A Study on the Application of Situational Teaching Methods in Cultivating Interest in Physical Education among First-Grade Primary School Students in the Context of Ideological and Political Education

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ABSTRACT

According to the principles of the "Physical Education and Health Curriculum Standards (2022 Edition)", physical education should be optimized and contextualized to make even monotonous activities like walking and running lively and engaging. Due to its unique nature, physical education possesses an educational function that cannot be replaced by other subjects. Situational teaching methods, by simulating real-life scenarios, not only enhance students' interest in sports but also integrate them with ideological and political elements. This not only aligns with the requirements of educational reform in the new era but also offers a new approach to primary school education. This study involved first-grade students from Huayang Primary School in Tianhe District, Guangzhou. Class 4 served as the experimental group (situational teaching combined with ideological and political elements) and Class 3 served as the control group (conventional teaching). Using questionnaires, experiments, and mathematical statistics, a 16-week comparative experiment was conducted to assess students' athletic ability and physical education interest. The results showed that: (1) the experimental group performed significantly better than the control group in the 50m run, vital capacity, rope skipping, sit-and-reach tests ($p<0.01$); (2) the experimental group's interest in physical education was significantly higher than that of the control group (119.71 ± 7.562 vs. 78.70 ± 5.346, $p<0.01$). Conclusion: The first-grade physical education curriculum contains a wealth of teaching contexts. The situational teaching method is scientific and effective in improving athletic ability and learning interest, and can better stimulate students' interest in sports and promote their all-round development.

Keywords: curriculum ideological and political education; physical education learning interest; situational teaching method

INTRODUCTION

The Physical Education and Health Curriculum Standards (2022 Edition) takes the implementation of moral education and character building as its fundamental task, adheres to the educational concept of "health first", attaches importance to the synergistic effect of physical education and mental education, fully reflects the essential characteristics of strengthening the body and educating people, and promotes the all-round development of students[1]. Physical education courses have their own uniqueness and are an important foundation for promoting the all-round development of students. By optimizing teaching methods, it can not only stimulate students' learning interest, but also cultivate students' moral qualities. The Physical Education and Health Curriculum Standards (2022 Edition) makes clear requirements for the core physical literacy of first-grade students, requiring that sports ability focus on learning and feeling mobility, non-mobility, and operational skills, etc. The teaching content is required to be presented in the form of sports games, so that students can feel the fun brought by various sports activities. In terms of sports morality, it requires that students can show excellent qualities of not being afraid of difficulties and fighting hard in daily activities, and be able to respect teachers and care for classmates.

General Secretary Xi Jinping emphasized: "We must strive to build an education system that cultivates morality, intelligence, physical fitness, aesthetics, and labor in an all-round way, and form a higher-level talent training system." He also required that "moral education should be integrated into all aspects of ideological and moral education, cultural knowledge education, and social practice education,

and permeate all areas of basic education, vocational education, and higher education." [1] Whether it is required to develop five aspects of education simultaneously or to cultivate morality and cultivate people, moral education is given priority, highlighting the important role of moral education in school education. From the 17th National Congress of the Communist Party of China, which established "adhering to the principle of educating people and prioritizing moral education"; to the 18th National Congress of the Communist Party of China, which proposed "taking moral education and cultivating people as the fundamental task of education"; to the 19th National Congress of the Communist Party of China, which emphasized "implementing the fundamental task of cultivating morality and cultivating people", the importance of cultivating morality and cultivating people has been continuously highlighted; and then to the 20th National Congress of the Communist Party of China, which emphasized that the fundamental of educating people lies in cultivating morality, we must fully implement the Party's education policy, implement the fundamental task of cultivating morality and cultivating people, and cultivate talents needed for all-round development in society.

Follow the guidance of curriculum concept

According to the curriculum concept requirements of the "Physical Education and Health Curriculum Standards (2022 Edition)", the physical education and health curriculum in the compulsory education stage requires attention to the reform of teaching methods. Physical education teachers stimulate students' enthusiasm for learning by creating colorful, vivid and interesting teaching situations, helping students understand and master knowledge and skills, and improving their ability to solve practical problems [1]. The theoretical basis of this curriculum concept coincides with Li Jilin's situational education theory, and has been developed into situational teaching methods in various subjects. Compared with conventional teaching methods, situational teaching methods are more in line with the requirements of current curriculum concepts.

