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## ORIGINAL

# INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION IN ATHLETIC TRAINING PROGRAMS: COLLABORATIVE STRATEGIES FOR ENHANCING FITNESS AND ATHLETE DEVELOPMENT

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### ABSTRACT

In the evolving landscape of post-industrial society and the knowledge economy, the cultural dimensions of social development, particularly in the realm of spiritual civilization, are garnering increasing attention. Within this context, university culture stands out as a pivotal component of cultural manifestation, crucial to the enhancement of a university's soft power and overall competitiveness. Recent advancements in the field of ideological and political education have prompted scholars to revisit and innovate the methods of imparting this education to college students, focusing specifically on athletes in sports programs. This study explores the integration of ideological and political education within collegiate athletic training programs through the lens of collaborative education. By examining the inherent processes that shape human ideological perspectives, this research aims to reformulate and expand the methodologies and strategies of ideological and political education. The approach combines traditional educational objectives with the specific needs of athletes, emphasizing the development of well-rounded individuals who are not only physically adept but also culturally and politically informed. The integration of these educational facets is vital for fostering a holistic athletic environment that enhances both physical fitness and intellectual growth. This strategic fusion is shown to be crucial in not only advancing the educational goals but also in promoting the broader societal values within the athletic community. The findings underscore the practical significance of broadening the scope and methods of ideological and political education to include collaborative strategies tailored to the unique needs of athletes, thereby enriching their educational and

developmental journey in universities.

**KEYWORDS:** Ideological Education; Political Education; Collaborative Education

## 1. INTRODUCTION

In the contemporary educational landscape, universities play a crucial role in developing not only the academic and professional capacities of their students but also their societal and ethical consciousness. This role is particularly significant in the context of athletic programs, where the focus has traditionally been centered on physical prowess and technical skill development. However, as athletes increasingly assume roles as public figures and influencers, the scope of their education must expand to include a broader range of skills and knowledge. This expansion is essential to equip them with the ability to navigate complex social, cultural, and political landscapes. The influence of athletes extends well beyond the sports arenas. They are often seen as role models, their actions scrutinized and their opinions influential, impacting social norms and cultural values (Bao, 2014; Qian & Min, 2015; Xi, 2016b). Their public personas can inspire change, advocate for social justice, and promote community engagement. Given this wide-reaching impact, it is imperative that their education includes components that foster a deep understanding of societal issues and ethical dilemmas. This holistic approach ensures they are prepared not only to excel in their sports but also to engage thoughtfully with their communities and the public at large. Integrating ideological and political education into athletic training programs presents unique challenges (Xi, 2013a, 2016a; Zheng & Cao, 2015). Athletes' schedules are typically demanding, with significant time commitments to training, competition, and recovery. Finding space within this schedule for additional forms of education requires innovative approaches and flexible learning modalities. Furthermore, the content must be relevant and engaging to athletes, often needing to be tailored to resonate with their experiences and the specific pressures and responsibilities of their roles. Collaborative educational strategies, which draw on the strengths and resources of various educational, cultural, and community stakeholders, provide a framework for effectively integrating ideological and political education into athletes' curricula (X. Wang & Guo, 2012; Xi, 2013b; S. Zhang, 2017). These strategies can facilitate interdisciplinary learning experiences that are both flexible and impactful, utilizing technology, blended learning environments, and community engagement projects to enhance accessibility and relevance. Such collaborative efforts can bridge the gap between theory and practice, allowing athletes to apply their learning in real-world contexts. This study focuses on the reform measures necessary to implement such an educational model within university athletic programs. It examines the processes and outcomes of

integrating ideological and political education through collaborative education strategies, aiming to identify best practices and potential barriers. The research will explore how these educational reforms influence athletes' perceptions of their roles as public figures and their effectiveness in these roles, ultimately assessing the impact on their personal development and broader societal contributions (Gu, 2015; X. Wang & Li, 2014, 2015). The implications of this research extend beyond individual athletic programs to influence broader educational policies and practices within sports organizations and universities. By fostering athletes who are well-rounded individuals equipped to handle the complexities of modern societal engagement, universities can contribute to the development of a more informed, responsible, and proactive generation of athletes. These athletes can then serve as catalysts for positive change, using their platforms to promote a culture of inclusivity, ethical integrity, and social responsibility within and beyond the sports community.

