



Exploring the Innovative Implementation Path of Ideological and Political Education of College Football Curriculum under the background of “Internet plus”

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Abstract. Ideological and political education (IPE) is considered an important educational process to improve students' comprehensive quality, correctly guide the direction of values, and educate students to be positive. This article believes that it must be introduced into the current football curriculum in universities. With the emergence of various Internet and computer technologies, under the background of “Internet plus”, the IPE model in football curriculum would also change. Therefore, this paper chooses multimedia technology, the specific embodiment of the “Internet plus” background, to improve the IPE model, and test the results by applying it to college students. The specific testing method of this article is to select two classes with similar grades for comparison, and respectively use the new teaching mode and traditional teaching mode proposed in this article. Finally, it was concluded that the classes under the new teaching mode were able to achieve an average score of 86.8 points in the ideological and political test, while the traditional teaching mode only scored 74.2 points, and the impact of the new teaching mode on physical education performance can also be ignored. So this study found that IPE based on multimedia technology can effectively improve students' ideological and political abilities.

Keywords: “Internet Plus”, College Football Courses, Multimedia Technology, Ideological and Political Education.

1 Introduction

At present, football teaching in universities is becoming increasingly popular. As the world's most popular sport, football is very popular among young people, especially among college students. Therefore, in order to improve the quality of teaching, many researchers have put forward their own opinions. Ye H believes that talent reserves are crucial for universities to improve the quality of football education, and reforms need to be carried out through new educational methods such as "happy football" [1]. Dempsey N M pointed out that the English Football Association is calling for a redesign of coach education policies in an attempt to improve football education [2]. Knoppers A believes that they hope to improve the gender ratio in football to promote its vitality

[3]. He believes that introducing innovative IPE into football courses can be helpful. Liu X pointed out that IPE in Chinese universities can transmit patriotic ideas to students and enhance their learning motivation [4]. Yu Y pointed out that IPE in the new media era has become the focus of college education, as it is essential to cultivate high-quality college students who can adapt to the new era [5]. Rong Z believes that the current evaluation model for IPE is too single and lacks specificity, so he proposed artificial intelligence mining technology for training the evaluation model [6]. It can be seen that the current IPE also requires the support of emerging internet technologies such as artificial intelligence technology.

In the current era of rapid development of the Internet and computers, the emerging Internet technologies required by IPE emerge in endlessly, which is called the "Internet plus" background by many researchers. Zhou L proposed the method of "Internet plus government concept" to analyze the content of the government work plan [7]. Xu Y believes that under the background of "Internet plus", college student management needs to cultivate professionals for all walks of life [8]. Luo W has developed an online remote music teaching platform based on "Internet plus" [9]. Kumar T proposed using multimedia tools to teach English [10]. It can be seen that multimedia technology, as a technology under the background of "Internet plus", has been able to mature and be used in the education industry.

This article first provides a review of the current drawbacks of football courses in universities, and points out that the lack of IPE is one of the main shortcomings. Therefore, this paper immediately started to propose multimedia technology in the context of "Internet plus", try to improve IPE in college football courses through this technology, and verify the reliability of this method through comparative testing.

2 Overview of the Drawbacks of Current Football Courses in Universities

With the continuous improvement of economic level, football courses are also beginning to enter the education of universities. Wang J believes that although the development of the country's sports industry has made significant progress, the football teaching mode in universities is still relatively single, the content is not rich enough, and there are many drawbacks [11].

Table 1. The drawbacks of football courses in universities

Disadvantage	Particulars	Influence
Lack of professionalism	Some football courses in universities may lack sufficient professionalism, leading to low educational quality.	Coaches and educators may not have sufficient football experience and knowledge to provide high-quality training.
Insufficient resources and equipment	College football courses may be limited by limited resources and equipment.	This may limit students' development and practical opportunities.
Lack of competitive opportunities	Overemphasizing the outcome of matches may lead to excessive competition among students and neglect the educational value of football.	This may have a negative impact on students' psychological and emotional health.

Disadvantage	Particulars	Influence
Insufficient course balance	Some football courses may place too much emphasis on practice and overlook the theoretical and tactical aspects of football.	This may result in students lacking comprehensive football knowledge.
Lack of IPE	Most universities only have basic football education and lack certain IPE.	This can easily lead to a lack of moral literacy among students.

