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Research on the Ideological and Political Education Path of Olympic Champion Volleyball Course

Li Lin ¹, Zhangdi Lin ¹, Cuiying Yang ¹, Yizhen Huang ¹ and Zehong Wang ^{2,*}

¹ Department of Physical Education, Fujian University of Technology, Fuzhou, 350108, China

² School of Physical Education Science, Fujian Normal University, Fuzhou, 350117, China

* Correspondence: Zehong Wang, School of Physical Education Science, Fujian Normal University, Fuzhou, 350117, China

Abstract: Research Objective: This study aims to explore the implementation path of ideological and political education within Olympic champion volleyball courses, thereby promoting the development of ideological and political education in college physical education programs. The goal is to provide both theoretical and practical guidance for broadening approaches to moral education and talent cultivation. Research Methods: By employing methods such as literature review, expert interviews, and case analysis, this study examines the internal logic of integrating ideological and political education into courses, the construction of an educational framework, existing challenges in ideological and political education within college physical education, and the specific educational value of Olympic champion volleyball courses. Research Results: The study identifies and proposes the "Seven Educational Paths" for Olympic champion volleyball courses: spiritual education, theoretical education, technical education, tactical education, competition education, physical fitness education, and environmental education. Research Conclusion: Olympic champion volleyball courses possess unique educational value and clear implementation paths. They offer effective solutions to common challenges in integrating ideological and political elements into current college physical education courses.

Keywords: Olympic champion volleyball; ideological and political education; college physical education; moral education; talent cultivation; educational framework

1. Introduction

Sports embody the aspirations of a nation and its people, and the spirit of sports serves as a vital reflection of national ethos [1]. As a core element of both physical education and the talent cultivation system in universities, college PE courses not only enhance students' physical fitness, promote health, and foster well-rounded personal development, but also carry substantial ideological and political education (IPE) value. Volleyball, recognized as one of China's three major ball games, possesses significant educational and cultural importance. The spirit demonstrated by the Chinese women's volleyball team—marked by perseverance, teamwork, and national pride—represents the ethos of an era and serves as an exemplary model for students. Integrating this spirit into volleyball courses provides a practical pathway to cultivate students' ideals, sense of responsibility, resilience, and dedication. By embedding these values within structured physical education activities, universities can effectively implement the fundamental mission of moral education, nurture high-quality and well-rounded talents, and simultaneously strengthen students' awareness of collective responsibility and societal contribution. Moreover, such integration reinforces the alignment between physical training and ideological development, promoting a holistic approach to education that balances intellectual, moral, and physical growth [2].

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2. The Intrinsic Logic between Curriculum Ideological and Political Education and the Construction of an Education-Powerful Nation

The core of building an education-powerful nation lies in establishing a high-quality education system and cultivating well-rounded talents who can meet national development needs. As a key innovation in talent cultivation, curriculum ideological and political education (CIPE) is intrinsically linked to the construction of an education-powerful nation. The two reinforce and resonate with each other, jointly promoting high-quality educational development.

2.1. Cipe as the Foundational Project of an Education-Powerful Nation, Providing Core Driving Force

At its essence, an education-powerful nation is a talent-powerful nation. Cultivating talents requires not only improving professional competence but also shaping values. CIPE leverages various courses as carriers to integrate value guidance-including responsibility, moral cultivation, and innovative spirit-throughout the knowledge transmission process, achieving an organic unity of "teaching" and "educating." This approach effectively addresses the issue of producing "talented but morally lacking" individuals, ensuring that graduates possess professional literacy while aligning with national development and societal progress. Furthermore, CIPE fosters the shift of education from "scale expansion" to "quality enhancement," enriching the educational value of talent cultivation, consolidating the foundational support for constructing an education-powerful nation, and laying a solid groundwork for the high-quality development of the education system.

2.2. The Construction of an Education-Powerful Nation as the Goal-Oriented Guidance for Cipe, Providing Practical Support

In the process of building an education-powerful nation, practical needs-such as industrial upgrading, technological breakthroughs, and cultural inheritance-provide concrete educational materials for CIPE, rendering value guidance more contemporary and targeted. For instance, cultivating innovative consciousness addresses the need for technological self-reliance, while reinforcing national confidence through cultural heritage practices enables CIPE to move beyond abstract ideals and align closely with real-world demands. Additionally, the construction of an education-powerful nation drives the optimization of educational resources, development of faculty, and deepening of teaching reforms, offering policy support, platform guarantees, and practical conditions for the effective implementation of CIPE.