## **2. Relevant theories**

### **2.1 Connotation of collaborative education**

With the development of the times, the connotation of collaborative education is also changing to the core of improving the quality of talent cultivation, so that all cooperative education subjects can collaborate with each other to produce multiplier effect, with the aim of improving the quality of talent cultivation, which can be material or immaterial. Its goal is to improve the quality of talent cultivation in colleges and universities on the premise of institutional innovation of collaborative mechanism, deepen the communication and cooperation between colleges and universities, enterprises, governments, research institutes and international higher education institutions, build educational institution alliances, educational groups and cultivation bases, etc., highlight the advantages and characteristics of collaborative talent cultivation, carry out core factors such as teacher recruitment, discipline construction, curriculum arrangement and teaching methods, etc. realistic and practical cooperation, realize the combination, attribution and integration of various teaching resources, form a diversified talent cultivation mechanism, make breakthroughs and innovations in key areas and central links of talent cultivation in all aspects of colleges and universities, bring together all levels, fields and types of collaborative cultivation carriers, and improve the quality of talent cultivation comprehensively (Chen & Yang, 2012).

### **2.2 The basic content of "collaborative education"**

The "collaborative education" model generally contains three dimensions of basic contents. According to Zhao Xinfeng's "Theory of Collaborative Education", these three dimensions can be summarized as horizontal collaborative education, vertical collaborative education and

professional collaborative teaching. First, horizontal collaborative education is a new educational paradigm formed on the basis of the innovation of traditional educational resources and the integration of other social resources, especially various new modern educational resources, cultural resources and advanced ideas; second, vertical collaborative education starts from the relationship between teachers and students in educational activities, emphasizes the dominant position of teachers, that is, educators, in nurturing people, and urges educators to take the initiative to create a cooperative, democratic and harmonious educational atmosphere. Finally, professional co-teaching, co-teaching highlights team teaching, which means that teachers within a team work together to collaborate on teaching contents and accomplish teaching goals, and even includes inter-school teaching collaboration and cooperation, which is a new teaching collaboration model to effectively promote education forward and effectively improve teaching level and quality. The horizontal dimension of collaborative education mainly refers to the three-in-one collaborative education system of "school, family and society", and the platform of society is mainly embodied in various living communities or related cooperative social organizations integrated with industry-academia-research projects, showing the characteristics of multiple channels, rich forms and emphasis on practical education; the vertical dimension of collaborative education is limited to the school, which is the main educational field, and all levels of the collaborative education organization, such as management, professional teachers and counselors, cooperate with students in the main system of the school, but the focus is still on the process of classroom teaching, emphasizing the creation of cooperative learning, equality and democracy by teachers. Professional co-teaching refers to the collaboration between professional educators and each other, and between professional educators and students of their own majors. And professional teachers are not limited to within their own schools, but can be inter-school cooperation. Similarly, the collaborative education environment does not mainly refer to classroom teaching, but also includes subject research, experimental operation, field investigation, etc.

### **2.3 How to realize "collaborative education"**

At present, the specific ways of realizing the talent cultivation model of collaborative education in China are mainly at two levels: macro and micro. The macro level mainly refers to the mode of "collaborative cultivation of talents through industry-university-research", which aims to implement the strategy of developing the country by science and education and strengthening the country by talents, to effectively improve the innovation ability of higher education institutions and to improve the education level and quality of higher education institutions in all aspects through the mode of "collaborative cultivation of talents through industry-university-research cooperation". At the micro level, we mainly talk about the collaborative teaching mode within higher education institutions,

such as team-based teaching mode, cooperation and sharing based on new media and other network platforms, distance learning mode, etc.