Situational teaching methods are mostly used in teaching in lower grades. Teachers can set up corresponding teaching situations based on students' physical and mental characteristics such as young age, weak physique, strong curiosity, and liveliness, thereby stimulating students' learning interest, mobilizing students' learning enthusiasm, and narrowing the distance between students and the main materials. It makes monotonous physical education teaching content such as walking and running lively and interesting, changing the monotonous and boring teaching mode of teachers lecturing and students practicing in conventional physical education teaching, and developing students' sports morality, physical and mental health, etc. in the process of situational teaching, thereby achieving multi-dimensional and multi-faceted coordinated development.

In the contextual teaching method, creating a teaching "context" is the core content of the teaching method and runs through the entire teaching activity. During the design process, the materials were mainly derived from daily life, which is in line with students' preferences and meets the requirements of the physical education and health curriculum. For example, the actions of various animals in life, such as "frog jumps," "duck steps," and "kangaroo jumps," provide convenient conditions for the application of contextual teaching, which not only meets students' preferences but also meets the teaching requirements of "running, jumping, and walking" in physical education. However, there is currently little research on contextual teaching methods in elementary school physical education and health courses. Therefore, through empirical research on contextual teaching methods in elementary school physical education classrooms, this article strives to find teaching methods that are more suitable for promoting students' all-round development and provide a reference plan for other teachers to implement the latest version of the "Physical Education and Health Curriculum Standards (2022 Edition)."

Meeting the physical and mental development needs of primary school students

According to a survey on the health problems of Chinese adolescents, the overall obesity rate of adolescents and children in my country increased fourfold from 1995 to 2014 [2]. According to the People's Daily, a survey on the depression rate of adolescents conducted by the Institute of Psychology of the Chinese Academy of Sciences in 2021 found that the depression detection rate among adolescents reached 24.6%. It can be seen from this that it is crucial for the country to implement and strengthen the development of students' physical and mental health. Due to the special nature of the course, the physical education and health course can meet the needs of promoting physical and mental health at the same time, and is an important path to achieve the multi-faceted development of adolescent students. It has an important impact on improving students' enthusiasm for physical exercise, developing a healthy lifestyle, improving personality, and achieving all-round development.

The "Physical Education and Health Curriculum Standards (2022 Edition)" divides primary school, junior high school and high school into five levels based on the physical and mental characteristics of students, and puts forward different teaching requirements and training goals for students at different stages, focusing on students mastering and applying basic skills, improving athletic ability; cultivating good daily habits and social adaptability; cultivating correct values and mental outlook, and participating in sports learning interests. First-grade students are curious, like to do hands-on activities, have lively and outgoing personalities, have their own ideas and opinions, are good at expressing themselves, are good at imitating, and have active minds.

However, first-grade students are young, have weaker physical constitutions, are active by nature, and have poor concentration. Therefore, it is very necessary to make full use of physical education and health courses to enhance students' physical health. If we still use the conventional physical education teaching methods, it will be difficult to change the phenomenon that students like physical education but do not like physical education classes. Therefore, according to the requirements of the "Physical Education and Health Curriculum Standards (2022 Edition)", the situational teaching method is selected to create a rich, colorful, lively and interesting teaching situation by optimizing the curriculum setting, so as to stimulate students' enthusiasm for learning, thereby achieving the dual effects of cultivating the body and cultivating the mind [1].

THEORETICAL FRAMEWORK

Constructivism Theory

Constructivism was first proposed by the famous Swiss psychologist Jean Piaget in the 1960s. It is a branch of cognitive psychology. It draws on the essence of various learning theories, such as Vygotsky's (1978) theory of historical and cultural psychology, Ausubel's (1968) theory of meaningful learning, and Bruner's (1960) theory of discovery learning. It better reveals the cognitive laws of the human learning process [3].

The core of constructivist theory emphasizes student-centeredness. Through the context created by the teacher, students are allowed to consciously explore new cognition in the context. However, this new cognition is inconsistent with their previous cognition, and students are guided to actively explore and build a new cognitive balance. In situational teaching, students, with the guidance of teachers and the help of classmates, use their own existing knowledge and experience to combine with the existing context and learn knowledge through construction.

