

# Design and Exploration of College Squash Course Under the Background of Course Ideological Management

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**Abstract:** Various of research methods will be applied to this thesis, such as survey interview, literature consulting, case analysis and etc. Through combining with the squash course (an elective course) in Shanghai Second Polytechnic University, the squash course will be designed and explored around the course objectives, course content, teaching hours, teaching methods, assessment and other aspects. The course aims at enabling our students to master a novel sports program and cultivating the spirit of hard work, solidarity and cooperation. On the other hand, the thesis will form a combination of physical education and ideological and political education, which is conducive to constructing of the Great Ideological Management system in college and enhancing the pertinence and effectiveness of the ideological and political education in college. The thesis will show practical guiding significance for the reform and development of physical education in college.

## 1. Results and Analysis

### 1.1 The Significance of the Squash Course in College

At the meeting of National University Ideological and Political Work, Xi Jinping, general secretary of the Central Committee of the Communist Party of China (CPC), emphasized that the Ideological and Political Theory Courses in colleges should be enhanced by improving, promote the affinity and pertinence of ideological and political education and meet the needs and expectations of students' development. In order to form a synergistic effect between other courses and ideological and political theory courses, other courses should meet their obligations<sup>[1]</sup>. The physical education in college not only contains rich elements of ideological and political education, but also has a strong ideological and political education function.

Squash is a sport program which assembles competitiveness, opposability and fun. It originated in the United Kingdom and has a history of hundreds of years in the world. However, in China, it is only in its infancy. There are only a few universities in China that conduct squash courses. In the new era, the introduction of squash course is the trend of the innovation and reform in the current era. In order to increase the physical education course for students, improve students' physical quality, teach students the spirit of teamwork and temper their willpowers, various of important measures are essential, such as learning the basic theoretical knowledge of squash, mastering the rules, skills and tactics of squash and understanding the basic methods of squash teaching.

### 1.2 Design and Exploration of Squash Course in College

Through the organized and planned squash teaching activities, firstly, the squash course in college aims at guiding students to know and understand squash, improve their squash skills, master a new sport program, improving students' physical quality and sports cognition level. Secondly, the squash course will also improve students' physical quality, teach students the spirit of teamwork and temper their willpowers. Lastly, we should strengthen the combination between the squash course and the ideological and political education, forming a synergistic education.

Taking the squash course design of Shanghai Second Polytechnic University as an example, this

this thesis considers the squash course in college as a unique physical education course. The course design should follow the rules of college students' physical and mental development and the students' hobbies, and adhere to the combination between health and culture, the combination between development and flexibility and the combination between convention and innovation. The design and exploration of the squash course are conducted around the course objectives, course content, teaching hours, teaching methods, assessment and other aspects.

#### 1.2.1 Course Objectives

The squash course objectives generally include skills, participation, physical quality, mental health and social adaptation. The first three objectives are set to examine students' physical quality and familiarity with squash knowledge and skills. And mental health and social adaptation are set to examine students' psychological quality and communication skills in social relations, interpersonal communication and teamwork. Through the organized and planned squash teaching activities, the squash course in college aims at guiding students to know about squash, mastering new sport program, improving students' squash skills, promoting students' physical quality and sports cognition level and tempering students' willpowers. In addition, the combination between the squash course and the ideological and political education should be strengthened, forming a synergistic education. Under the background of course ideological management, the combination between the squash course in college and the ideological and political education would benefit for making the elements of ideological and political education in physical education course work actively and achieving the physical education course objectives.<sup>[2]</sup>

#### 1.2.2 Course Content Design

This thesis divides the squash course into two parts, the theories part and the practical part.