Table 1 shows the drawbacks of college football courses. The biggest impact on teaching quality is that some football courses in universities may lack sufficient professionalism, leading to low educational quality. Coaches and educators may not have sufficient football experience and knowledge to provide high-quality training. Of course, the impact on teaching quality may also be limited by limited resources and equipment, including a lack of football fields, equipment, and training facilities, which limits students' development and practical opportunities. Furthermore, some university football courses may lack sufficient competitive opportunities because they do not participate in high-level competitions or leagues, which can easily lead to students lacking competitive experience and being unable to improve their football skills. The problem of insufficient curriculum balance is also a drawback of football education in universities. Some football courses may focus too much on practice and neglect the theoretical and tactical aspects of football. This may result in students lacking comprehensive football knowledge. Finally, within the scope of education, most universities only have the most basic professional education, which is football courses. However, the lack of certain IPE can easily lead to a lack of moral literacy among students.

Zhang P's research focuses on the ideological and political path of curriculum in football teaching in universities, and he also explains the possible consequences of the lack of IPE [12].

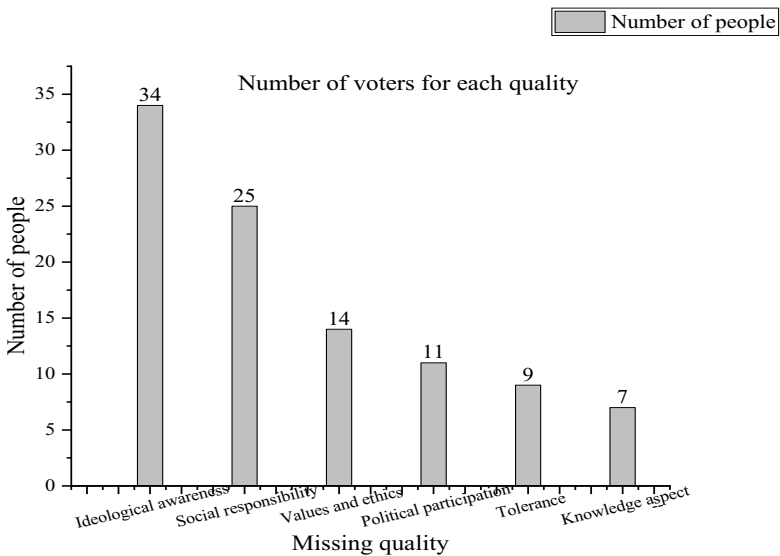


Fig. 1. Possible quality deficiencies caused by the lack of IPE

Figure 1 shows the potential quality deficiencies that may arise from the lack of IPE. This article conducted a questionnaire survey on 100 students from a certain university, which involved voting on the potential quality deficiencies caused by the lack of IPE. It can be seen that the lack of ideological awareness is the most susceptible to the impact of a lack of IPE, with 34 voters. Next is the lack of social responsibility that 25 people are concerned about, followed by the lack of values and morals that 14 people are concerned about, followed by the political participation that 11 people are concerned about, and finally, the lack of inclusiveness and knowledge that 9 and 7 people are concerned about, respectively.

3 Impact of Internet Plus Background

Wang K and Peng Y pointed out in their research that "Internet plus" refers to a concept that combines the Internet with various traditional industries and social fields to innovate and improve efficiency [13-14]. It emphasizes the use of internet technology and internet thinking to improve the operational methods of traditional industries, in order to achieve higher levels of development and services. Nowadays, various fields, including agriculture, manufacturing, finance, healthcare, education, transportation, retail, etc., are promoting this concept. Hong Y K has constructed a model of teachers' ability structure in the university education industry based on the "Internet plus" background [15].