The intrinsic logic between CIPE and the construction of an education-powerful nation also lies in their shared pursuit of values, unified under "holistic human development" and "national development needs." CIPE emphasizes shaping individual values and enhancing personal comprehensive competence to empower the collective, while the construction of an education-powerful nation focuses on supplying talent pools and providing intellectual support for national development through a robust education system. This creates a virtuous cycle of "individual improvement → collective empowerment → national progress." Whether through CIPE practices or the broader educational system, the ultimate objective is to serve national rejuvenation and meet societal demands for quality education, jointly advancing the transformation of China from an "educationally large country" to an "education-powerful nation."

In summary, promoting the synergistic development of CIPE and the construction of an education-powerful nation requires strengthening curriculum integration, enhancing teachers' capacity for talent cultivation, aligning education with societal needs, and improving comprehensive evaluation mechanisms. Only through these measures can educational quality and system development be simultaneously elevated, sustaining

momentum for the construction of an education-powerful nation and ensuring alignment between educational objectives and national development.

3. Problems in Ideological and Political Education in University PE Courses

3.1. Insufficient Integration of Ideological Elements

Currently, university physical education (PE) courses often demonstrate insufficient integration of ideological and political elements. Many courses focus primarily on skill instruction and physical training, without adequately embedding ideological values such as patriotism, collectivism, and perseverance into the teaching design [3]. For instance, instructors frequently emphasize tactical coordination and technical skills in class while neglecting the ideological connotations of teamwork and collective spirit. The incorporation of values such as persistence, courage in the face of challenges, and personal responsibility is often overlooked. Additionally, some universities lack a systematic development of educational resources that could support ideological instruction in PE courses. Materials such as sports history, athletes' achievements, and the spirit of athletics are insufficiently utilized, resulting in a superficial and fragmented implementation of curriculum-based ideological education [4].

3.2. Lack of Teachers' Ideological Literacy and Pedagogical Competence

The ideological literacy and teaching ability of university PE instructors are critical factors affecting the effectiveness of ideological education in courses. Some instructors possess limited understanding of ideological education and struggle to integrate it organically with sports instruction, often prioritizing technical skill transmission over ideological learning [5]. Many teachers also lack the skills to design courses that embed ideological education, leading to rigid or formalistic implementation. Furthermore, universities rarely provide targeted professional development or training to enhance teachers' ideological literacy and pedagogical competence. This gap limits the practical impact of ideological education in PE courses and hinders the cultivation of students' moral and civic qualities [6].

3.3. Outdated Teaching Methods and Assessment Systems

Teaching methods and assessment systems in university PE courses often fail to meet the requirements of effective ideological education. Traditional "demonstration-practice" models remain dominant, with limited use of interactive, experiential, or student-centered approaches that could engage students emotionally and cognitively with ideological content [7]. For example, theoretical PE classes are frequently delivered through lectures without the inclusion of case studies, group discussions, or reflective activities that reinforce ideological lessons. Assessment practices similarly fall short, focusing predominantly on physical performance and fitness while lacking scientific, quantifiable indicators to evaluate students' ideological understanding, ethical conduct, or collaborative behavior.

3.4. Low Student Awareness and Participation

Student awareness and engagement with ideological education in PE courses are generally low. Many students perceive PE primarily as a form of exercise or recreation and fail to recognize its embedded ideological and moral value. Some students even resist or ignore ideological content when presented in courses. Monotonous teaching methods and limited interaction further weaken classroom participation, preventing students from fully experiencing the intended educational benefits of PE activities. Enhancing teaching strategies to increase student interest, motivation, and identification with ideological education is therefore an urgent priority for universities seeking to realize the full educational potential of PE courses.

4. The Educational Value of Ideological and Political Education in Olympic Champion Volleyball Courses

4.1. Educational Value of Olympic Champions

The head of the Olympic champion volleyball teaching team has earned multiple honors, including the Women's Volleyball Gold Medal at the 2016 Rio Olympics and championships at the 12th and 13th Women's Volleyball World Cups. On the court, she exemplified a "save every ball" fighting spirit, helping her team overturn challenging situations. Despite not having an advantageous height, she became a defensive "shield" through relentless training and wholehearted effort. Following her retirement and transition to university teaching, her experiences and spirit provide unique educational value for ideological and political education in volleyball courses.

First, her dedication to volleyball is rooted in the ideal of bringing glory to the country, linking personal ambition with national honor. Using her experience as a case study can guide students to set ambitious goals and integrate personal sports pursuits into the broader development of national sports, inspiring a sense of mission aligned with the Chinese Dream [8]. Second, overcoming physical disadvantages through perseverance and hard work demonstrates tenacity; analyzing such experiences can motivate students to leverage their strengths, confront difficulties proactively, and cultivate resilience. Third, as a key player in a team sport, she closely coordinated with teammates, exemplifying the importance of teamwork. This helps students understand the value of each role within a team and fosters cooperative spirit. Finally, her choice to become a university teacher after retirement reflects love for education and professional responsibility; sharing this career transition can encourage students to recognize the importance of dedication and develop a sense of identity and responsibility toward their professions and future careers. Such stories not only highlight the social value of athletes but also reflect the teaching philosophy and responsibility of Olympic champions in nurturing talent for the country. These narratives and the underlying spirit further enhance educational value, strengthening students' moral awareness and sense of honor.

