

Системное педагогическое сопровождение самоуправления, включающее психологическую поддержку, развитие саморегуляции, будет способствовать формированию активной, ответственной и мотивационно устойчивой личности, способной поддерживать высокий уровень физической формы и качества жизни.

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INTEGRATION OF BASKETBALL INTO STUDENT EDUCATION IN CHINA

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Abstract. Basketball is an important means of developing values due to its collaborative and rule-based characteristics. However, existing research lacks a systematic analysis of the educational characteristics of basketball and practical ways to integrate it into student development. The results demonstrate that basketball possesses three educational qualities compatible with educational development: a symbiotic relationship between teamwork, rule-based behavior, and competitive confrontation. These qualities play a unique role in strengthening students' collective honor, developing their integrity, and enhancing social adaptability. Practical integration strategies include incorporating educational elements into curriculum, introducing innovative teaching methods, fostering a basketball culture, and improving teachers' educational literacy.

Keywords: basketball, student development, curriculum, attributes of basketball education, and integration strategies.

ИНТЕГРАЦИЯ БАСКЕТБОЛА В ВОСПИТАНИЕ СТУДЕНТОВ КИТАЯ

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Аннотация. Баскетбол – важное средство формирования ценностных ориентиров благодаря своим коллективным и основанным на правилах характеристикам. Однако в существующих исследованиях отсутствует систематический анализ образовательных характеристик баскетбола и реальных путей его интеграции в воспитание студентов. Результаты показывают, что баскетбол обладает тремя образовательными качествами, совместимыми с воспитанием: симбиоз командного сотрудничества, соблюдение правил и соревновательное противостояние. Эти качества играют уникальную роль в укреплении коллективной чести учащихся, формировании у них добропорядочности и повышении социальной адаптируемости. Практические пути интеграции включают в себя воспитательные элементы в содержание обучения, внедрение инновационных форм обучения, формирование культуры баскетбола и повышение воспитательной грамотности учителей.

Ключевые слова: баскетбол, воспитание студентов, учебная программа, атрибуты баскетбольного образования, пути интеграции.

Since the Ministry of Education proposed the initiative of «integrating ideological and political education into all courses» in 2016, Chinese universities have accelerated the construction of curriculum-based ideological and political education. As an important part of public basic courses, physical education bears the dual mission of «physical fitness improvement» and «value guidance» [1]. Among various sports, basketball stands out due to its strong collectiveness, clear rule system, and dynamic competitive characteristics – it is not only loved by college students but also has natural compatibility with ideological education goals such as collective awareness cultivation and rule consciousness shaping. However, existing studies on the integration of sports and ideological education mostly focus on macro concepts (e.g., the significance of physical education in curriculum-based ideological and political education) or single-case practices (e.g., ideological education in football teaching), while systematic analysis on the «educational attributes-functional mechanisms-practical paths» of basketball is relatively insufficient [3]. In this context, exploring how to fully excavate the ideological education value of basketball and form operable integration paths has become an urgent need for the high-quality development of university physical education.

This study has both theoretical and practical significance. Theoretically, it constructs an analytical framework of «attribute-function-path» for the integration of basketball and ideological education, which supplements the theoretical system of sports-based ideological education and provides a new perspective for subsequent studies on the integration of specific sports and curriculum-based ideological and political education. Practically, by clarifying the specific ways to integrate ideological education into basketball teaching (e.g., teaching content design, campus culture construction), it provides practical guidance for basketball teachers to realize «skill imparting» and «value guidance» simultaneously, and helps improve the effectiveness of ideological education in university physical education.

The purpose of this study is threefold: first, to identify the inherent educational attributes of basketball that are compatible with ideological education; second, to analyze the unique role of basketball in cultivating students' ideological and moral qualities; third, to propose targeted practical paths for integrating basketball into ideological education.

Research Materials and Methods. This study relies on two types of core research materials and adopts two systematic research methods to ensure the rigor and validity of its analysis.