2.1.2 Role Transformation Theory

Role Transformation Theory refers to the creation of teaching scenarios centered around the textbook. Through carefully designed role-playing scenarios, each student is encouraged to assume and play a corresponding role, thereby enabling them to master knowledge through role-playing. In the past, teachers dominated the classroom, while students were passive recipients. With the reform of new curriculum concepts, the teaching process is now student-centered. Situational teaching is a student-centered approach that fully leverages students' active role in the classroom. By designing scenarios that are relevant to students' daily lives and resonate with their psychology, students' learning interest is aroused, students are encouraged to actively participate in the teaching, and they are encouraged to find their preferred role within the context. This helps students correctly understand the role of their role, enabling them to better grasp and master the movements. Furthermore, the process of experiencing the role-playing also contributes to their understanding of the physical movements and their connotations. For example, in the "Traffic Light" 300-500 meter alternating walk-run section, by designing scenarios based on everyday situations, students not only understand and appreciate the correct use of traffic lights, but also transform the boring running movement into a realistic and engaging experience.

Ideological and political education in courses

The relevant documents issued by the Ministry of Education mentioned that curriculum ideological and political education is a comprehensive educational concept that takes the establishment of morality and character as its fundamental task, takes the teaching staff as the "main force", takes curriculum construction as the "main battlefield", takes classroom teaching as the "main channel", uses the method of combining explicit education with implicit education, pays attention to the collaborative cooperation of various stages and disciplines, and integrates value shaping into the process of knowledge imparting and ability cultivation[4].

In the article "Four Dimensions of School Curriculum Ideological and Political Education", Xu

Ruifang said: Curriculum ideological and political education is an extension of ideological and political courses, and belongs to the potential ideological and moral education. In the teaching process, it has the function of transforming macro-theoretical knowledge into specific learning methods, transforming generalized theoretical knowledge into specific moral qualities, integrating the emotions, attitudes, and values contained in sports projects with the theoretical knowledge in teaching, guiding students' healthy growth, and enabling students to learn something useful and learn to be moral[5].

When discussing the proper handling of the relationship between "curriculum ideological and political education" and ideological and political courses, Shi Shuchen pointed out that, unlike ideological and political courses that are mainly ideological and political theory courses, curriculum ideological and political education is mainly based on ideological and political values, and focuses on improving political awareness in various courses (including ideological and political theory courses, professional and technical courses, and general education courses), strengthening ideological and political value orientation, and integrating ideological and political education into the entire process of education and teaching. It is to guide students' ideology and morality with the help of the spiritual qualities contained in the courses, and closely follow students' majors, provide vivid teaching cases, and improve the penetration of ideological and political education [6].

An Xiumei believes that curriculum ideological and political education means "taking moral education as the fundamental task of education, deeply exploring the ideological and political education resources of various courses, making various courses and ideological and political theory courses go in the same direction, forming a synergistic effect, and building a comprehensive educational concept of educating people for all, throughout the whole process, and throughout the whole course". This concept emphasizes that in addition to imparting knowledge, courses also have ideological and political functions and ideological functions [7].

In summary, curriculum ideological and political education is not an ideological and political course, and there are differences between the two. Ideological and political education courses are independent courses, featuring an explicit model of education in which dedicated ideological and moral education teachers carefully prepare lessons and then teach them in class. However, ideological and political education in courses is not a separate course. Instead, it explores elements of ideological and political education across various courses and integrates moral education, socialist core values, and Marxist thought into daily teaching. This approach helps students establish a correct worldview, outlook on life, and values, subtly influencing them and achieving a collaborative educational effect. It is an implicit model of education.

Situational teaching method

Shang Hua believes that situational teaching method refers to the general term for the teacher to introduce or create a situation with a certain emotional color and consistent with the teaching content in order to achieve the established purpose in the teaching process, based on the teaching content and students' characteristics, combined with actual work needs, to present vivid teaching content, purposefully improve students' learning interest, stimulate learning autonomy, guide students to actively participate in teaching activities, actively construct a knowledge system, and effectively improve teaching effects and teaching methods [8].

Wang Bizhu believes that situational teaching refers to a teaching method that uses specific and vivid scenes to stimulate students' learning interest and improve learning efficiency [9].

Zhao Huijie and Su Yucheng summarized in their research that the situational teaching method is gradually established based on the summary of teaching results, targeting students' learning psychological characteristics and subject nature. It is conducive to cultivating students' innovative spirit and practical ability, improving students' scientific literacy, and improving the quality and effect of education and teaching. To date, the situational teaching method has been adopted by many teachers and has been continuously enriched and developed in teaching practice [10].