4.2. Educational Value of the Women's Volleyball Spirit

The spirit of the Chinese women's volleyball team-emphasizing "putting the country first, teamwork, perseverance, and never giving up"-offers rich material for ideological and political education. It exemplifies the socialist core values in sports, carrying profound educational significance. From a contemporary perspective, the volleyball spirit serves as a practical model for patriotism education. During the 2019 World Cup, the players' solemn attention during the national anthem exemplified modern patriotic consciousness. Additionally, their seamless team coordination provides a classic case for collectivism education; analyzing the tacit cooperation between setters and attackers helps students grasp the relationship between individual effort and collective success. Furthermore, the team's comebacks against formidable opponents offer vivid lessons in resilience, showcasing psychological endurance and tactical execution, directly informing students on how to confront challenges. Importantly, the evolving nature of the volleyball spirit provides methodological inspiration for cultivating innovative and adaptive talents.

4.3. Educational Value of Volleyball as a Sport

The rules and structure of volleyball itself offer unique educational functions. First, strict adherence to rules requires students to observe discipline and quickly adapt to role changes, supporting the cultivation of professional ethics. Second, the complementarity of skills within a team visually illustrates the principle that each individual must fulfill their responsibilities. Third, the point-per-ball scoring system trains rapid decision-making skills. In practice, teaching activities such as "mixed-group competitions" or "catch-up matches" can simultaneously enhance students' technical abilities and

cooperative awareness, achieving the dual educational goal of integrating sports skills with moral development.

In summary, the ideological and political educational value of Olympic champion volleyball courses forms a multi-level, multi-dimensional system. Through individual exemplars, spiritual guidance, and the intrinsic characteristics of the sport, the teaching team leader has developed seven educational pathways in practice: conveying the women's volleyball spirit through personal experience, reinforcing students' ideals and beliefs through team spirit, and cultivating students' comprehensive qualities through volleyball itself. This creates a complete chain from "value exploration" to "practical implementation," providing a reference framework for achieving the goal of educating talent for the nation in the new era.

5. Ideological and Political Education Pathways in Olympic Champion Volleyball Courses

The Olympic champion volleyball course integrates technical volleyball instruction with the Women's Volleyball Spirit and inspirational stories of female Olympic champions, forming a curriculum that constructs seven ideological and political education pathways: moral education, theoretical education, technical education, tactical education, competition-based education, physical fitness education, and environmental education. These pathways aim to cultivate students' excellent qualities, including patriotism, teamwork, perseverance, resilience, selfless dedication, scientific rigor, law-abiding behavior, and care for life, thereby achieving the ideological and political objectives of the course.

5.1. Moral Education

In the moral education pathway, the head of the Olympic champion volleyball teaching team progressed from a substitute in the regional team to a key player in the national team. Through daily persistence and dedication to her dream, she became the team's "invisible Great Wall." Her selfless devotion and disregard for personal gain serve as a vivid example of contributing to the collective, allowing students to perceive the value of individual effort within a team. During the 2019 World Cup's eleven consecutive victories, the team's solemn attention during the national anthem exemplified patriotism, providing a model for ideological education and guiding students to cultivate national pride and team consciousness. Furthermore, the inherent collectivism in volleyball-"without teammates' passes and defense, there would be no personal scoring"-reflects the close connection between individuals and the collective, fostering a sense of responsibility and dedication.

5.2. Theoretical Education

The theoretical education pathway integrates analysis of the Women's Volleyball Spirit with Olympic preparation experiences. Volleyball requires not only practical skills but also a solid theoretical foundation. By examining scientific training concepts, such as methods for physiological recovery that enable players to overcome injuries, educators connect sports physiology, nutrition, and related sciences with practical champion experiences. This approach fosters rational, healthy perspectives on sports while avoiding reckless practices. Teaching the connotations of the Women's Volleyball Spirit-selfless dedication, teamwork, hard work, and self-improvement-alongside the historical development of Chinese women's volleyball helps students understand the connections between sports, the nation, and individual growth. Additionally, teaching volleyball rules such as rotation and net violations highlights fair competition principles, showing that rule compliance embodies both technical skill and moral cultivation, deepening understanding of sportsmanship, team culture, and national honor.

