



NICOLAUS COPERNICUS
UNIVERSITY
IN TORUŃ

Pedagogy and Psychology of Sport. 2026;31:69545.
eISSN 2450-6605. <https://doi.org/10.12775/PPS.2026.31.69545>



Pedagogy and Psychology of Sport. eISSN 2450-6605
Journal Home Page
<https://apcz.umk.pl/PPS/index>

YANG, Yi. Ideological and Political Education in Physical Education Curriculum: Values Exploration and Implementation Pathways.
Pedagogy and Psychology of Sport. 2026;31:69545. eISSN 2450-6605.
<https://doi.org/10.12775/PPS.2026.31.69545>

The journal has had 5 points in Ministry of Science and Higher Education parametric evaluation. § 8. 2) and § 12. 1. 2) 22.02.2019. © The Authors 2026; This article is published with open access at Licensee Open Journal Systems of Nicolaus Copernicus University in Torun, Poland Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike. (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.
Received: 05.03.2026. Revised: 12.03.2026. Accepted: 12.03.2026. Published: 15.03.2026.

Ideological and Political Education in Physical Education Curriculum: Values Exploration and Implementation Pathways

Yi Yang: College of Physical Education, Southwest University, 400715, Chongqing, China

<https://orcid.org/0000-0001-9370-4303>, 1390330627@qq.com

Abstract

This study employs a literature review methodology to systematically elucidate the core essence, educational value, and practical pathways of ideological and political education within physical

education curricula. It posits that such education constitutes a comprehensive pedagogical approach integrating implicit ideological and political elements into physical knowledge and skill instruction, aiming to achieve the organic unity of knowledge transmission, competency development, and value guidance. At the value level, integrating ideological and political education into physical education courses holds significant importance for guiding students' values, implementing the mission of fostering virtue through education, promoting the integration of explicit and implicit education, cultivating well-rounded talents, enriching the Marxist perspective on life, elevating the status of physical education as a discipline, nurturing core socialist values, and preserving national sports culture. At the practical level, systematic advancement is required in key areas such as updating teaching philosophies, optimizing curriculum content, innovating teaching methods, reforming evaluation systems, and enhancing teacher competencies. **Conclusion:** The integration of ideological and political education into physical education courses holds significant theoretical and practical value, providing robust support for cultivating well-rounded individuals who excel in moral, intellectual, physical, aesthetic, and labor education.

Keywords: Ideological and Political Education in Physical Education Courses; Cultivating Virtue and Nurturing Talent; School Physical Education; Holistic Development

Introduction

The fundamental goal of education is to cultivate well-rounded individuals and achieve comprehensive human development. The task of nurturing individuals who develop harmoniously in moral, intellectual, physical, aesthetic, and labor education, and who can adapt to the demands of future society, is urgent, complex, and requires sustained, long-term commitment. This demands that educational practice focus on helping students establish clear values, cultivate a sense of belonging to their community and society, enhance personal moral character, broaden their knowledge horizons, inspire a spirit of initiative, and continuously

improve their overall capabilities ^[1]. With the continuous development of society, the essence of education has been steadily enriched. It is no longer confined to the one-way transmission of knowledge but increasingly emphasizes the cultivation of an individual's comprehensive qualities. Against this backdrop, the educational functions inherent in physical education courses have gradually gained attention, becoming an indispensable component of the educational system. Based on the concept of holistic human development, an individual's growth should encompass multiple dimensions, including physical, psychological, and social adaptability ^[2]. Physical education is not only an indispensable part of social life but also plays a vital role in promoting physical health, enhancing physical fitness, and shaping character. Through sports education, students achieve balanced physical and mental development while subtly internalizing fundamental social values such as fair competition and teamwork. Cultivating these qualities benefits individual growth and lays the foundation for building a more cohesive society. Furthermore, physical education embodies the educational philosophy of mind-body unity, emphasizing the integration of physical and intellectual activities. Through participation in sports and exercise, students learn to combine physical and mental efforts in practice, enhancing their comprehensive abilities and accumulating valuable experience for future social life and career development.

With the continuous evolution of educational philosophies, the fundamental mission of nurturing talent has gradually returned to “moral cultivation.” Under national policy guidance, physical education courses have been entrusted with a deeper educational mandate: not only to enhance students' physical fitness and athletic skills, but also to prioritize the comprehensive development of their moral character and personal integrity in teaching practices ^[3-4].