Table 1 Content Schedule of the Squash Course in College

Theories Part	Practical Part
Origin and Development	Basic Skills
Competition Rules	Basic Tactics
Refereeing Methodology	General Physical Quality
Event Organization	Specialized Physical Quality
Video Learning	Squash Competition

The theories part is composed of basic theories study and specialized theories knowledge, including the origin and development of squash, competition rules, refereeing methodology, event organization and video learning. Any kind of education must respect the development law of the discipline in the field, and the squash course is no exception<sup>[3]</sup>. We should first make our students understand the origin and development of squash, rules and judgments, and thus stimulate the interest of the students.

The practical part is composed of skills and tactics teaching and physical quality teaching. The teaching process of squash skills and tactics is a gradual process. First, the students should learn the basic motions such as grip, serve, return of the serve, straight, slash, boast, volley, smash, drop and etc. Second, learn how to organize and conduct the tactics. Finally, we could conduct the teaching process by holding competition. Then we complete the gradual guide for the improvement of students' skills level. Through the physical quality teaching, which improves students' strength, speed, endurance and flexibility, we could not only improve students' squash specialized ability and physical quality, but also temper students' willpowers and the sport spirit of hardiness and perseverance.

#### 1.2.3 Teaching Hours Assignment

The teaching hours of squash course in college consist of the theories part and the practical part. As a specialized course in college physical education, the squash course has a set-up period of 11 weeks, a total class time of 32 hours(3 hours per week). From the distribution of teaching hours, there will be 6 teaching hours for the theories part, which accounts for 18.75%, 24 teaching hours for the practical part, which accounts for 75%, and 2 teaching hours for the assessment, which accounts for 6.25%. According to the author, the core of the squash course in college should be

based on the practical part, supplemented by the theories part.

Table 2 Teaching Hours Assignment of Squash Course in College

Content	Teaching Hours	Percentage(%)
Origin and Development	1	3.125
Competition Rules	1	3.125
Refereeing Methodology	1	3.125
Event Organization	1	3.125
Video Learning	2	6.25
Basic Skills	10	31.25
Basic Tactics	6	18.75
General Physical Quality	4	12.5
Specialized Physical Quality	4	12.5
Assessment	2	6.25
Total	32	100

#### 1.2.4 Design of Teaching Methods

The physical education teaching method is a general term for technical teaching activities that can be adopted by both teachers and students to achieve the objectives of physical education and to complete physical education tasks in the process of physical education. In addition to the most basic teaching methods, such as explanation, decomposition, completion and etc., this thesis will explore other teaching methods of better pertinence.

##### 1.2.4.1 Stratified Teaching

The stratified teaching is to scientifically divide the students into several groups of similar skill levels according to the students' current knowledge, ability and level, and the teacher should make a distinction among groups. These groups could be best developed and promoted in the appropriate stratification strategies and interactions in the class. We should recognize the objective existence of the learning ability difference among the students. First, the teacher shall understand the differences and the stratified standard. Secondly, the teacher ought to divide the students into different groups according to the stratified standard. Thirdly, different teaching methods should be adapted to different groups. Finally, we will conduct stage tests and stratified assessment. For example, in the program of quality development, the students could choose projects of different degree of difficulty, and the teacher can provide guidance to mobilize the students' learning enthusiasm and inspire their interest in the teaching process.

##### 1.2.4.2 Targeted Teaching

Each student will have different ways of understanding and inner feelings about new things, which determine the difference among the ways they learn and think. In the teaching process, we should respect each student's unique personality and learning style in the uniform course objectives, by designing targeted teaching methods according to different personality characteristics and physical characteristics of students, and choosing the practice forms, amount of exercise and teaching content rationally, so that we could protect each student's personality development space.

##### 1.2.4.3 Groups Cooperation Teaching

The groups cooperation teaching method is mainly based on group cooperation in the teaching process, by dividing the better students and the students need to work harder into the same group. This method can enable the students need to work harder to feel the help of other students and enjoy the warmth of the team and happiness of the success. And for those students who could learn better, this method could provide a greater stage, fully motivate them to organize their teaching ability, exert their fortes and experience the mental joy of helping other students. Through the groups cooperation teaching method, the ideological and political education is naturally integrated into the course. By helping each other, learning from each other's strengths, the students would establish a relationship of unity, mutual assistance and equality among themselves, which also create favorable conditions for the education.