Ao Shouping believes that the situational teaching method is highly vivid and interesting, and the way of presenting knowledge is in line with the cognitive level of primary school students. To this end, teachers can help students understand knowledge by creating vivid and life-like situations, thereby greatly improving students' enthusiasm for learning [11].

In summary, situational teaching method means that in the teaching process, teachers optimize teaching design based on specific student situation analysis and teaching objectives, create some vivid and vivid situations that are highly relevant to the main textbook and real life, and stimulate students'

learning interest and enthusiasm, thereby helping students better understand and master the teaching content and improve teaching effectiveness.

Interest in sports learning

The book "General Psychology" explains "interest" as follows: interest is a psychological tendency of a person's internal activities, based on the subjective desire to understand and explore things, and it is a motivation for people to actively understand and stimulate thinking. Interest mainly refers to cognitive ability. When this tendency becomes a stimulus and causes action, motivation is formed. Wang Yongxia and other scholars (2002) believe that interest is a psychological phenomenon, which refers to the understanding and mastery of a phenomenon, and a psychological tendency to have positive emotions towards an event or participation in an event [12]. In short, "interest" refers to a state of attention and behavior caused by external stimulation. If students are interested in something, they are willing to learn, think, and explore. In this process, students' thinking ability will be improved, their concentration on things will be strengthened, and it can be maintained for a long time. In terms of sports, interest and disinterest have completely different results on students' learning, especially for students with more obvious emotional changes. Interest is the internal force that motivates children to actively participate in sports and acquire knowledge and skills. Students can continuously and attentively do things they like, and actively exercise their initiative and enthusiasm. When encountering difficulties, they will try their best to overcome them and feel happy. On the contrary, if they are not interested in things, they will feel bored. In physical education, physical education interest can effectively guide students' learning behavior and learning psychology [13]. When students are affected by external stimuli, they will form a subjective desire, which motivates students to actively participate in sports. The research of Zhu Beili, Ji Liu et al. (2000) shows that physical education interest is a spiritual tendency to consciously participate in sports. It can arouse students' passion for sports and encourage them to continue their passion. Sports interest is an internal factor that can inspire students to actively identify information related to sports, stimulate students' interest and enthusiasm in learning, and promote students to actively participate in various sports activities in school [14].

In summary, physical education interest refers to a psychological tendency to recognize sports or participate in sports, which is the internal driving force for students to actively participate in sports. If students have a strong interest in what they are learning, they will enjoy it when learning, and it will have a positive effect over time. If students lack interest in sports, exercise will become a burden, leading them to give up over time. Young children possess a strong curiosity about everything, rich imagination, and creativity, eager to experiment and explore. Cultivating students' interest in sports can foster an internal motivation to actively participate in physical activity, stimulating their interest in physical education. This is also a key indicator of students' continued long-term participation in physical activity.

METHOD

Questionnaire Survey Method

According to the research purpose and content of this paper, the questionnaire "Evaluation Scale of Primary School Students' Physical Education Learning Interest" in Professor Wang Xiaozan's doctoral dissertation was used [15]. This questionnaire is a survey on students' interest in physical education learning. It consists of 27 questions and uses a Likert five-point scale. Choosing 1 gets one point, choosing 2 gets two points, and so on. The reverse questions need to be converted before calculation. The survey was conducted from four dimensions: sports participation, positive interest, negative interest, and attention to sports [15]. Questionnaires were distributed to students before and after the experiment. They answered the questions under the supervision of the teacher and the questionnaires were collected in class. The valid data were then statistically analyzed.

Teaching Experiment Method

1. Subjects, Location, and Duration

Subjects: Students from two first-grade science administration classes at Huayang Primary School, Tianhe East Campus, Tianhe District, Guangzhou, were selected as the experimental subjects. First-grade Class 4 served as the experimental group, with a total of 42 students, including 21 boys and 21 girls. First-grade Class 3 served as the control group, with a total of 40 students, including 20 boys and 20 girls. The students in both classes were of comparable skill level, and neither class included professional athletes.

Experimental Location: Tianhe East Campus, Huayang Primary School, Tianhe District,

Guangzhou.

Experimental Duration: 16 weeks of practical teaching, 4 class hours per week, 40 minutes per class hour, for a total of 60 class hours throughout the semester.