From a societal perspective, today's talent competition has become increasingly comprehensive. Employers not only value professional skills but also place growing emphasis on individual moral character, teamwork awareness, and innovative spirit. This necessitates that education respond to society's expectations for high-caliber talent by promoting the overall enhancement of students' comprehensive qualities.

Physical education courses possess unique advantages in cultivating students' willpower, cooperative spirit, and resilience under pressure, and their educational value is gaining increasing recognition. Integrating value-based guidance into physical education not only actively responds to educational objectives but also reflects the current trend in curriculum reform that emphasizes the integration of competency development and character formation ^[5].

6].

Physical education courses serve as a vital avenue for implementing values education among students. Through diverse formats such as sports instruction, athletic training, and competitive events, this curriculum guides students in establishing sound worldviews, life perspectives, and values. It emphasizes the significance of collective collaboration, cultivates students' capacity to respect and understand others, and ultimately helps them develop a positive and proactive attitude toward life^[7]. Furthermore, the physical education curriculum emphasizes leveraging sports activities for social engagement and public service to strengthen students' sense of social responsibility. By participating in sports-related public welfare projects, students develop a deeper appreciation for life and a greater love for society^[4]. Simultaneously, this curriculum plays a positive role in enhancing students' physical fitness, psychological resilience, and social skills, helping to shape their perseverance and spirit of embracing challenges^[5]. As an innovative educational concept integrating physical education with value-based education, the ideological and political education in physical education not only advances educational reform but also promotes interdisciplinary integration, driving more comprehensive development in education.

In summary, despite the significant importance of integrating ideological and political education into physical education curricula, practical implementation still faces certain difficulties and challenges. These include insufficient ideological awareness, an imperfect teaching system, inadequate professional competence among teaching staff, and difficulties in integrating with other courses^[3, 8]. Based on this, this paper draws upon relevant literature on integrating ideological and political education into physical education to explore its value and practical pathways, providing theoretical guidance for cultivating well-rounded socialist successors.

1. The Core Essence of Ideological and Political Education in Physical Education Courses

1.1. The Conceptual Framework of Ideological and Political Education in Physical Education Courses

The integration of ideological and political education into physical education courses represents a holistic educational philosophy. It builds upon the foundation of specialized physical education skills and knowledge systems while incorporating elements of implicit

ideological and political education ^[9]. This educational approach does not involve a simple juxtaposition of physical education knowledge and ideological content, but rather a deep integration of the two. Its aim is to achieve effective integration of knowledge and skills, processes and methods, as well as emotions, attitudes, and values ^[10].

The integration of ideological and political education into physical education courses deeply combines moral education elements with athletic skills. Using sports activities and skill instruction as vehicles, it subtly conducts ideological and political education to achieve students' comprehensive development in both physical and moral qualities. This model transcends the singular goal of skill transmission, enabling students to grasp the essence of ideological and political education while mastering athletic skills. Zhao Fuxue et al. (2024) note that standardizing classroom management and optimizing teacher-student and peer relationships can effectively enhance the educational efficacy of ideological and political education in physical education courses, embodying the core concept of “embedding moral education within physical activities” ^[11].

Physical education courses integrate ideological and political education by leveraging the humanistic values inherent in sports, such as team spirit, competitive awareness, and fairness, to cultivate students' moral character and sense of social responsibility^[9]. By embedding humanistic principles into instruction, these courses teach students to respect others, abide by rules, and embrace responsibility. This approach embodies the principle of “humanities-based curriculum design,” aiming to foster virtue and nurture well-rounded socialist builders and successors.

Physical education courses integrate ideological and political education with sports instruction, seamlessly blending the teaching of athletic skills with values such as patriotism and collectivism^[8]. This approach unifies explicit instruction with implicit education. Instructors cultivate students' willpower and resilience through challenging physical activities, while using materials like sports history and notable athletes to instill values. This approach of learning through enjoyment not only enhances physical fitness but also subtly shapes students' value systems. It aligns with cognitive development patterns, sparks enthusiasm for participation, and provides robust support for students' holistic development^[11].