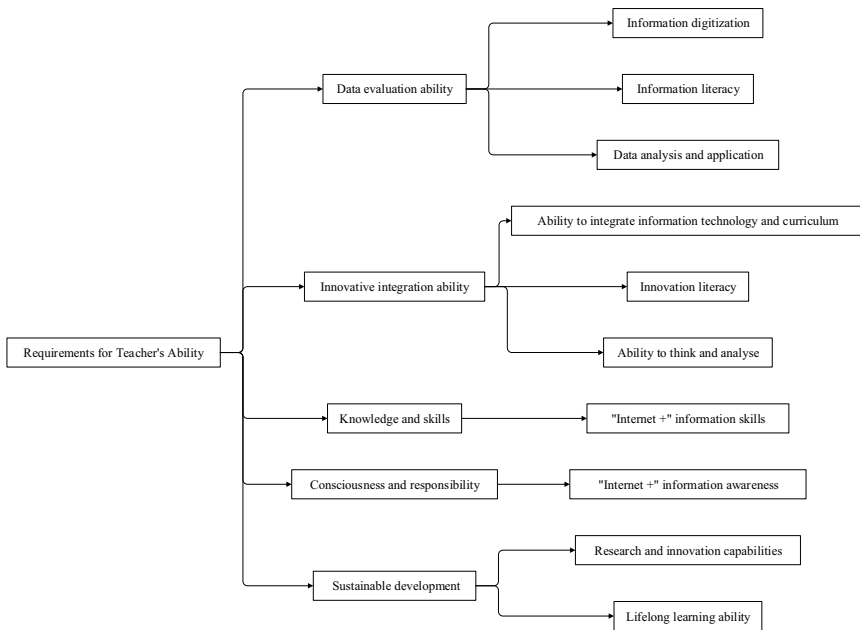


Fig. 2. Teacher Competence Structure Model in the Context of "Internet plus"

In the new era of "Internet plus", there are new requirements for teachers' ability in the college education industry. Figure 2 shows the teacher's ability structure model in this context. The structural model first requires teachers to have the ability of data evaluation to adapt to the "Internet plus" background, which is reflected in the ability of information digitization, data literacy and data analysis and application. Secondly, it is the integration of innovation, mainly reflected in the integration ability of information technology and curriculum, innovation literacy, and critical thinking ability. Then there is the knowledge, skills, and sense of responsibility based on information skills or information awareness. Finally, there is the ability to sustain development, which is mainly aimed at the development of teachers themselves, which needs to be based on their scientific research innovation level and lifelong learning ability. Rudolph J believes that it is possible to enhance the abilities of teachers and students in higher education through chatgpt [16].

As an era background or technical concept, "Internet plus" requires multiple technologies as a medium for its application. Ouyang F believes that AI would be the mainstream of future higher education [17]. However, compared to the distant goal of artificial intelligence technology becoming mature, Shi Y and Xiao X Y appear more pragmatic, as they directly assisted teaching work through multimedia technology [18-19].

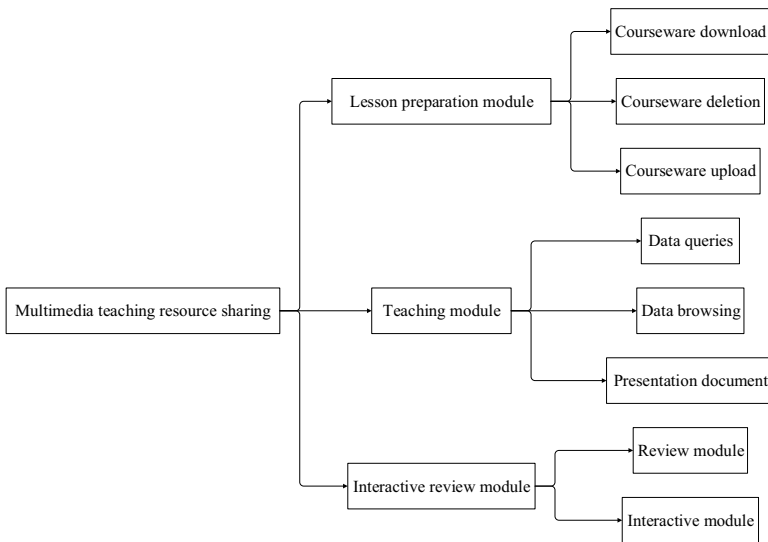


Fig. 3. Functional structure of multimedia based teaching resources

Figure 3 shows the functional structure of multimedia based teaching resources. It can be seen that the functional structure of teaching resources based on this research is mainly divided into three parts, namely the lesson preparation module, teaching module, and interactive review module. Firstly, the lesson preparation module also has three functions: courseware download, courseware deletion, and courseware upload, mainly providing assistance for teachers to prepare before class. The teaching module can support teachers to search for information, browse information, or present documents.

Teachers can prepare and display teaching materials through the use of multimedia architecture. The last is the interactive review module with review function and interactive function. Based on this module, teachers and students can review after class in an interactive way.