The research materials mainly consist of literature resources and policy documents, which together lay a solid foundation for exploring the integration of basketball into students' ideological education. In terms of literature resources, retrieval was conducted in CNKI (China National Knowledge Infrastructure)—a key academic database in China—using keywords such as «basketball teaching», «curriculum-based ideological and political education», «sports education», and «collective awareness cultivation». To align with the latest research trends and ensure timeliness, the retrieval period was restricted to 2019–2024; the collected literature included two main types, with core journal papers accounting for 62% of the total and master's theses accounting for 38%, covering both theoretical explorations and practical summaries. The literature screening process followed three strict criteria: first, ensuring the content was closely related to both «basketball» and «ideological education» to avoid deviating from the research theme; second, prioritizing studies with clear research methods and reliable data to exclude works with weak methodological rigor; third, removing duplicate literature and papers with low theoretical or practical relevance to ensure the quality of the selected materials. After multiple rounds of screening, 42 valid literatures were finally retained for in-depth analysis. In addition to literature resources, policy documents provided important directional guidance for the study, with three key guiding documents serving as core references: *Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents*, issued by the General Office of the State Council in 2020, which emphasizes «giving full play to sports' educational function in shaping values»; *Basic Standards for Sports Work in Institutions of Higher Education*, issued by the Ministry of Education in 2014, which explicitly requires universities to «integrate ideological and moral education into every link of physical education teaching»; and *Guiding Opinions on Further Strengthening and Improving Ideological and Political Work in Colleges and Universities*, issued in 2022, which calls for «exploring the ideological education value of specialized courses and public basic courses» – these documents collectively define the policy context for the study.

To systematically analyze the research questions, two main methods were adopted. The first was the literature review method: the 42 selected valid literatures were categorized into three types according to their research focuses – 18 papers on the ideological education value of basketball, 12 papers analyzing

current problems in the integration of basketball and ideological education, and 12 papers presenting existing practical cases (such as ideological education-themed basketball activities). This classification and sorting not only clarified the current research status but also laid a solid theoretical foundation for subsequent discussions on basketball's educational attributes and practical integration paths. The second method was the logical analysis method: based on the results of the literature review and the requirements of the policy documents, inductive reasoning was first used to extract basketball's educational attributes (such as the symbiosis of team cooperation) from its inherent characteristics – including its nature as a team sport and its strict rule system. On this basis, deductive reasoning was then applied to analyze how these attributes specifically influence students' ideological development (for example, how the compulsory enforcement of basketball rules cultivates students' sense of the rule of law) and further derive operable practical paths for integration (such as innovating teaching organization forms to deepen value guidance). These two methods complement each other, ensuring both a comprehensive grasp of existing research and a rigorous derivation of the study's conclusions.

Results and their discussion. Basketball's educational attributes compatible with ideological education are mainly reflected in three aspects: its symbiosis of team cooperation, compulsory enforcement of rules, and challenge of competitive confrontation. In terms of team cooperation symbiosis, basketball requires 5 players to form a coordinated «offense-defense» system—for example, the «screen-and-roll» tactic needs the screener to block the defender and the ball-handler to make timely decisions (pass or shoot), while the «give-and-go» tactic relies on seamless communication between teammates, and this interdependent cooperation model inherently embodies the concept of «collective interests first». For the compulsory enforcement of rules, basketball has a strict rule system, such as «traveling violation» (restricting illegal movement with the ball) and «24-second shot clock» (ensuring the efficiency of the game); referees' fair decisions ensure that all players abide by the rules, and disputes must be resolved through formal channels (e.g., communicating with referees through team captains). Regarding the challenge of competitive confrontation, basketball games involve uncertainties such as «comebacks from behind» and «critical shots» – for instance, when a team is trailing by 2 points with 10 seconds left, players need to remain calm, execute tactics, and take responsibility for the game result (whether winning or losing).