### **3. Analysis of the current situation of lack of collaborative education in ideological and political education in higher education**

In the new era, social development is changing rapidly, and both the social environment, the requirements of the times and the teaching contents are facing an urgent turn and adjustment of the times. The teaching mode of ideological and political education in colleges and universities, which is mainly divided into different majors or single discipline teaching, is obviously no longer able to meet the needs of social development and the development needs of education subjects in the new era, and the traditional education method is hardly effective, thus presenting the current situation of lack of effectiveness on the whole. However, as the main position of ideological education for college students, ideological education in colleges and universities should shoulder the mission of educating people. Therefore, a deep analysis of the current situation of the lack of synergy in ideological and political education in higher education can provide an important basis for better promoting synergistic ideological and political education in higher education.

#### **3.1 The manifestations of the lack of collaborative education in ideological and political education in colleges and universities**

##### **3.1.1 The status of academic disciplines - ideological and political education is "formalized".**

Since the 18th National Congress, General Secretary Xi Jinping has repeatedly proposed that college education should adhere to moral education, emphasizing that ideological and political work should be carried out throughout the whole process of education and teaching, so as to provide talents support for national rejuvenation. Under the high attention of the Party Central Committee with General Secretary Xi Jinping as the core, the ideological and political education in colleges and universities has gradually become an outstanding science. However, the "conspicuous science" of ideological and political education is only a superficial phenomenon, with a lot of theoretical propaganda, but the concrete implementation is difficult. In other words, the real development of ideological and political education in colleges and universities is not as smooth and optimistic as the surface phenomenon, and there are still many problems. For example, in today's higher education system, ideological and political education is verbally valued, but in reality, it is ignored, i.e. theoretical propaganda is valued, but concrete implementation is not in place, and it gradually becomes a scene-setting and formal work for universities to respond to assessment or inspection. In other words, the problem of "formalization": the fundamental position of ideological and political education

in the whole academic system of higher education is gradually "formalized". Higher education is a kind of overall education activity, which is divided into different categories according to the needs of scientific division of labor and industrial structure, and formed a systematic professional discipline. In the whole discipline system, ideological and political education majors undertake the moral level education content, and are the main position for moral education teaching in this discipline system, and are in a fundamental position in the process of promoting the all-round development of education subjects, which should theoretically have an inseparable synergistic relationship with other disciplines. However, the importance of ideological and political education is becoming more and more "lip service" and "formal". In other words, ideological and political education is only "brought out" and placed in an "important" position at important moments such as the study of party spirit or when the school is facing a comprehensive assessment, but this position is only a formalized expression. With the end of a meeting or a lecture, this importance will also end, and few people really recognize it, much less receive follow-up and substantive attention. Therefore, within the system of educational activities included in the daily school, ideological and political education is often valued in the abstract, but not in the concrete, and is in a state of oblivion. As a result, the state of separation between various other disciplines in the school education system and ideological and political education becomes more and more obvious, and ideological and political education tends to be more and more formalized in the whole disciplinary system of colleges and universities, see Figure 1.

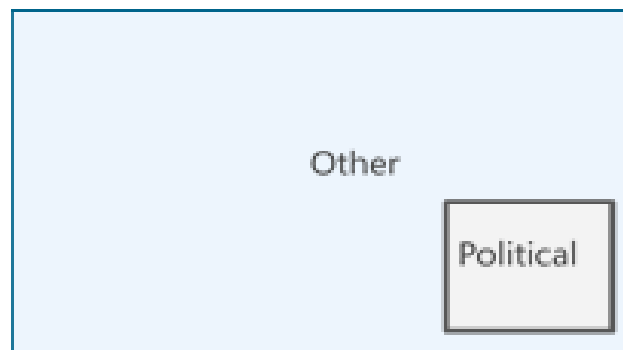


Figure 1: Marginalization

### 3.1.2 Curriculum setting - discontinuity of ideological and political education

The discontinuity of ideological and political education refers to the lack of continuity and undertaking in the setting of ideological and political education courses in higher education, taking the curriculum of undergraduate students as an example. This lack of continuity is mainly manifested in two aspects. On the one hand, there is a lack of continuity in time for the ideological and political education courses in higher education schools. In our country, the ideological

