study was noteworthy because it showed how mobile AI terminals may be used to educate college students about politics and ideologies. It was discovered that these AI systems could perform a variety of tasks, such as managing and assisting with instruction. It's crucial to remember that all nations have different ideas about ideological and political education that are suited to their particular national circumstances. This study of the literature emphasizes how versatile AI is in improving teaching strategies, particularly in the area of political and ideological education.

In their investigation of the connection between "social studies" and the idea of "moral time" in Japan, [Frisbie et al. \(2019\)](#) provided insight into the ways that historical context and cultural values influence civic education. [Gupta et al. \(2021\)](#) investigated many facets of civic education in different countries, such as "political education" in Britain and Canada, "life education" in Singapore, and "civic education" in the United States and France. Together, these studies highlight the importance of educational initiatives in promoting social ideals, moral growth, and citizenship in various cultural and historical contexts. They also offer insightful information about the state of civic and moral education around the world.

According to [Yang \(2021\)](#), ideological and political education in American colleges incorporates different points, like strict education, moral establishing, political mindfulness, values, and solid character advancement. [Ford and Jennings \(2020\)](#) built on this further by addressing pertinent social issues within the context of higher education and adding the political landscape of Western Europe. In both American and Western European university environments, this literature review highlights the complex nature of ideological and political education and its importance in developing well-rounded individuals with a strong sense of values, civic participation, and social awareness.

The goal of [Shchepetynykova and Alvis's \(2020\)](#) study was to evaluate how foreign development initiatives affected American public higher education institutions' attempts to go global. Their conclusions showed that these initiatives greatly aided in the advancement of these universities' basic goals of service, research, and education. The study also demonstrated how American universities' political and ideological curricula

deliberately balanced a combination of national identification and broad patriotism. This was accomplished by combining explicit curriculum content with implicit teaching strategies, so highlighting the vital role implicit courses play in forming students' viewpoints and beliefs.

5. Research Methodology

Up until the middle of the nineteenth century, the study of society and social phenomena was mostly based on conjecture, reasoning, religious thought, and logical analysis. In the area of social science study, August Comte introduced the Positive Method in 1848. Early in the 20th century, a subfield of positivism known as Logical Positivism emerged, which maintained that science is logical and grounded on observable facts, and that the veracity of any claim is determined by sensory experience. Schools of thought like symbolic interactionism, phenomenology, ethnomethodology, etc. emerged outside of positivism. The methodology of sociology today is based on a variety of approaches and techniques, all of which are accepted as legitimate and valid in social research, rather than positivist methodology as it was in the past.

5.1 Survey Method.

Using this approach, a certain community, organization, group, etc. is thoroughly and methodically studied in order to analyze social problems and provide ideas for their resolution.

5.2 Sampling

A defined irregular inspecting procedure was utilized to choose a delegate test of respondents. Separation depended on variables, for example, vocational course type, organization area, and segment qualities of the understudies. The sample size added up to 150 respondents, guaranteeing assorted portrayal.

5.3 Data Collection

Structured interviews were utilized as the primary data collection instrument. Trained interviewers conducted face-to-face interviews with the selected respondents, following a structured interview schedule designed to capture information on course selection reasons, opinions on syllabus content, and attitudes toward apprenticeship programs.

5.4 Ethical Considerations

Informed consent was obtained from the respondents before conducting interviews. Measures were taken to ensure the anonymity and confidentiality of participants' responses. Data protection procedures were implemented to safeguard collected data.

6. Results

Objective 1: To understand the present status of vocational courses running at the 10+2 level, several questions were included in the interview schedule.

In order to understand the present status of vocational courses running at the 10+2 level, several questions were included in the interview schedule.

The present section mainly examines the vocational education at + 2 level from the perspective of respondents (girl students). This includes — reasons to select this course, desired changes in the syllabus, opinion regarding central government scheme of apprenticeship, suggestions to make Vocational Education Programmes more successful, etc. The following data indicates the reasons to select this vocational course (Table 1).