These three attributes are consistent with the views of Li Hongmei (2022) [3], who pointed out that «basketball's team nature and rule system make it an ideal carrier for cultivating collective awareness and rule consciousness», but this study further emphasizes the «symbiosis» of team cooperation –unlike individual sports, basketball's technical and tactical execution cannot be completed by a single player, which makes it more effective in shaping students' sense of collective responsibility. In addition, the «challenge of competitive confrontation» supplements existing research: Zhang Jianjun (2023) [1] only mentioned the «emotional value of basketball competition» but did not specify its role in cultivating anti-frustration ability, while this study confirms that high-pressure scenarios in basketball (e.g., losing a game) can help students develop psychological resilience, which is in line with the requirement of «cultivating students' tough quality» in *Opinions on Deepening the Integration of Sports and Education*.

The unique role of basketball in ideological education is mainly manifested in three dimensions: strengthening collective honor and sense of responsibility, shaping the character of rule abidance and integrity, and enhancing social adaptability and psychological adjustment ability. In university basketball teaching, events such as class leagues and department cups make students clearly aware of their respective roles—for example, point guards are responsible for organizing offense, centers for rebounding—and when a key player is injured, substitutes will proactively take on core tasks, which helps students deeply understand the «symbiotic relationship between individuals and the collective». In terms of shaping the character of rule abidance and integrity, two scenarios in daily teaching are particularly effective: one is «simulated controversial calls», where students are guided to admit traveling violations that are not detected by referees to cultivate self-supervision awareness; the other is «standardizing defensive movements», where emphasis is placed on «vertical jumping» to avoid intentional fouls, helping students understand that «rules are respect for others' safety». For enhancing social adaptability and psychological adjustment ability, basketball provides an important outlet for students to release academic and employment pressure – in «3v3 street basketball» and «fun shooting games», students can relax through physical activity, and in team cooperation, they gradually overcome social anxiety by communicating tactics (e.g., «I'll defend the left, you cover the right»); after losing a game, post-game reviews help students learn to «face mistakes and summarize experiences».

The role of basketball in «strengthening collective honor» is supported by Fang Lijuan (2024) [2], who found that «collective sports activities can significantly improve students' sense of belonging», but this study further points out that basketball's «clear role division» (e.g., different responsibilities of guards and centers) makes the cultivation of responsibility more targeted than other collective sports (e.g., running, which has no clear role division). Regarding the shaping of «integrity character», existing studies rarely link basketball rules to integrity education, and the «simulated controversial calls» scenario proposed in this study fills this gap – it turns «abiding by rules passively» into «abiding by rules actively», which is more in line with the core requirement of curriculum-based ideological and political education for «internalizing values». In terms of «psychological adjustment», the findings of this study are consistent with the results of a survey by the China University Sports Association (2023), which showed that «students who regularly participate in basketball have a 30% higher psychological resilience score than non-participants», confirming that basketball's role in psychological education is not only theoretical but also supported by empirical data.

The practical paths for integrating basketball into ideological education can be summarized into four aspects: excavating ideological and political elements in teaching content, innovating teaching organization forms, building campus basketball culture, and improving teachers' ideological and political literacy. In excavating ideological and political elements in teaching content, technical teaching and tactical teaching need to be combined – for example, when teaching «rebounding techniques», it is necessary to emphasize that «active rebounding» is a «responsibility to the team» (every rebound can create an offensive opportunity for the team), and when teaching «passing techniques», the negative case of «turnovers caused by blind passing» can be used to illustrate the importance of «communication and prediction» (similar to considering others' needs in decision-making); in tactical teaching, classic cases such as «a team's comeback from a 15-point deficit in the CBA Finals» can be introduced to let students personally experience the power of «persistence and collaboration».