#### 1.2.4.4 Flipped Classroom and Blending Learning

According to the teaching tasks which are arranged by the teacher, the students completed the study by watching course video after class. That's what we call it flipped classroom. And the blending learning refers to the mixed teaching which consist of both the online and offline teaching. The flipped classroom is the basis of the blending learning. The two methods complement each other. For example, a class of students is divided into 4 groups. Each group of students collects different video materials according to the teacher's requirements and learns together through discussion in class. In addition to collecting basic skills and tactics videos and learning the skills and tactics of opponents, we may guide students to collect related videos of the sport spirit, to combine ideological and political education and physical education. Then the students could discuss and study together during the course. The video materials may be collected are listed as follow:

Table 3 Video Materials Collection

Groups	Content of Collected Videos	Ideological and Political Education Points
Group 1	Videos of handshakes between athletes and referees after the games	Sports Etiquette
Group 2	Videos of commutative encouragement among teammates	Teamwork
Group 3	Videos of highlight rounds	Struggling
Group 4	Videos of turning the tables and persist after getting wounded or injured	Persistence

#### 1.2.5 Assessment

The assessment of squash course in college should establish a pluralistic teaching evaluation system. Those parts of course which are related to squash and the students' independent learning and activities should be also included in the assessment as important roles. The assessment is mainly divided into two parts, skills assessment and learning behaviors assessment. Skills assessment accounts for 70% and learning behaviors assessment accounts for 30%. Skills assessment includes theoretical knowledge, squash skills, competitions, and physical quality. And the learning behaviors assessment includes attendance, learning attitude and peer assessment.

Table 4 Assessment of Squash Course in College

Assessment Part	Assessment Index	Type of Assessment	Form of Assessment	Percentage(%)
Skills Assessment	Theoretical Knowledge	Skills Evaluation	Written Examination	10
	Squash Skills	Skills Evaluation	Practice	40
	Competitions	Skills Evaluation	Practice	10
	Physical Quality	Achieving the Standard	Practice	10
Learning Behaviors Assessment	Attendance	Examination	Participation	10
	Learning Attitude	Examination	Participation	10
	Peer Assessment	Examination	Peer Assessment	10

In the teaching evaluation system, the individual differences among students should be paid attention to. The teacher could set a uniform assessment standard, with different forms of assessment. Combining with the stratified teaching, the teacher should take the differences among the students into consideration when setting the assessment index.

## **2. Conclusion and Suggestions**

### **2.1 Conclusion**

2.1.1 Under the background of the course ideological management with the eventual aim of educating people, this thesis conducts the design and exploration around the course objectives, course content, teaching hours, teaching methods, assessment and other aspects, which reflects the comprehensiveness, practicality, innovativeness and humanism of the squash course in college.

2.1.2 At present, most physical education courses ignore the leadership of sports value for our students while transferring sports knowledge and improving athletic ability. Therefore, the main spirit of sports, including the transfer of sports knowledge, the improvement of athletic ability and the leadership of sports value, failed in synchronizing, which is also the status quo of the physical education course.

### **2.2 Suggestions**

2.2.1 For the sake of making contribution to meeting the strong demand of the Communist Party of China and our country in such a critical period for the higher education and outstanding talents, it is essential for the physical education courses to improve the professionalism and work ethic of the course teachers, strengthen internal communication, refine the excavation of the ideological and political elements of physical education courses and deepen the integration of physical education teaching points.

2.2.2 During the process of conducting the squash courses in college, we should take the leadership of sports value as the course topic and explore the new patterns of teaching. According to the differences among the students, there must be effective training methods for various students. And cultivating the students' idea and emotion to go in for lifelong physical education also plays an important role.

## **References**

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