courses for all college students are concentrated in the freshman year to a large extent. The sophomore and junior years focus on professional skills training, and the senior year is the employment and promotion period for college students. This is equivalent to the fact that after college students enter university life, the ideological and political science courses provide a ladder for them to better adapt to university life and develop better ideological and moral cultivation, however, in the process of college students really entering and starting university life, ideological and political education has a discontinuity (see Figure 2). The ideological and political courses in higher education lack continuity in space. The ideological and political education that college students are exposed to is concentrated in the ideological and political classrooms in colleges and universities, which means that the ideological and political education content of college students is generally in the state of "in class and out of school". This has caused the lack of continuity in the space of Civic and Political Science courses. This kind of non-continuous and non-tracking curriculum and education form is an incomplete education process, which will not produce a good educational effect.



Figure 2: Discontinuity

### 3.1.3 Teaching content - other professional courses lack value guidance

Each professional course in higher education must carry the scientific knowledge system related to it, and then be reasonably planned and set up in accordance with the teaching law and talent cultivation needs. The process of implementing professional courses is also the process of talent cultivation, and what runs through this process is the teaching content of each professional course. At present, China's colleges and universities adopt the mode of specialized sub-disciplinary teaching, so as far as its content is concerned, the specialized courses reflect obvious knowledge or technicality, collectively called professionalism. The so-called professionalism is that any discipline type, curriculum system has its own unique prescribed knowledge framework, reflecting a high degree of professional thinking, aimed at exploring the truth of the discipline, to cultivate a professional skill, meet the requirements of certain jobs, that is, to adapt to a certain occupation of instrumental talent. Therefore, the specific contents, expressions and research questions taught in different specialized courses are distinctly different. However, the primary task of education in higher education is to cultivate talents for the country and society, and the primary question of becoming a person is what kind of person one

should be, which is related to the fundamental value. However, in the actual teaching process, other professional courses are often unable to balance the importance of truth and value, and they are biased in dealing with the relationship between the pursuit of truth and value. Because no professional course can be completely separated from values, and the skills taught in other professional courses can be truly acquired and absorbed only when they are finally understood at the ideological and moral level. Otherwise, it will only remain at the level of use or proficiency, and such a mechanical level will hardly bring any sense of gain and accomplishment. This kind of value guidance, which is missing in other professional courses, is the main function of the teaching content of ideological and political education courses in colleges and universities.

### **3.2 Reasons for the lack of multidisciplinary collaborative education in ideological and political education in colleges and universities**

#### **3.2.1 Practical professional subjects and personal realistic needs are more easily matched**

Practical professional disciplines are easier to match with the real needs of individuals, which means that in the cultivation mode of colleges and universities, professional disciplines other than ideological and political education, especially practical disciplines, are an obvious and immediately effective education category, and this feature directly matches with the current employment and material needs of college students; while ideological and political education is in the leading position of ideology and morality, and plays a role of a kind of education with long-term influence but invisible and latent. It plays an invisible and subtle role with long-term influence. The energy of a student is after all limited, so they naturally see the Civics class as an unimportant course. Moreover, with the acceleration of social changes and the increasing pressure of employment on college students, people are guided by some pragmatism or utilitarianism, and they know what is useful but not what is useless. As a result, the ideological and political education is gradually marginalized in the whole professional curriculum of colleges and universities. In other words, the status quo of ideological and political education is "formalized" in the curriculum structure of colleges and universities, which is closely related to the current demand of each major subject and its corresponding social reality. Today's higher education is based on a clear division of disciplines, and as mentioned above, practical education, which is based on technical knowledge and practical application, occupies an important position in the teaching process of other specialized disciplines, especially in the practical disciplines of science and technology. To a large extent, this is in line with the current vocational and practical social background, and provides a good contact point for college students of related majors to get out of campus, enter society and choose a career while providing specialized and useful talents