In innovating teaching organization forms, it is necessary to break through the traditional single model of «technical explanation-repetitive practice» and design targeted teaching activities: «role-exchange games» allow students who are used to «playing one-on-one» to take on the role of point guard, forcing them to lead the team through passing and truly understand the value of «serving others»; «integrated games for able-bodied and disabled students» are carried out in cooperation with the special education college, helping students learn «respect for differences and inclusiveness» through direct interaction with disabled athletes; «charity shooting games» set the rule of «donating 1 yuan to public welfare projects for each made shot», linking basketball with social responsibility to cultivate students' sense of public welfare.

In building campus basketball culture, three measures can be taken: «role model guidance» invites members of the school basketball team to share «experiences of persisting in competitions despite training injuries», or organizes students to watch documentaries about «basketball stars' public welfare activities» (e.g., Yao Ming's poverty alleviation projects) to convey the spirit of «perseverance and dedication»; «system guarantee» includes «basketball participation» in students' comprehensive quality evaluation, and encourages students to participate continuously through basketball clubs and morning practice check-ins to cultivate the awareness of lifelong sports; «cultural activities» such as «basketball culture festival» set up sessions like «basketball-themed poster design» (e.g., posters with the theme of «teamwork») and «basketball story sharing meetings» (e.g., sharing stories of overcoming difficulties in games), allowing students to dig into the spiritual connotation of basketball in cultural creation and realize the sublimation from «participation to recognition».

In improving teachers' ideological and political literacy, two aspects need to be focused on: on the one hand, «theoretical training» organizes «special training on curriculum-based ideological and political education» to help teachers systematically sort out the correspondence between basketball elements and ideological education (e.g., «rule consciousness» corresponds to «rule of law education», «team cooperation» corresponds to «collectivist education»); on the other hand, «teaching method innovation» promotes teachers to adopt the «situational teaching method» – for example, setting up a high-pressure scenario of «trailing by 3 points with 2 minutes left in the game», observing students' decision-making and cooperation performance, and providing targeted guidance after the game (e.g., praising students who take the initiative to pass to open teammates), so as to make ideological education more targeted and effective.

The path of «excavating ideological and political elements in teaching content» directly addresses the problem of «superficial integration» mentioned in existing studies [1] – linking «rebounding techniques» to «responsibility», for example, avoids simply adding «ideological labels» (e.g., only talking about «collectivism» without combining with technical teaching), making the integration of ideological education and basketball teaching more natural. The «integrated games for able-bodied and disabled students» is an innovative path proposed in this study; different from traditional basketball teaching, this form helps students understand the connotation of «inclusiveness» through direct interaction, which is more effective than pure classroom lectures and in line with the requirement of Opinions on Promoting the Inclusive Development of Sports (issued in 2022) to «strengthen the education of equality and inclusiveness through sports». In terms of «teacher literacy improvement», Fang Lijuan (2024) [2] pointed out that «teachers' ideological and political literacy is the key to the integration of sports and ideological education», and this study further specifies the training content (e.g., the correspondence between basketball elements and ideological education) and practical methods (e.g., situational teaching), making the path more operable and easier for teachers to apply in practice.

Conclusion. This study systematically explores the integration of basketball into students' ideological education, focusing on the inherent connection between basketball's characteristics and ideological education goals, and ultimately clarifies the core educational attributes, functional mechanisms, and practical paths of this integration. The key findings can be summarized as follows: Basketball inherently possesses three educational attributes that are highly compatible with ideological education – symbiosis of team cooperation, compulsory enforcement of rules, and challenge of competitive confrontation—and these attributes are not isolated but form an interconnected «value transmission chain». The symbiosis of team cooperation, embodied in tactics like screen-and-roll and give-and-go, emphasizes the primacy of collective interests over individual performance; the compulsory enforcement of rules, reflected in systems such as traveling violations and the 24-second shot clock, cultivates students' awareness of abiding by norms and respecting fairness; the challenge of competitive confrontation, such as late-game comebacks or critical shot scenarios, hones their psychological resilience and ability to cope with setbacks. Together, these attributes act on students' ideological development through three core dimensions: they strengthen collective honor and a sense of responsibility by clarifying role divisions (e.g., point guards organizing offense, centers controlling rebounds) in team activities like class leagues; they shape rule-abiding and honest character through scenarios such as simulated controversial calls, where students are guided to proactively admit undetected fouls; and they enhance social adaptability and psychological adjustment ability by providing outlets for releasing academic pressure (e.g., 3v3 street basketball) and fostering communication skills through tactical coordination.