Physical education courses with ideological and political education focus not only on students' physical health but also on their mental well-being. Through sports activities and exercise, students can release stress, alleviate anxiety, and boost self-confidence, thereby

maintaining a positive mindset^[10]. Simultaneously, ideological and political education in physical education emphasizes value guidance, using ideological and political elements within the curriculum to steer students toward developing correct worldviews, outlooks on life, and values. This approach cultivates moral character while igniting a sense of social responsibility and mission, nurturing responsible and compassionate youth for the new era.

The integration of ideological and political education into physical education courses involves thoroughly exploring the ideological and political elements inherent in sports and flexibly incorporating them into teaching to achieve a deep fusion of physical education and ideological and political education. The implementation of ideological and political education in physical education requires thorough exploration of relevant elements within the curriculum, such as sportsmanship, athletic ethics, and sports regulations^[12]. These elements serve as vital resources for ideological and political education, providing rich materials and case studies. The development of this approach necessitates integrating the concept of “ideological and political education through the curriculum” throughout the entire teaching process, effectively combining knowledge and skills, processes and methods, as well as emotions, attitudes, and values^[9]. This approach ensures the professionalism of physical education while enabling the pervasive influence of ideological and political education. Additionally, the development of ideological and political education in physical education requires establishing a systematic teaching framework. This includes the coordinated integration of teaching objectives, content, methods, and evaluation across all stages to guarantee the comprehensive implementation of ideological and political education within physical education courses. This systematic approach enhances the teaching quality of ideological and political education in physical education and strengthens its educational impact.

2. Exploring the Value of Ideological and Political Education in Physical Education Courses

As an integral part of higher education in the new era, the ideological and political education embedded in physical education courses holds value not only in enhancing students' physical fitness but also in its profound influence on their moral character, value systems, sense of social responsibility, and overall development.

2.1. Guide students in establishing sound values to advance the great rejuvenation of the Chinese nation.

Integrating physical education with ideological and political education helps guide

students in establishing sound value systems and advancing the great rejuvenation of the Chinese nation. Through practical activities in physical education courses, students can better comprehend and experience the value of life, thereby cultivating a positive and upward-looking attitude toward life and contributing to the development of the nation and the people. Zhu Lixia et al. ^[14] (2022) argue that integrating the Marxist perspective on life into physical education ideological and political education can unleash students' potential and creativity. This approach promotes students' all-round development while enabling them to contribute to the great rejuvenation of the Chinese nation.

2.2. Promoting the integration of moral education and talent cultivation to advance the goal of building a sports powerhouse

Integrating ideological and political education into physical education courses facilitates the integration of moral cultivation and talent development, serving as a crucial pathway toward achieving the goal of building a sports powerhouse. By incorporating ideological and political education into physical education curricula, students can enhance their ideological and moral qualities through physical exercise, thereby forming correct worldviews, outlooks on life, and values. The combination of physical education and ideological and political education not only benefits students' personal growth but also helps cultivate well-rounded socialist builders and successors who excel in moral, intellectual, physical, aesthetic, and labor education ^[10]. Fostering virtue means prioritizing moral education to cultivate noble ideological and political character; nurturing talent means adhering to a people-centered approach to develop high-caliber, specialized professionals. By emphasizing the practical nature of physical education, ideological and political education within sports curricula enables students to refine their ideological cultivation and elevate their spiritual horizons through concrete practice, thereby achieving the dual objectives of fostering virtue and nurturing talent.

2.3. Integrating explicit and implicit approaches to cultivate well-rounded new talents for the new era

The integration of ideological and political education into physical education courses achieves a blend of explicit and implicit approaches, subtly shaping students' moral character through sports activities. By discussing sportsmanship and ethical principles during physical training, instructors enable students to grasp life's true essence and values ^[13]. This implicit educational method proves more persuasive than mere lectures, effectively fostering moral integrity and social responsibility. Simultaneously, integrating ideological and political

education into physical education explicitly enhances students' physical fitness and athletic skills, laying a solid foundation for their comprehensive development. This blend of explicit and implicit approaches helps cultivate well-rounded individuals who excel in moral, intellectual, physical, aesthetic, and labor education, the new generation of our era.