4 New Ideas of IPE in the Context of "Internet Plus"

Taking multimedia technology as an example, the previous article proposed that new teaching in the context of "Internet plus" requires similar emerging technologies as a carrier to reform the teaching model. Hou G H's research is to use multimedia to carry out IPE in physical education teaching in universities [20].

Table 2. IPE in football teaching process

Class stage	Training content	IPE methods
Before class	Line up	Broadcast playback
	Warm-up	Broadcast playback+Practical analysis
In class	Passing, controlling, shooting, and practical training	Provide subtle education through signage, banners, or screens around the venue
After class	Supplementary physical training	Broadcast playback
	Tactical summary meeting, watching movies after class	Multimedia video screening

Table 2 lists the content of IPE in the football teaching process. Firstly, in the pre class stage, it is necessary to line up. During the line up stage, coaches, teaching assistants, or class leaders would divide their responsibilities to command the line up, inspect the venue and equipment, and prepare for IPE. The specific ideological and political work at this stage can be broadcast through radio to cultivate students' learning attitude and habit of following rules. After queuing up, people can start warm-up exercises. During the warm-up exercise, while maintaining the broadcast, coaches also transmit values based on practical news, enabling students to establish correct values based on real-life situations. In the classroom stage, due to football courses such as passing, ball control, shooting, and practical training combining various events, the pace is relatively tight, and students also find it difficult to focus on ideological and political learning. So education can only be subtly conveyed through some signage, banners, or screens around the venue. Finally, there is the after-school stage, which is more flexible and may involve supplementary physical training, tactical summary meetings, or organizing after-school film watching. At this stage, it is also possible to decide whether to conduct broadcasting or multimedia film screening based on the intensity of after-school training, in order to provide IPE and consolidate the cultivation of values during the relaxation stage after students' training. Through this multimedia based teaching model, football courses in higher education are combined with IPE. This article aims to verify its teaching effectiveness through comparative testing. Therefore,

this article would conduct this new teaching mode and traditional teaching mode separately through two classes with similar grades, and then compare the scores of ideological and political tests and physical education tests to examine their ability changes.

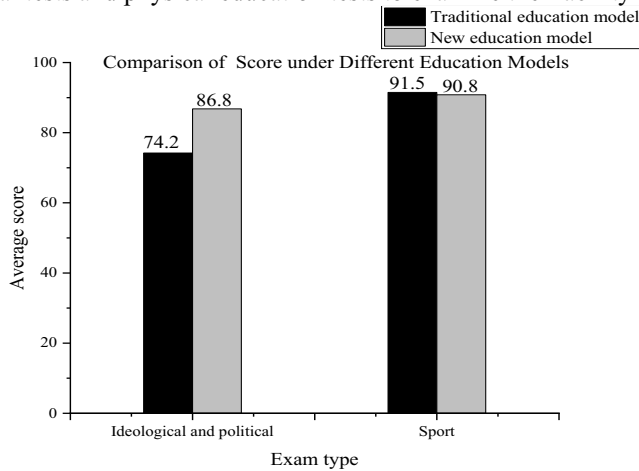


Fig. 4. Comparison of scores between two education modes

Figure 4 shows the comparison of scores between two education modes. It can be seen that in the comparison of performance in the ideological and political tests, the classes under the new education model perform significantly better, with an average score of 86.8 points. In contrast, the average score of classes receiving traditional education models on ideological and political tests is only 74.2 points. In order to verify whether the new model proposed in this article would interfere with the physical education learning part of football education, this article also compares physical education scores. The average score of sports under the new mode is 90.8 points, while the average score of sports under the traditional mode is 91.5 points. From a data perspective only, this impact exists, but the degree is minimal. The impact of factors such as personal performance cannot be ruled out. Overall, under the new education model, classes can achieve better performance in ideological and political tests.

5 Conclusions

The core idea of this article is to introduce the importance and necessity of IPE by highlighting various shortcomings in football courses in universities. Then, through the discussion of the background of "Internet plus", it proposes that multimedia technology can improve IPE. The final comparative test also proves that the method in this paper is innovative and practical. This article also has some shortcomings, that is, the final test only used one exam as a sample, which has high uncertainty and can easily affect the experimental results.

Overall, with the continuous implementation of IPE, whether it is for football courses or all other courses, the comprehensive literacy and values of college students

would be well improved and established, ensuring that higher education can cultivate all-round high-end talents.

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