for national construction. Thus, practical disciplines are to a certain extent more suitable for the personal reality needs of college students (see Fig. 3), and this short time realization of personal value makes college students have a timelier sense of acquisition in school and after entering society. However, this kind of practical technical and professional subject teaching in colleges and universities, while catering to personal realistic needs, especially material needs, if not accompanied by appropriate ideological and moral education, the talents it cultivates will easily become some kind of specialized "mechanical man" or "tool man". If it is not accompanied by appropriate ideological and moral education, the talents it produces will easily become some kind of specialized "mechanical man" or "instrumental man", neglecting the quality and mission that people should have "as human beings".



**Figure 3:** Relationship between practical professional disciplines and individual realistic needs

### 3.2.2 The setting of a single professional discipline is not compatible with the goal of comprehensive education

This kind of single professional sub-discipline training mode has the biggest say in the cultivation of professional talents, and creates a perfect undertaking point and contact point for college students to enter the society smoothly. Therefore, we must admit the rationality of the teaching and training mode based on the division of specialties. Ideological and political education in higher education is related to the problem of the goal and principle of educating people, pursuing the all-round development of education subjects and solving the problems of ideological cognition, moral behavior and values of all education subjects. Therefore, compared with the regular teaching mode of specialized colleges and universities, the ideological and political education plays the role of overall coordination and is the important premise and the primary entry point for all educational activities in colleges and universities. The severe situation of complicated social development, intense ideological struggle and diversified values in the new period has undoubtedly produced a big impact on the teaching of ideological and political education in colleges and universities. However, this rapid development of the social situation may have little impact on such practical subjects as physics and chemistry. The difference is that ideological and political education is about the level of one's ideology and morality and ideological construction, while human ideology, morality and

values are established precisely in social relations and interactive activities, and are closely connected with social development at all times. Therefore, under the influence of some current utilitarianism and usefulness, ideological and political education in colleges and universities is facing a greater impact compared with other professional disciplines. Moreover, teachers of practical classes, especially those of natural subjects, spend more time with students, and thus teachers of professional classes other than Civic Science are more affable and influential to students. Of course, this has a significant relationship with their educational resources, teaching hours and the importance of the education target itself. In the long run, the teaching mode of universities has formed the distinctive features of professional differentiation, cultivation and specific research. These characteristics distinguish educated people into different categories, and with the influence of China's examination-oriented education model, educated people instinctively pay more or even only attention to professional learning; at the same time, influenced by the needs of social production and job occupation, school education also focuses more and more on professional classification training. As a result, students do not have extra energy to devote to the study of Civics and Politics as a general course, and gradually dilute the importance of ideological and political education in their hearts.

### **3.2.3 Lack of mutual perspective between other disciplines and the teaching content of Civics and Political Science**

The lack of mutual observation between the teaching contents of other subjects and Civics is, in short, the lack of observation between instrumental (application-oriented) subjects and conceptual subjects in the process of teaching activities. In addition to guiding college students to form basic ideology and morality and improving students' ideology, its teaching content also covers prominent ideology and politics, so it is a nurturing specialty in higher education, which has the strongest value in the whole curriculum of college and plays a key role in cultivating talents and taking into account the overall situation of nurturing people. In addition to ideological and political education, universities also have many kinds of courses in other disciplines, and different courses contain different tasks and contents, but the same point is that the ultimate purpose of any discipline should be nurturing people. It is easy to see that the specific nurturing role played by other disciplines in the process of higher education varies and has its own focus. Even natural science courses have inherent characteristics of moral education, such as scientific spirit, rigorous attitude and rational consciousness, which are the academic cultivation of professional talents cultivated by natural science courses, and these academic cultivations is undoubtedly an important part of students' moral cultivation. However, at present, in the whole education system of higher education institutions, the basic issues related to ideological and moral education are seldom observed in the teaching of professional courses other than ideological

and political education, and the focus of education is only on the training and strengthening of professional course knowledge. Even some full-time teachers of other disciplines not only fail to unite with ideological and political education to realize the role and effect of collaborative education, but also intentionally or unintentionally belittle the role of ideological and political education.