Table 1

Percentage distribution of reasons for choosing Vocational Courses

Reason to Select Vocational Courses	Percent
Liking of vocational education	57, 38%
Good for self-reliance	42, 28%
No admission in other faculties	15, 10%
Liking of vocational education & good for self-reliance	36, 24%

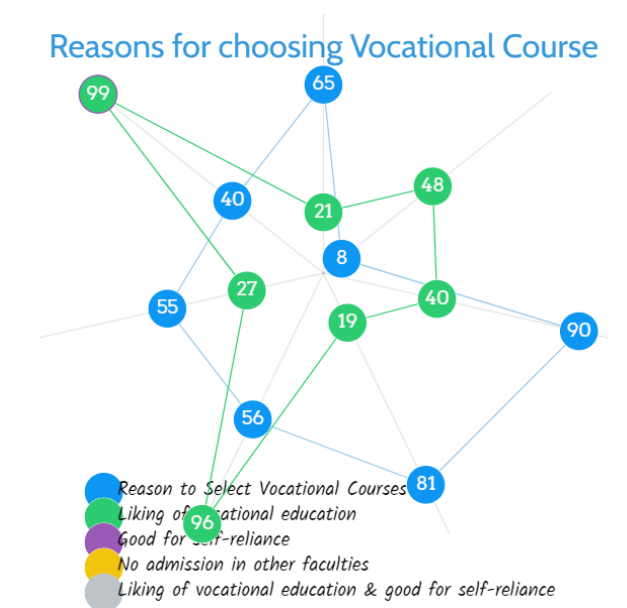


Figure 4: Reason to select Vocational Courses.

Table 1 and Figure 4 provides insights into the reasons why individuals choose to pursue vocational courses, presenting the data in terms of both the reasons and the corresponding percentage distribution. The top reason cited for selecting vocational education is a liking for such courses, with 57% of respondents indicating this as a motivating factor. This suggests that a substantial portion of students or individuals are genuinely interested in vocational education, possibly due to its practical and skill-oriented nature.

The second most prevalent reason is the belief that vocational courses are beneficial for self-reliance, with 42% of respondents acknowledging this advantage. This highlights the perception that vocational education can equip individuals with practical skills and knowledge that can enhance their self-sufficiency and employability. Interestingly, 15% of respondents

mentioned that they chose vocational courses because they were unable to secure admission in other faculties or areas of study. This suggests that for some, vocational education might be seen as a fallback option when traditional academic pathways are not available or suitable.

Furthermore, 36% of respondents cited both a liking for vocational education and its potential for enhancing self-reliance as reasons for their choice. This overlapping category underscores the multifaceted appeal of vocational education, as individuals are drawn to it for both personal interest and practical benefits.

Objective 2: To know about the subjects in this vocational course which should be taught in the same manner as they were taught or with some changes. Respondents answered this question depending upon the experience they gain in the future (Table 2).

Table 2

Respondents' Opinion Regarding the Subjects in the Syllabus

Subjects should be taught as before	Frequency	Percentage
Yes	48	32
Some changes should be made	102	68
Total	150	100

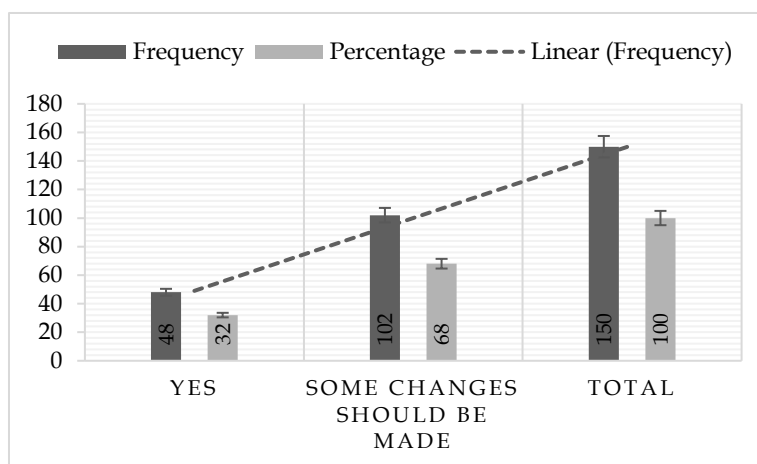


Figure 5: Respondents' Opinion Regarding the Subjects in The Syllabus.

Table 2 and Figure 5 presents data on the opinions of a sample of individuals regarding the teaching of subjects. The table comprises two columns: "Frequency" and "Percentage."