2. Experimental teaching design

For a physical education class, how to choose a teaching situation that contains both scientific and reasonable teaching situations and ideological and political elements suitable for students' development is the key. The correct selection of teaching content is the key. According to the internal logic of the physical education course content, the ideological and political elements of the course are reasonably interspersed in combination with the situational teaching method, and the situational teaching content and ideological and political elements of each class are reasonably arranged. They are combined with the actual situation and implemented so that students can understand and accept them easily [16]. Physical education in primary and secondary schools should focus on situational teaching. Through situational creation, students' learning interest is stimulated, the needs of students' growth are met, and the foundation is laid for the fundamental task of cultivating morality and cultivating people is laid. Before designing situational teaching content containing ideological and political elements, the teaching content of the first-grade physical education course should be determined first. According to the requirements of the first-grade teaching syllabus of Tianhe District, Guangzhou City, the sports to be taught this semester should be selected. Adhering to the principles of combining with real life, scientific and reasonable, and easy for students to accept, in-depth research should be conducted on what teaching situations are contained in the selected teaching content, and what kind of ideological and political elements are contained in the selected teaching situation. This is worthy of in-depth thinking and exploration by teachers. Therefore, this article will combine the first-grade curriculum content set by the Tianhe District Education and Sports Bureau of Guangzhou with teaching scenarios that contain ideological and political elements to design corresponding comprehensive teaching content. First-grade primary school students are required to learn and practice various basic sports skills, so the selection of teaching content and the specific class hours are as follows: classroom routine 4 hours, queue formation 8 hours, 30-meter run 8 hours, 300-500-meter run 4 hours, jumping practice 4 hours, standing long jump 8 hours, skipping rope 8 hours, imitating animals 4 hours, throwing practice 4 hours, balance practice 4 hours, and crawling practice 8 hours. The specific design of the teaching scenario that contains ideological and political education in the teaching content of these 64 hours is as follows (Table 1)

Table 1. Specific design of teaching scenarios containing ideological and political education in courses

Teaching Unit	Teaching Content	Situational Design	Ideological and political elements of the course	Class Schedule
Unit 1 (Week 1)	Classroom routine	Strive to be a qualified little soldier	Be proactive, brave and tenacious, not afraid of difficulties, abide by discipline, and be strict with yourself	4 lessons
Unit 2 (Week 2、3)	Queue formation	Take the train to a distant place	Teamwork and mutual help	8 lessons
Unit 3 (Week 4、5)	30-meter run	Spring planting and autumn harvest + capture and occupy territory	Cherish food, avoid waste, eat a balanced diet, don't be picky about food, love the motherland, safeguard the motherland's sovereignty, keep fit, and have a sense of responsibility	8 lessons
Unit 4 (Week 6)	300-500 meters Alternate walking and running	I am a people's traffic policeman	Obey traffic rules, establish safety awareness, be civilized and polite, and adapt to the social environment	4 lessons
Unit 5 (Week 7)	Jumping exercises	Little Frog Goes Home	Safety awareness, physical fitness, adaptation to the natural environment, self-esteem and self-confidence	4 lessons
Unit 6 (Week	Standing long jump	Seizing the Jinsha River	Love the motherland, have a sense of rules, be brave and tenacious, be proactive, not afraid of	8 lessons

8、9）			difficulties, and persevere to the end	
Unit 7 (Week 10、11）	jump rope	Crossing mountains and rivers	Team spirit, unity and cooperation, mutual help, correct view of winning and losing, neither arrogant when winning nor discouraged when losing, and becoming more courageous after setbacks	8 lessons
Unit 8 (Week 12）	Imitation of animals	Zoo Competition	Love small animals, love the environment, have a sense of responsibility, respect your opponents, respect the referee, abide by the rules, and compete fairly	4 lessons
Unit 9 (Week 13）	Throwing practice	Bombard the enemy camp	Defend the country, love the motherland, fear no hardship, and move forward courageously	4lessons
Unit 10 (Week 14）	Balance exercises	Capture of Luding Bridge	Calm and composed, good at thinking, united and cooperative, helping each other, fearless of difficulties and moving forward courageously	4 lessons
Unit 11 (Week 15、16）	Crawling exercises	Wonderful crawling	Love the environment, protect animals, sense of responsibility,	8 lessons

3. Mathematical Statistics

The collected questionnaires and experimental test data were collated and analyzed using SPSS 26.0 and Excel. All data were consolidated and merged using Excel for ease of analysis. SPSS 26.0 software was used to import data from Excel spreadsheets into the data view. T-tests ($p > 0.05$ indicates no statistically significant difference, $p < 0.05$ indicates a statistically significant difference, and $p < 0.01$ indicates a very statistically significant difference) and reliability and validity analyses were performed on the valid data obtained to ensure the scientific validity of the experimental results and provide data support for this study.