#### **4. Clarify the content of ideological and political education reform measures under collaborative education**

##### **4.1 Goal synergy - consistent education concept**

Goal synergy means that higher education institutions should form a unified and consistent consensus on ideological and political education as a whole, that is, they should truly recognize the importance of ideological and political education and reach a stable consensus on education philosophy and cultivation goals. Only in this way can a good and solid foundation be laid for the promotion of multidisciplinary collaborative ideological and political education teaching in colleges and universities. The so-called consistent philosophy of nurturing people means that no matter how the current society changes, no matter how the external conditions of education change, and no matter how the world historical environment changes, all disciplines must realize that promoting the free and comprehensive development of people is the consistent and sole purpose of ideological and political education in higher education. Only in this way can we provide firm support for the development and synergy of university ideological and political education.

##### **4.2 Synergy of subjects - an integrated educational network**

The synergy of subjects in this paper mainly includes two levels: the first level is the main one, i.e., the coordination and unity of educating subjects, i.e., educators; the second level is the complementary one, i.e., the synergy and mutual assistance of educated subjects, i.e., educational objects. First of all, the synergy of educated subjects aims to form an integrated network of educators. The synchronized coordination and unified action of educators in higher education on ideological and political education teaching will play a fundamental role in the realization of educational effect. Once the education subjects effectively cooperate and work side by side, the educational effect will not only be effective for the ideological and political education work in colleges and universities, but also for the development of other disciplines and related educational work. The collaboration of teaching subjects can consciously strengthen the educational consciousness of curriculum teaching, eliminate the phenomenon of teaching without educating people and teaching without preaching, and realize the implicit moral education of "embellishment" through professional curriculum. Based on the collaborative work and joint efforts of educators from different disciplines, the effectiveness of ideological and political

education will be maximized and the uncertainty of this innovative method of multidisciplinary ideological and political education in higher education will be reduced.

#### **4.3 Content synergy - targeted education guidance**

Ideal and belief education is undoubtedly one of the main contents of ideological and political education in colleges and universities, and ideal and belief are not mere words, but also have their inheritance, position and specificity, that is, we want to talk about the times, cooperation and relevance. And, under the main ideological and political education content of ideals and beliefs, there are also various values, scientific doctrines and other specific ideological and moral education. In the new historical period, although today's college students are still in a sunny state of mind in general, and have lofty and firm ideals and beliefs. However, it is undeniable that with the increasing advancement of globalization and networking, and the influx of multiple cultures, the external environment faced by contemporary college students is changing all the time. As a result, many problems have gradually emerged. Therefore, under the complex ideological background, it is imperative to pay close attention to the changes in the ideological literacy of college students, and constantly adjust the suitability and effectiveness of the education contents according to the actual situation.

#### **4.4 Constructing innovative operation mechanism of collaborative education**

The university, local enterprises and institutes should jointly determine the goals to make them targeted and regularly communicate and coordinate to ensure the smooth operation of the mechanism, so as to further deepen the level of cooperation. The traditional cultivation model is constrained by the changes of the times and does not have the function to continue to achieve its better nurturing effect. The superiority of the innovative collaborative education mechanism should be reflected in the following three aspects: First, it can effectively realize the close cooperation of collaborative units. In the process of education mechanism, each collaborative unit mostly takes its own interests as the starting point, but not the interests of the collaborative alliance as the focus of its work (X. Li, 2015). Therefore, the first thing to consider and solve is how to make the collaborative units work together to achieve the set goals. In the process of building the innovative collaborative education mechanism, it is necessary to fully understand the interests of each collaborative unit and use it as a benchmark to coordinate the distribution of interests. Second, it can give full play to the subjective initiative of the synergists. As the main actors of each collaborative unit, the collaborators are an important part of the effective operation of the innovative collaborative education mechanism (Meng, 2003). Therefore, the role of the collaborators should be given full attention, and the