5.3. Technical Education

To address challenges arising from instructors limited ideological literacy, the head of the Olympic champion volleyball teaching team provides examples from her own training journey. Her defensive success resulted from meticulous refinement of fundamental skills. In teaching, this is translated into a "standardized technical challenge," requiring students to complete 30 consecutive perfect passes. Through repetitive practice, students internalize a professional attitude and perseverance, reflecting the Women's Volleyball Spirit. Modern volleyball also emphasizes "all-position defense," where skill complementarity visually demonstrates the principle that "each fulfills their responsibility," helping students develop cooperative awareness and understand the importance of every role.

5.4. Tactical Education

Tactical education emphasizes in-game decision-making and team coordination. The teaching team leader's defensive positioning and ball-saving strategies in matches illustrate how tactical awareness depends on trust in teammates and a collective drive to win. By analyzing classic tactical cases, students learn the importance of personal responsibility in tactical execution. Teamwork is reflected in coordination between setters and attackers, representing collective intelligence. The principle that "tactics are dead, players are alive" highlights flexibility and innovation in execution, guiding students to develop teamwork, creativity, and adaptability. Volleyball tactics, built on coordination and interaction, parallel collaboration among different roles in society, enabling students to experience team intelligence and flexible problem-solving.

5.5. Competition-Based Education

Competition serves as the ultimate stage for volleyball and as a testbed for ideological education. During the Rio Olympic final, the team leader executed multiple critical saves under high-pressure conditions, demonstrating the principle of "persisting one more second." In teaching, this is translated into "simulated match pressure training," allowing students to experience the psychological processes of overcoming deficits, such as catching up from a five-point lag. This approach transforms ideological concepts from abstract ideas into lived experience, enhancing resilience, technical skills, and teamwork while addressing students' perceptions of ideological courses as "boring."

5.6. Physical Fitness Education

Volleyball demands high physical fitness, which is essential for tempering willpower. The team leader's rigorous physical preparation enabled her to excel as a libero, with the spirit of "pushing beyond exhaustion" reflecting perseverance. Teaching simulates traditional high-intensity fitness training, allowing students to experience Olympic-level rigor, understand the connection between physical and mental endurance, and cultivate lifelong exercise habits. Evaluation systems can incorporate quantitative indicators, such as persistence in adverse situations and encouragement of teammates, supplementing traditional assessments and addressing gaps in ideological performance evaluation.

5.7. Environmental Education

The cultural atmosphere and team environment of volleyball subtly reinforce ideological education. The team leader cultivated gratitude and responsibility within the immersive "Women's Volleyball family," an environment beyond the reach of classroom instruction. The tradition of passing, helping, and mentoring amplifies the contemporary value of the volleyball spirit and transforms team culture into a tangible educational environment. Extracurricular activities, such as volleyball clubs, match viewings, and exchanges with retired athletes, enhance ideological learning. Initiatives like "Women's Volleyball Spirit Sharing Sessions" and "Campus Volleyball Leagues" allow students to

experience teamwork in practice and reinforce perseverance. For example, one student reflected in a post-match journal: "Seeing the Olympic players save balls while injured, I realized sports class is not just about playing; it's about learning how to be a person." Such environmental influence mitigates resistance to ideological education and ensures its long-term effectiveness.

6. Conclusion

From achieving glory for the nation on the Olympic stage to cultivating talents in the classroom, the head of the Olympic champion volleyball teaching team has fully realized the educational value embedded in the Olympic champion volleyball course. Fundamentally, this course represents a continuation of "fostering talent for the nation" within the field of sports. By exploring ideological and political elements such as teamwork, perseverance, and rule awareness inherent in volleyball, the course provides an innovative pathway for integrating ideological and political education into contemporary university PE programs.

Looking ahead, the role and responsibilities of Olympic champions as university instructors should be further emphasized. Their exemplary influence should be closely aligned with course design, while diversified teaching methods—both online and offline—should be expanded. Enhancing the ideological and pedagogical capabilities of teaching staff will enable volleyball courses to serve as a key platform for cultivating students' patriotism, resilience, and social responsibility. Furthermore, exploring intersections between various sports and ideological education can provide valuable references for constructing a comprehensive sports-based ideological education system under the "big IPE" framework.

In summary, research on the ideological and educational pathways of Olympic champion volleyball courses not only enriches the connotation of sports disciplines but also opens new practical avenues for fulfilling the fundamental task of "fostering virtue through education." Through the approach of "Olympic champions entering campuses + Olympic champion volleyball ideological courses," it is expected that more students will be cultivated who are both highly skilled and morally grounded, fully prepared to shoulder the mission of national rejuvenation.

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