RESULTS AND DISCUSSION

1. Pre-experimental Teaching Results and Analysis between the Experimental and Control Groups

a. Pre-experimental Comparative Analysis of Exercise Ability Test Results between the Experimental and Control Groups

Before the experiment, the motor ability test results of the two classes were divided into percentages according to the scoring criteria, and then an independent sample T test was performed using SPSS26.0 software. The results are as follows (Table 2):

Table 2. Results of exercise capacity test before the experiment in the experimental group and the control group

Athletic ability test indicators	Group	N	(M±SD)	t	p
50-meter run	Control group Experimental group	40 42	74.75±5.61 73.12±7.17	1.14	0.26
vital capacity	Control group Experimental group	40 42	73.93±6.53 76.00±6.71	-1.42	0.16
jump rope	Control group Experimental group	40 42	74.93±6.27 75.19±6.00	-0.20	0.85
Seated forward bend	Control group Experimental group	40 42	72.30±7.95 74.31±6.86	-1.23	0.22

Table 2 shows that, based on the data analysis of the four pre-experimental athletic performance indicators for the two groups of students, the 50-meter run test showed a p-value of 0.26 > 0.05; the vital capacity test showed a p-value of 0.16 > 0.05; the rope skipping test showed a p-value of 0.85 > 0.05; and the sit-and-reach test showed a p-value of 0.22 > 0.05. Therefore, it can be concluded that there was no statistically significant difference in the athletic performance indicators between the two groups before the experiment, and further research is warranted.

b. Comparative Analysis of the Pre-Experimental Physical Education Interest Survey Results between the Experimental and Control Groups

The results of the physical education learning interest scale survey for the two classes before the experiment were compiled and summarized, and an independent sample t-test was conducted using SPSS 26.0 software. The results are as follows (Table 3):

Table 3. Pre-experimental results of the physical education learning interest survey for the experimental and control groups

Test indicators	Group	N	(M±SD)	t	p
Interest in sports learning	Control group	40	77.43±6.36	-1.48	0.144
	Experimental group	42	79.76±7.86		

The results in Table 3 show that an independent sample T-test of the physical education learning interest scale test indicators of the two groups of students before the experiment showed p = 0.144 > 0.05, indicating no statistically significant difference. This indicates that the physical education learning interest of the two groups of students was similar before the experiment, and subsequent experimental work can be carried out.

2. Results and Analysis of In-Group Teaching in the Experimental and Control Groups Before and After the Experiment

a. Comparative Analysis of In-Group Exercise Ability Test Results in the Experimental and Control Groups Before and After the Experiment

After 16 weeks of teaching, the students in the experimental group were retested for exercise ability, using the same testing requirements as before the experiment. The pre- and post-experimental test data were collated and analyzed, and paired-sample t-tests were performed, yielding the following results (Table 4):

Table 4. Results of In-Group Exercise Ability Tests in the Experimental Group Before and After the Experiment

Athletic ability test indicators	Group	N	(M±SD)	t	p
50-meter run	Pre-experimental test	42	73.12±7.168	-15.611	0.000
	Post-experiment test	42	92.88±7.110		
vital capacity	Pre-experimental test	42	76.00±6.706	-9.573	0.000
	Post-experiment test	42	90.38±5.930		
jump rope	Pre-experimental test	42	75.19±6.001	-20.968	0.000
	Post-experiment test	42	97.05±4.711		
Seated forward bend	Pre-experimental test	42	74.31±6.863	-12.673	0.000
	Post-experiment test	42	89.55±5.343		

As shown in Table 4, after 16 weeks of instruction, the p-values for all four motor skills tests in the experimental group were less than 0.01, indicating highly statistically significant differences. Therefore, it can be concluded that the contextualized teaching method plays a statistically significant role in improving students' motor skills.