Out of the 150 respondents surveyed, 32% (48 individuals) expressed the opinion that subjects should continue to be taught in the traditional manner without any changes. This group prefers the status quo and believes that the existing methods of teaching subjects are satisfactory. On the other hand, the majority of respondents, 68% (102 individuals), indicated that they believe some changes should be made in the way subjects are taught. This group advocates for modifications or reforms in the educational system, suggesting that the current methods may need improvement or adaptation to better meet the needs of learners.

Objective 3: To understand that the success of the vocational education scheme is mostly dependent on the training programme, students have been asked questions regarding this scheme.

According to an indication of Ministry of Human Resource Development Dept. of Education., Govt. of China, Board of Apprenticeship Training (W.R) Mumbai is following Apprenticeship Act 1961 (revised in 1973 and 1986). As per this Act the students who passed out from 10+ 2 level vocational education are eligible for "On-the-Job" Apprenticeship Training. When the researcher tried to get statistical information about how many students are benefited with this scheme, the results are despairing (Table 3 and Figure 6)

6.1 Did the Respondents Take Benefit of an Apprenticeship?

Table 3

Benefits of Apprenticeship - Percentage Distribution

Benefit of Apprenticeship	Percent
Yes	35.55
No	64.45

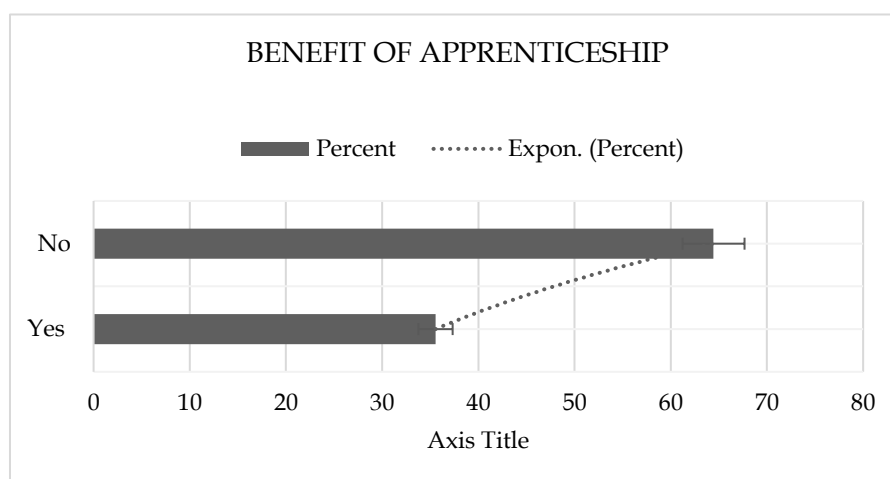


Figure 6: Benefit of Apprenticeship.

Table 3 and Figure 6 presents data on the perception of individuals regarding the benefits of apprenticeship programs, with the data presented in terms of percentage distribution. It is noteworthy that the majority of respondents, comprising 64.45%, answered "No," indicating that they do not believe apprenticeship programs provide significant benefits. This could suggest a degree of skepticism or lack of awareness about the advantages associated with apprenticeships among this group.

7. Discussion

Conversely, 35.55% of respondents answered "Yes," signifying that they see clear benefits in apprenticeship programs. These individuals likely recognize the practical, hands-on learning experiences, skill development, and potential career opportunities that

apprenticeships can offer.

The incorporation of ideological and political education into the curriculum of physical education necessitates the prioritisation of advice and implementation at higher vocational institutions, with a top-down approach to strengthening the management of school physical education. In order to enhance the ideological and political education proficiency of physical education instructors, it is imperative for school administrators to include ideological and political education within the curriculum of physical education. It is essential to prioritise the frequent organisation of lectures or training sessions pertaining to teachers' ideological and political instruction. Adequate acquisition of information in ideological and political education is essential to enable educators to effectively integrate the content of ideological and political education with that of physical education, hence facilitating comprehensive understanding among students (Shi J. Y, 2020).

Furthermore, it is essential for physical education instructors to modify their pedagogical perspectives. The conventional physical education curriculum places emphasis on the attainment of proficiency in sports-related abilities. It is indisputable that sports skills constitute a significant component of physical education. However, it is important to execute the teaching principle of prioritising moral education and being focused on the development and well-being of individuals. Students who possess just physical prowess but have deficiencies in their intellectual and political acumen are deemed undesirable (Zheng C. Y, 2022).

