

Difficulties and Long-term Countermeasures for Five-education Integration in Private Physical Education Majors from the Perspective of "Internet + Ideological and Political Education": An Empirical Study Based on the College of Physical Education, Hunan International Economics University

Yanhua LI¹, Chao ZHANG^{1*}, Na ZHAO^{2*}

1. Hunan International Economics University, Changsha 410000, China; 2. Yulin Normal University, Yulin 536000, China

Abstract Physical education majors in private universities undertake the mission of cultivating applied sports talents. "Internet + ideological and political education" breaks the temporal and spatial constraints of education and provides technical support for in-depth five-education integration. In this paper, the College of Physical Education, Hunan International Economics University is taken as the research sample. Through questionnaires, teacher-student interviews and teaching data statistics, the empirical research on 426 students and 38 professional teachers is conducted. The results reveal five core problems hindering five-education integration for private physical education majors; fragmented educational concepts, lagging digital platform construction, fragmented curriculum systems, single evaluation modes and insufficient operational support. Following the logic of digital education, this paper constructs a five-in-one long-term mechanism featuring platform empowerment, curriculum reconstruction, collaborative teacher development, diversified evaluation and fund guarantee. It offers practical references for private physical education majors to fulfill the fundamental task of fostering virtue through education and deepen teaching reforms for five-education integration.

Key words Internet + ideological and political education; Physical education in private universities; Five-education integration; Teaching reform

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The *Guiding Outline for Curriculum Ideological and Political Education Construction in Higher Education Institutions* clearly requires all majors in universities to promote the integrated development of moral, intellectual, physical, aesthetic and labor education in a coordinated manner^[1]. The physical education majors in private universities emphasize the cultivation of skilled talents, and the problems such as emphasis on skills over literacy, fragmentation of the five educations, and solidification of ideological and political integration exist for a long time^[2]. With the advancement of internet and digital technologies, new media, big data and smart teaching platforms have reshaped ideological and political education model in universities. They can effectively break down the barriers between in class and out of class, online and offline education, and provide a new path for the coordinated implementation of the five educations^[3].

The College of Physical Education, Hunan International Economics University is a construction unit for first-class undergraduate physical education majors among private universities in Hunan Province. Its scale and talent training modes represent typical fea-

tures of private higher education institutions. Taking this school as an empirical case, this paper identifies practical bottlenecks in five-education integration and puts forward long-term optimization countermeasures, so as to enrich research outcomes on teaching reforms for private physical education majors.

1 Research design and empirical data

This investigation covered 450 undergraduates of cohorts 2022 – 2025. 426 valid questionnaires were collected, with an effective response rate of 94.7%. Meanwhile, 38 faculty members were interviewed and three-year teaching management data were collected. Major findings are as follows:

1.1 Insufficient awareness among teachers and students

Only 27.2% of teachers can fully interpret the connotation of five-education integration; 63.1% focus merely on skill teaching. Merely 31.5% of students recognize the comprehensive educational effects of professional courses, and over 60% hold that physical education teaching is disconnected from literacy cultivation.

1.2 Low efficiency of digital platform application On-campus platforms only support basic teaching functions without exclusive modules for five-education integration. Teachers spend less than 1.2 h weekly on online educational activities. More than 70% deliver scattered online ideological and political content without systematic instructional design.

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* Corresponding author.

1.3 Weak operational guarantee Annual investment in digital construction for five-education integration is less than 20 000 yuan. Only 13.2% of teachers are interdisciplinary talents competent in ideological and political education, digital instruction and curriculum design, indicating a prominent talent shortage.

2 Practical difficulties of five-education integration in private physical education majors

2.1 Rigid educational concepts and weak understanding of digital integration Guided by employment and competition goals, private physical education programs generally adopt a skill-centered mindset and lack holistic five-education philosophies. Most teachers regard the internet merely as a material sharing tool and ignore the holistic educational value of big data and interactive platforms^[4]. Meanwhile, high teacher turnover and insufficient special training in private institutions further lead to outdated educational concepts and poor awareness of digital educational integration.

2.2 Lagging digital platform construction and inadequate educational support Current teaching platforms have limited functions and lack smart modules such as red sports ideological and political resource libraries, aesthetic education exhibition halls, labor practice check-in systems and moral education big data analysis. Restricted by funding, platform maintenance and updates fall behind, and innovative teaching resources such as virtual simulation modules are not incorporated into five-education systems^[5]. In addition, online learning outcomes cannot be linked to offline assessments, splitting educational workflows and preventing closed-loop education.

2.3 Fragmented curriculum system and formalized five-education integration Curricula are dominated by skill courses while moral, aesthetic and labor education remain scarce; systematic integrated curriculum modules are absent. Ideological and political elements are superficially attached to professional courses instead of being deeply excavated from disciplinary content. Online teaching tends to be formalistic, lacking in-depth designs such as project-based learning and cloud seminars.

2.4 Single evaluation system and absence of digital assessment mechanisms Talent evaluation still centers on skill assessment and written final examinations; comprehensive literacy items account for less than 10% of total scores. No big data driven online evaluation system is available to quantify students' online learning, practical participation and aesthetic outputs^[6]. Five-education outcomes rely heavily on subjective teacher ratings, resulting in assessments lacking objectiveness and comprehensiveness.