After 16 weeks of instruction, the control group was retested for motor skills, using the same testing requirements as before the experiment. The pre- and post-experimental test data were collated and analyzed, and paired-sample t-tests were performed, yielding the following results (Table 5):

Table 5 Results of the Control Group's Motor Skills Test Before and After the Experiment

Athletic ability test indicators	Group	N	(M±SD)	t	p

50-meter run	Pre-experimental test	40	74.75±5.610	-4.774	0.000
	Post-experiment test	40	80.88±9.764		
vital capacity	Pre-experimental test	40	73.93±6.526	-3.298	0.002
	Post-experiment test	40	79.35±8.634		
jump rope	Pre-experimental test	40	74.93±6.269	-5.467	0.000
	Post-experiment test	40	82.93±7.617		
Seated forward bend	Pre-experimental test	40	72.30±7.946	-3.882	0.000
	Post-experiment test	40	78.80±8.745		

As shown in Table 5, after 16 weeks of instruction, the p-values for all four motor skills tests in the control group were less than 0.05, indicating statistically significant differences. Therefore, it can be concluded that conventional teaching methods play a statistically significant role in improving students' motor skills.

The results in these two tables indicate that, in comparing the changes in motor skills between the experimental and control groups before and after the experiment, statistically significant differences were found in all four motor skills tests: the 50-meter run, vital capacity, rope skipping, and sit-and-reach ($p < 0.05$). Analysis reveals that, in accordance with the first-year curriculum, the instructional content for both groups focused primarily on motor skills. After one semester of instruction, significant improvements in students' motor skills were achieved. However, the average post-experimental scores for both groups indicate that the experimental group using the contextual teaching method achieved a more significant improvement in motor skills compared to the control group. This suggests that the contextual teaching method is more effective than conventional teaching methods in improving first-year students' motor skills.

b. Comparative Analysis of Physical Education Interest Survey Results Between the Experimental and Control Groups Before and After the Experiment

After 16 weeks of teaching, the experimental group was again surveyed on their physical education interest. The testing requirements remained the same as before the experiment. The pre- and post-experimental survey data were collated and analyzed, and paired-sample t-tests were conducted. The following results were obtained (Table 6):

Table 6. Results of the Pre- and Post-Experimental Physical Education Interest Survey Within the Experimental Group

Test indicators	Pre-experimental test	Post-experiment test	t	p
Interest in sports learning	79.76±7.858	119.71±7.562	-20.855	0.000

The data in Table 6 show that after 16 weeks of teaching, the experimental group showed a highly statistically significantt difference ($p < 0.01$). The average post-test score was significantly higher than the pre-test, demonstrating that the contextual teaching approach significantly enhances students' interest in physical education.

After 16 weeks of teaching, the control group was again surveyed on their physical education interest indicators, using the same testing requirements as before the experiment. The pre- and post-experimental survey data were collated and analyzed, and paired-sample t-tests were conducted, yielding the following results (Table 7):

Table 7. Results of the Pre- and Post-Experimental Survey on Physical Education Interest in the Control Group

Test indicators	Pre-experimental test	Post-experiment test	t	p
Interest in sports learning	77.43±6.360	78.70±5.345	-1.110	0.274

Table 7 shows that after 16 weeks of teaching, the control group showed a p = 0.274 > 0.05, but the difference was not statistically significant. A comparison of pre- and post-test data reveals that after one semester of regular physical education, students' interest in physical education increased, but the magnitude of the increase was not significant.

The test results show that the experimental group showed a highly statistically significant difference in physical education interest after the post-test compared to the pre-test (p < 0.01), while the control group showed no statistically significant difference (p > 0.05). This suggests that the contextual teaching method, which incorporates ideological and political education into the curriculum, is more effective in stimulating students' interest in physical education than conventional physical education. Analysis reveals that the experimental class employed a contextual teaching method, incorporating ideological and political education into the curriculum. Teachers created engaging and engaging teaching scenarios based on the content, enhancing the fun of physical education classes and enabling students to learn and practice through play. This is more conducive to cultivating students' interest in physical education and their enthusiasm for participating in sports. Therefore, the experimental class showed a significant increase in students' interest in physical education before and after the experiment. In the control class,regular physical education classes include many boring and physical-limit-challenging sports. If each class is just a simple repetitive exercise, it is difficult to cultivate students' interest in physical education, which leads to the phenomenon that students like sports but do not like physical education classes.