2.4. Elevate the academic status of physical education courses and promote the comprehensive development of ideological and political education within physical education curricula.

Integrating ideological and political education into physical education courses helps elevate the status of physical education in education and drives the transformation of teaching models. By combining physical education with ideological and political education, courses can better align with students' real-life experiences and intellectual needs, thereby enhancing the relevance and effectiveness of physical education instruction. Simultaneously, this integration promotes the organic combination of physical education with other subjects, creating synergistic effects that collectively serve students' holistic development. Transforming teaching models not only improves the quality of physical education instruction but also advances the comprehensive development of ideological and political education within physical education courses.

2.5. Preserve and promote traditional ethnic sports culture, and enhance cultural confidence.

Incorporating ideological and political education into physical education courses helps preserve traditional national sports culture and strengthen cultural confidence. Integrating elements of traditional sports culture into physical education allows students to better understand and appreciate the outstanding sports heritage of the Chinese nation, thereby enhancing their sense of identity and pride in their national culture ^[16]. Simultaneously, this approach enables students to personally experience the charm and value of traditional culture through sports activities, sparking their passion for and commitment to preserving these traditions ^[17]. Enhancing cultural confidence not only fosters students' national pride and sense of belonging but also contributes to the preservation and advancement of Chinese cultural heritage ^[3].

2.6. Empower students to cultivate a positive attitude toward life and enhance teaching effectiveness.

Integrating ideological and political education into physical education courses helps

students cultivate a positive outlook on life and enhances the effectiveness of physical education instruction. By incorporating ideological and political elements into physical education, students can grasp the true meaning and value of life through physical exercise, thereby developing an optimistic and proactive attitude toward life. A positive outlook not only equips students to better navigate life's challenges and hardships but also ignites their enthusiasm and motivation for learning. Simultaneously, integrating ideological and political education into physical education enhances teaching effectiveness and quality through optimized content and methodologies. This improvement in educational outcomes not only benefits students' personal growth and development but also contributes to cultivating well-rounded socialist builders and successors who excel in moral, intellectual, physical, aesthetic, and labor education.

2.7. Injecting new momentum into physical education curriculum development to foster students' well-rounded growth

The integration of ideological and political education into physical education courses has infused new momentum and vitality into the development of physical education curricula. By combining physical education with ideological and political education, we can drive innovation and reform in teaching content, methods, and models. Such innovation and reform not only enhance the quality and standards of physical education instruction but also provide students with more opportunities and platforms for comprehensive development^[4]. Simultaneously, this integration promotes cross-disciplinary convergence between physical education and other subjects, fostering new growth points and research directions within the field. This trend of interdisciplinary convergence not only broadens the research scope and horizons of physical education but also contributes to cultivating interdisciplinary, composite talents.

3. Practical Pathways for Integrating Ideological and Political Education into Physical Education Courses

The implementation of ideological and political education in physical education courses constitutes a multidimensional, multi-tiered systematic endeavor. It involves innovation and practice across multiple dimensions, including pedagogical philosophy, curriculum content, teaching methodologies, and instructional assessment.

3.1. Innovation and Integration of Teaching Philosophy

3.1.1 Embrace the value orientation that prioritizes life above all else

Integrating the teaching philosophy of prioritizing life into physical education courses represents a crucial practical approach for incorporating the Marxist perspective on life into the ideological and political education of physical education curricula. This requires physical education courses to not only focus on students' physical health but also emphasize cultivating their awareness of life and their values regarding life. By synergistically advancing the integration of the life-first perspective throughout the entire teaching process, encompassing curriculum design, teaching strategies, instructional methods, content delivery, and assessment, students gain a profound understanding of life's significance and experience its preciousness through physical activities [9, 18]. Implementing ideological and political education within physical education not only enhances students' physical fitness but also cultivates values that respect and cherish life.

3.1.2 Deep Integration of Moral Education and Physical Education

◦ Integrating the fundamental task of fostering virtue and nurturing talent into the ideological and political education of physical education courses is key to realizing their value. This requires physical education courses to not only impart sports knowledge and skills during instruction but also emphasize cultivating students' moral character, sense of social responsibility, and patriotic spirit [3-4]. Through practical activities within physical education courses, such as team competitions and discussions on sportsmanship, students are subtly guided to establish correct worldviews, outlooks on life, and values, thereby enhancing their ideological and ethical standards.