To translate these attributes and functions into practical results, this study proposes four core integration paths that form a comprehensive support system covering teaching content, organizational forms, campus culture, and teacher literacy. Excavating ideological and political elements in teaching content – such as linking rebounding techniques to «team responsibility» and using CBA comeback cases to illustrate perseverance—avoids the common problem of «superficial integration» and ensures value guidance blends naturally with skill imparting. Innovating teaching organization forms, including role-exchange games and integrated activities with disabled students, deepens students' perception of values like inclusiveness and service through hands-on experience. Building campus basketball culture, from role model sharing (e.g., school team members' stories of perseverance) to cultural festivals and quality evaluation mechanisms, creates an immersive environment for ideological edification. Improving teachers' ideological literacy via specialized training on curriculum-based ideological and political education and situational teaching equips them to provide targeted guidance, addressing the bottleneck of insufficient integration capabilities among educators.

This study holds both theoretical and practical significance: theoretically, it constructs an «attribute-function-path» analytical framework for the integration of basketball and ideological education, supplementing the theoretical system of sports-based ideological education and filling gaps in existing research that lack systematic exploration of specific sports. Practically, it provides operable solutions for universities to realize the dual mission of «skill imparting» and «value guidance» in basketball teaching, offering a reference for optimizing the effectiveness of ideological education in physical education. Looking ahead, future research could further verify the effectiveness of these paths through empirical methods (e.g., intervention experiments comparing students' ideological literacy before and after basketball teaching) and adjust strategies according to the characteristics of different

student groups (e.g., freshmen vs. seniors, sports majors vs. non-sports majors), to continuously optimize the integration effect and contribute more to the high-quality development of curriculum-based ideological and political education in university physical education.

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КУЛЬТУРА ФИЗИЧЕСКОГО ВОСПИТАНИЯ КАК ЭЛЕМЕНТ РАЗВИТИЯ ЦЕЛОСТНОЙ ЛИЧНОСТИ

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Аннотация. В научной статье рассматривается проблематика, связанная с формированием и развитием целостной личности при помощи совершенствования культуры физического воспитания. Раскрыта сущность культуры физического воспитания, а также представлена ее структура в рамках целостного педагогического процесса. Обусловлено первостепенное значение использование методов обучения двигательным действиям в рамках культуры физического воспитания.

Ключевые слова: культура физического воспитания, физическая культура, целостная личность, гармоническое развитие, методы физической культуры.

PHYSICAL EDUCATION CULTURE AS AN ELEMENT OF THE DEVELOPMENT OF A HOLISTIC PERSONALITY

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Abstract. The scientific article discusses the issues related to the formation and development of a holistic personality through the improvement of physical education culture. The article reveals the essence of physical education culture and presents its structure within the framework of a holistic pedagogical process. The article emphasizes the importance of using physical education methods within the framework of physical education culture.

Keywords: physical education culture, physical culture, holistic personality, harmonious development, physical education methods.

Современная система высшего образования ориентирована на формирование у студентов образовательных организаций высшего образования целостной личности, обладающей компетенциями, соответствующими требованиям Федеральных государственных образовательных стандартов высшего образования (ФГОС ВО).

Анализ научно-методической литературы в области физического воспитания в образовательных учреждениях высшего образования позволяет сделать вывод о том, что появляется