2.5 Constraints of funds and teaching staff and deficient long-term guarantee mechanisms Private universities receive no special fiscal appropriation and suffer tight budgets, without dedicated funds for digital five-education construction. Meanwhile, physical education teachers commonly lack competencies in ideological and political instruction and digital media operation. On campus training is insufficient, and hiring external experts incurs high costs. Interdisciplinary teaching teams cannot satisfy de-

mands for teaching reforms.

3 Long-term implementation countermeasures for five-education integration

3.1 Reshaping integrated educational concepts and strengthening all staff awareness of digital ideological and political education Regular special training shall be organized to eliminate skill only mindsets with practical cases of physical education. It should clarify the responsibilities of all teachers, counselors, and coaches in educating students, incorporate the digital ideological and political education and the five-education integration into the annual assessment, and consolidate the concept of educating students throughout the entire process.

3.2 Building a smart educational platform and improving digital educational carriers A dedicated smart platform shall be upgraded and constructed with five core modules: red ideological and political resource library, sports and aesthetics education exhibition hall, labor practice check-in system, interactive online teaching and big data analytics. Special funds shall be allocated for platform maintenance. School – enterprise cooperation shall be leveraged to update teaching content and realize closed-loop online and offline education.

3.3 Reconstructing modular curricula to realize in-depth five-education integration A four-tier progressive curriculum system shall be established: general foundation, professional core, digital expansion and practice competition. Traditional skill courses shall be revised to embed comprehensive education elements. Online and offline blended teaching shall be promoted to implement moral, aesthetic and labor education across pre-class, in-class and post-class stages, avoiding superficial ideological and political labeling.

3.4 Constructing diversified evaluation systems for digital comprehensive assessment A dual track assessment model combining "online data quantification and offline comprehensive evaluation" shall be adopted with weighted indicators: professional skills 40%, moral literacy 20%, intellectual education 15%, aesthetic education 15%, labor education 10%. Process data from the platform, teacher-student mutual evaluation and enterprise feedback shall be integrated with formative and summative assessment to accurately measure educational effectiveness.

3.5 Expanding guarantee channels and developing high-quality interdisciplinary teaching teams A multi-source funding model consisting of institutional overall allocation, school – enterprise cooperation and teaching reform project grants shall be established. Interdisciplinary research teams combining physical education and ideological and political teachers shall be built through internal training plus external recruitment. Teaching innovation incentives shall be set up to comprehensively enhance teachers' digital integration and education capabilities.

4 Conclusion

Five-education integration is a core measure for private physical education (To page 78)

tion funds from downstream water benefit areas to upstream water source protection areas such as Gacha, banner and county, to compensate for the economic losses caused by the control of industrial water intake in the upstream and balance the interests of upstream and downstream water use. Fourth, it should refine the water resources assessment and accountability system, include the control of total water use in the basin and the maintenance of ecological water levels in the lake in the performance assessment of local governments, punish the responsible parties for excessive water intake and damage to natural river runoff in accordance with the law, and rely on institutional constraints to ensure long-term supply-demand balance of water resources.

4 Conclusion

The contradiction between supply and demand of water resources in the Hulun Lake basin is a complex problem formed by the superposition of natural climate evolution and regional human development activities. The imbalance of water resources distribution in time and space, extensive industrial water use, fragmentation of cross regional governance, and insufficient control mechanism constraints are the four core causes of the contradiction. There is a continuous shortage of water resources in the current watershed during normal and dry years. If systematic regulation is not implemented, it will continue to cause irreversible ecological damage such as shrinkage of lake waters, desertification of lake-side grasslands, and decline in biodiversity. To resolve the conflict between supply and demand of water resources in the basin, it cannot rely solely on short-term emergency ecological water replen-

ishment. It is necessary to establish an integrated regulation system of "engineering regulation and storage + industrial water conservation + cross regional collaboration + institutional control"; relying on water conservancy projects to optimize the spatial and temporal distribution of natural runoff, compressing the total demand for production water through water-saving transformation, coordinating the distribution of water resources throughout the entire region through cross-border and cross-county collaborative mechanisms, and safeguarding the bottom line of ecological water in the lake with a rigid water resource management system. The coordinated implementation of multiple measures can gradually narrow the gap between supply and demand of water resources in the basin, balance the demand for water for industrial development in pastoral areas and ecological protection of the Hulun Lake, achieve long-term sustainable use of water resources in large-scale lake basins of arid and semi-arid regions, and build a solid ecological security barrier for grasslands in northern China.

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cal education majors to implement fostering virtue through education and cultivate high-quality applied sports talents. "Internet + ideological and political education" effectively solves major challenges for private institutions including fragmented education, insufficient educational carriers and simplistic evaluation frameworks. This paper identifies key bottlenecks of five-education integration in private physical education majors and constructs a long-term educational mechanism from five dimensions: educational concepts, digital platforms, curricula, evaluation and supporting guarantees. Private universities should take full advantage of digital ideological and political education, continuously advance teaching reforms, promote deep five-education integration, and cultivate well rounded high-quality physical education professionals.

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