3.2. Enrichment and Expansion of Course Content

The implementation of ideological and political education in physical education courses requires a thorough exploration of the ideological and political elements inherent in such curricula, such as team spirit, awareness of rules, and the spirit of perseverance. These elements are not only intrinsically linked to physical education itself but also serve as vital avenues for cultivating students' sound moral character and sense of social responsibility. Through meticulous lesson preparation and course design, these ideological and political elements can be organically integrated into physical education instruction, enabling students to receive moral and ethical cultivation while acquiring physical knowledge^[19].

3.3. Innovation and Application of Teaching Methods

3.3.1 Employ a variety of teaching methods

Teaching methods for integrating ideological and political education into physical education courses require continuous innovation to accommodate the diverse needs and characteristics of students. By employing diverse teaching approaches such as case studies, group discussions, and role-playing, educators can stimulate students' interest and engagement while cultivating their critical thinking and teamwork skills ^[5]. The application of these methods helps present the ideological and political content of physical education courses in a more vivid manner, thereby enhancing learning outcomes.

3.3.2 Implementing education on coping with setbacks and competitive sports education

Education on overcoming setbacks and competitive sports education are indispensable teaching methods in the ideological and political education of physical education courses. Through education on overcoming setbacks, students can learn to face failure and adversity, cultivating an optimistic and upward-looking spirit ^[14]. Competitive sports education, meanwhile, can inspire students' fighting spirit and competitive awareness, fostering perseverance and teamwork skills. This, in turn, helps students develop positive values and outlooks on life within physical education courses.

3.4. Enhancement and Optimization of Teaching Evaluation

3.4.1 Establish a scientific teaching evaluation system

The teaching evaluation of ideological and political education in physical education courses requires the establishment of a scientific evaluation system to comprehensively and objectively reflect students' learning outcomes and teaching effectiveness ^[8]. This evaluation system should encompass assessments of students' physical fitness, moral character, teamwork abilities, and other aspects, while emphasizing the organic integration of process-based and outcome-based evaluations. By establishing a scientific teaching evaluation system, issues in teaching can be promptly identified and corrected, continuously optimizing the practical pathways for ideological and political education in physical education courses ^[6].

3.4.2 Strengthen the evaluation of practical teaching components

Practical teaching components constitute a vital part of ideological and political education in physical education courses and serve as a key means to evaluate their teaching effectiveness. Therefore, teaching evaluations should place greater emphasis on assessing practical teaching segments, such as sports competitions and team activities. By conducting objective and

comprehensive evaluations of students' performance during practical sessions, issues in areas like ideological and moral development and teamwork can be promptly identified, enabling the implementation of corresponding measures for improvement and enhancement ^[7].

3.5. Enhancement and Training of Teacher Competencies

3.5.1 Strengthen the ideological and political development of the teaching staff

The implementation of ideological and political education in physical education courses requires teachers to possess high ideological and political literacy and teaching competence. Therefore, it is necessary to strengthen the ideological and political development of the teaching staff, enhancing their political awareness and moral integrity. Regularly conducting ideological and political training, teaching seminars, and other activities can continuously improve teachers' ideological and political literacy and teaching abilities, providing a strong guarantee for the practice of ideological and political education in physical education courses ^[13].

3.5.2 Promoting Synergistic Collaboration Between Physical Education Teachers and Ideological and Political Education Teachers

Collaborative efforts between physical education teachers and ideological and political education instructors represent a crucial pathway for integrating ideological and political education into physical education curricula. By strengthening communication and cooperation between these two groups, they can jointly develop course resources, design teaching plans, and organize practical activities, thereby achieving an organic integration of physical education and ideological and political education courses. Such collaborative approaches not only enhance the teaching effectiveness of ideological and political education within physical education but also promote exchange and learning among educators, collectively elevating teaching standards and quality^[14].

4 Conclusion

In the new era, physical education courses integrate ideological and political education by upholding Marxist theories of comprehensive development, emphasizing the simultaneous enhancement of students' physical, mental, and moral qualities. Through the deep integration of physical education and ideological education, these courses not only strengthen students' physical fitness but also guide them in establishing correct worldviews, outlooks on life, and values, thereby advancing the goal of fostering virtue through education. This educational philosophy embodies the requirement for holistic development in education, providing robust support for cultivating well-rounded socialist builders and successors who excel in moral,

intellectual, physical, aesthetic, and labor education.