The phenomenon known as the "barrel effect" serves as an illustrative example of its veracity. The shortest plank has an impact on human development. According to scholarly research, students who encounter ideological and moral challenges are likely to have significant impacts on their personal growth and development (Nanli Tang, 2021). The integration of ideological and political education within the realm of physical education is essential, as it allows for the comprehensive utilisation of physical education in the process of educating individuals. This integration aims to cultivate exceptional students who possess qualities such as diligence, unity, and a strong sense of collective honour.

The incorporation of ideological and political education into the realm of physical education has the potential to enhance not only students' physical fitness, but also foster the development of commendable attributes such as unity, humility, and diligence. In the context of physical education instruction, it is customary for the teaching process to include a collective engagement of students. Using basketball as a case study, the use of various approaches and tactics has been shown to significantly enhance students' athletic abilities. Basketball is a highly competitive sport that is played on a standardised court. During the course of competition, it is common for friction and collision phenomena to manifest. When pupils experience physical fatigue, it becomes more likely for them to exhibit negative emotional states. This instance exemplifies the significance of ideological and political education. Physical education plays a significant role in the educational process of colleges and universities as it serves as a means to effectively implement ideological and political education. Furthermore, physical education serves as a platform for the transmission and embodiment of ideological values.

In the era of open information, within the intricate context of diverse social values and the intricate interplay of various social ideologies, the drawbacks of exclusively or excessively relying

on ideological and political theory courses to shape the values of university students have become increasingly apparent. Simultaneously, in conjunction with the advancement and execution of the credit system teaching reform within domestic higher education institutions, there is a growing emphasis on catering to the individualised developmental requirements of students. Consequently, educational institutions are advocating for a greater recognition of students' subject status, prioritising hierarchical and categorised training approaches, emphasising the acquisition of credits by students, and diminishing the extent to which educational oversight and restrictions are placed on students in areas such as ethics, physical and mental well-being, and professional aptitude. Students will also prioritise the acquisition of credits necessary for graduation, as well as focus on enhancing their own knowledge and skills, and planning their career development trajectory. Consequently, they may overlook the significance of Marxist basic principles and methodology, as well as the study of socialist core values and the cultivation of ideological and moral character. This tendency can potentially result in weakened personal ideals and beliefs, as well as diminished political literacy. Hence, the establishment of an assessment system for assessing the efficacy of curriculum-based ideological and political education is essential. It is crucial to emphasise the importance of all school departments fulfilling their fundamental obligations in promoting curriculum education, taking into account many dimensions.

8. Conclusion

Higher education institutions all over the world are going through a period of rapid structural, social, and technological change as a result of the enormous scientific and technological advancements that have been made (Weixin et al., 2023). Higher vocational schools need to make a rich new media framework and a Web that is fitting for mental education to meet the "new norm" of data obtaining for understudies in higher vocational projects in the cutting edge setting. Opportune Web postings of coherent hypotheses communicated in plain language are fundamental to expose misleading mental thoughts. Posts with psychological information ought to be presented as brief, self-contained diagrams. According to the study's findings, people are drawn to vocational education for a variety of reasons, such as a personal passion, the possibility of becoming independent, or the lack of other academic options. A notable minority acknowledged the benefits of apprenticeships, while a significant portion of respondents expressed doubts about their benefits. Additionally, the respondents' opinions divided on the teaching of subjects, with a significant majority favoring some form of reform or change in the way subjects are taught and a smaller percentage preferring the traditional teaching methods to remain unchanged. These findings offer insightful information on the opinions of those surveyed regarding the status of education and the necessity of any necessary modifications to instructional strategies.

The combination of physical education with ideological and political education is a distinct aspect to consider. The integration of organic elements is a crucial approach to enhance the educational standards of higher vocational institutions and a significant strategy to execute educational policies at the national, provincial, and local levels. Consequently, it is essential for higher vocational physical education instructors to modify the conventional pedagogical approach and assume the role of facilitating students' intellectual and political development. The aforementioned phenomenon represents the inexorable trajectory of higher vocational education's progress, while simultaneously reflecting the novel need imposed by societal advancement onto higher vocational education.

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