subjective initiative of the collaborators should be given full play through the establishment of scientific reward and punishment system, assessment system and title evaluation system. Third, it can ensure the longevity and stability of the mechanism operation. The longevity of the innovative collaborative education mechanism can make each stage of the process connect effectively, while the stability can ensure the quality of talent cultivation and reduce the duplication of inputs as much as possible. In addition, the innovation of collaborative education mechanism should be supported by government policies, and universities should actively cooperate with enterprises and research institutes (W. Li, 2001).

## **5. Discussion**

Collaborative education is a new teaching method proposed in ideological and political education (Shi, 2015; Y. Zhang, Yu, & Zhang, 2018). Different from the previous theoretical conceptions and preliminary model constructions of collaborative innovation in ideological and political education, this thesis gives the concrete realization path of the working method of multidisciplinary collaborative ideological and political education in colleges and universities (Ansoff, 1965; Haken & Haken, 2004); focuses on the implementation of specific nurturing methods and means of multidisciplinary collaborative ideological and political education; analyzes and solves the current non-synergistic problems in the development of ideological and political education in colleges and universities from the perspective of collaborative theory (Gu, 2015; Wan, 2008; Yu, 2009). The problem of non-synergy exists in the development of ideological and political education in colleges and universities. It also takes college educators as the main body of implementation and takes into account the multiple requirements of concepts, laws and real problems to improve the system of nurturing the whole staff; and explores a new pattern of nurturing work with important practical value by developing synergy, learning from each other and fighting side by side (Xue, 2005). The analysis of this study can achieve the goal of promoting the interconnection between ideological and political education in colleges and universities and education of various disciplines, forming the role of observation and mapping (D. Wang, Tong, Zhang, Liu, & Lv, 2016; Yao, 2017), so as to optimize the overall structural function of ideological and political education in colleges and universities, promote the coordination and cooperation of multiple educational elements of various disciplines in colleges and universities, and promote the continuous development and improvement of the ideological and political work in colleges and universities (Liu, 2006).

## **6. Conclusion**

The integration of ideological and political education into university athletic training programs represents a significant advancement in the holistic

development of athletes. This study has demonstrated that merging these educational frameworks with physical training not only enhances the cultural and intellectual capacities of athletes but also strengthens their competitive edge both on and off the field. By employing collaborative educational strategies, athletic programs can cultivate athletes who are not merely skilled in physical endeavors but are also well-versed in social and cultural responsibilities. The findings from this research highlight the importance of a comprehensive educational approach that includes ideological and political training as a fundamental component of athletic development. Such training prepares athletes to engage more meaningfully with societal issues, fostering a new generation of informed individuals who can contribute positively to the cultural and spiritual development of society. Moreover, the enriched educational environment helps in building a robust university culture that values both intellectual engagement and physical prowess. As the landscape of higher education continues to evolve, the need for programs that address both the physical and intellectual dimensions of student-athletes becomes increasingly important. Universities that embrace these integrated educational models are likely to see improvements not only in the performance of their athletes but also in their overall institutional prestige and influence. Future research should explore the long-term impacts of these integrated educational strategies on athlete performance and post-college outcomes. Additionally, further studies could examine the specific pedagogical approaches and collaborative methods most effective in different sports disciplines, contributing to more tailored and effective implementation across diverse athletic programs. This study underscores the transformative potential of collaborative educational strategies in redefining athletic training, suggesting that the inclusion of ideological and political education within sports programs is essential for nurturing well-rounded athletes prepared to lead both on the field and in broader societal contexts.

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