Funding: This research received no project funding support.

Conflict of interest: The authors deny any conflict of interest.

References:

- [1] Zhao Xinwei. The Connotation, Value, and Implementation Pathways of Ideological and Political Education in University Physical Education Courses from the Perspective of Cultivating Virtue and Nurturing Talent [J]. *Guide to Sports Culture*, 2021(11): 98-103.
- [2] Chang Renqi. Implementation Pathways for Ideological and Political Education in University Physical Education Courses from the Perspective of Cultivating Virtue and Nurturing Talent [J]. *Journal of Changzhou Information Vocational College*, 2022, 21(1): 48-51.
- [3] Zhang Mengying, Zhu Xueqiang. Innovative Research on the Pathways for Cultivating Students in Physical Education Courses at General Universities from the Perspective of Ideological and Political Education [J]. *Shandong Sports Science and Technology*, 2022, 44(2): 58-62.
- [4] Zhao Zhinan, Zhu Xiaolong. Core Connotations and Implementation Pathways of Ideological and Political Education in Physical Education Courses in the New Era [J]. *Sports World*, 2024(09): 11-13.
- [5] Hu Deping. Aligning Ideological and Political Education in Physical Education Courses with Dedicated Ideological and Political Courses: Theoretical Logic, Practical Obstacles, and Advancement Pathways [J]. *Journal of Shanghai University of Sport*, 2024, 48(11): 9-22.
- [6] Zheng Jichao, Dong Cuixiang, Zhu Chunshan. Research on Ideological and Political Education in Physical Education Courses at Chinese Higher Education Institutions: Review and Outlook [J]. *Journal of Shandong Institute of Physical Education*, 2022, 38(04): 67-75.
- [7] Chai Lisen, Zhang Rui. Value Coupling: Research on the Theoretical Implications and Practical Pathways of Ideological and Political Education in Physical Education Courses [J]. *Journal of Beijing Sport University*, 2022, 45(06): 73-85.
- [8] Zhao Fuxue. Problem Analysis, Action Reflection, and Pathway Optimization in Ideological and Political Education Development for Physical Education Courses in Higher Education Institutions [J]. *Journal of Shanghai University of Sport*, 2024, 48(11): 32-42.
- [9] Zhang Jie, Li Jiaqi, Zhang Xin. The Contemporary Value, Element Analysis, and

Implementation Pathways of Integrating the Chinese Sports Spirit into Ideological and Political Education in University Physical Education Courses [J]. *Journal of Tianjin University of Sport*, 2023, 38(05): 591-598.

[10] Zhu Lixia, Wu Bang. On the Value Implications and Practical Pathways of Integrating the Marxist Concept of Life into Ideological and Political Education in University Physical Education Courses [J]. *Journal of Wuhan Sport University*, 2022, 56(11): 54-60.

[11] Zhou Ang. Forging the Soul and Cultivating Talent: An Exploration of the Coherence and Practical Pathways in Constructing Ideological and Political Education in Physical Education Courses in the New Era [J]. *Track and Field*, 2022(03): 18-20.

[12] The Educational Implications, Challenges, and Advancement Strategies of Ideological and Political Education in University Martial Arts Courses [J].

[13] Zhang Jie, Li Jiaqi, Zhang Xin. The Contemporary Value, Element Analysis, and Implementation Pathways of Integrating the Chinese Sports Spirit into Ideological and Political Education in University Physical Education Courses [J]. *Journal of Tianjin University of Sport*, 2023, 38(05): 591-598.

[14] Ding Haifeng, Tao Yuli, Zhang Yao. Practical Exploration of Cultivating National Identity Among College Students Through Ideological and Political Education in Physical Education Courses [J]. *School Party Building and Ideological Education*, 2024(16): 57-59.

[15] Wang Zhen, Wu Na, Cao Chao. Research on Pathways for the Integrated Development of University Physical Education and Ideological and Political Education [J]. *Contemporary Sports Science and Technology*, 2024, 14(23): 142-145.