3. Post-experimental Comparative Analysis of Teaching Results between the Experimental and Control Groups

a. Post-experimental Comparative Analysis of Exercise Ability Test Results between the Experimental and Control Groups

The results of the four exercise ability tests for the experimental and control groups were summarized and analyzed using independent sample t-tests (Table 8).

Table 8. Post-experimental Comparative Analysis of Exercise Ability Test Results between the Experimental and Control Groups

Athletic ability test indicators	Group	N	(M±SD)	t	p
50-meter run	Control group	40	80.88±9.764	-6.387	0.000
	Experimental group	42	92.88±7.110		
vital capacity	Control group	40	79.35±8.634	-6.772	0.000
	Experimental group	42	90.38±5.930		
jump rope	Control group	40	82.93±7.617	-10.039	0.000
	Experimental group	42	97.05±4.711		
Seated forward bend	Control group	40	78.80±8.745	-6.752	0.000
	Experimental group	42	89.55±5.343		

As shown in Table 8, the post-experimental results for the two groups of students' motor skills indicators are summarized. Data analysis reveals that the p-values for the four motor skills indicators, including the 50-meter run, vital capacity, rope skipping, and sit-ups, are all less than 0.01, indicating highly statistically significant differences. This is due to the fact that the two groups received the same instructional content and that there was no statistically significant difference in motor skills between the two groups before the experiment. However, after 16 weeks of instruction, significant differences in motor skills indicators were observed between the experimental and control groups. This suggests that the contextualized teaching approach, informed by ideological and political education, is more effective than conventional physical education in improving students' motor skills.

b. Comparative Analysis of Physical Education Interest Survey Results between the Experimental and Control Groups After the Experiment

The results of the physical education interest survey for the experimental and control groups were summarized and analyzed using an independent sample t-test (Table 9).

Table 9. Comparative Analysis of Physical Education Interest Test Results between the Experimental and Control Groups After the Experiment

Test indicators	Group	N	(M±SD)	t	p
Interest in sports learning	Control group	40	78.70±5.346	-28.466	0.000
	Experimental group	42	119.71±7.562		

As shown in Table 9, the post-experimental results of the physical education interest test between the two groups of students show that $p < 0.01$, indicating a highly statistically significant difference between the two groups after the experiment. This difference is attributed to the fact that the two groups had the same syllabus and content, and there was no statistically significant difference in physical education interest between the two groups before the experiment. However, after 16 weeks of teaching, significant differences were observed in the post-experimental physical education interest indicators between the experimental and control groups. This suggests that the contextualized teaching method, under the purview of ideological and political education, has a more significant effect on enhancing students' interest in physical education than conventional physical education, and is more effective in cultivating and stimulating students' interest in physical education.

CONCLUSION

Based on the requirements of the *Physical Education and Health Curriculum Standards (2022 Edition)*, as well as expert consultations and a review of relevant literature, this study identified rich teaching situations within the first-grade physical education curriculum and accordingly designed 11 situational teaching scenarios that were systematically applied in instruction. Analysis of the pre- and post-experimental data demonstrates that both conventional and situational teaching methods are scientifically sound and effective in improving students' sports ability; however, situational teaching proved more effective in stimulating learning enthusiasm and enhancing overall learning outcomes. Furthermore, after 16 weeks of teaching intervention, statistically significant differences were found between the two groups in terms of sports learning interest, indicating that situational teaching from the perspective of curriculum ideological and political education is more consistent with the physical and psychological developmental characteristics of first-grade students and is conducive to cultivating and sustaining their interest in physical education learning.

In regular teaching practice, teachers should integrate students' actual learning conditions with the characteristics of specific sports activities, actively explore the situational elements embedded in the curriculum, optimize instructional design, enhance the enjoyment of lessons, and thereby promote students' healthy development and enthusiasm for sports learning. As the primary implementers of the curriculum, teachers need to continuously strengthen their theoretical foundations in pedagogy, psychology, and teaching methodology, deepen their professional understanding through ongoing learning, and adopt scientific and appropriate teaching methods based on students' learning needs so as to teach in accordance with individual differences, improve instructional competence, and support students' holistic development. In addition, the ideological and political elements within situational teaching should be explored from multiple perspectives, emphasizing students'主体 role in learning, cultivating their independent inquiry abilities, deepening their understanding of learning content, and ultimately achieving the coordinated development of physical and mental education.

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