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Current Situation of College Public Physical Education Courses and Analysis on Innovative Strategies for Teaching Reform

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Abstract: Fostering virtue through education serves as the fundamental task of higher education. As an indispensable component of the university education system, college public physical education courses act as a core carrier for implementing education through physical education and promoting students' all-round development in physical and mental health. Based on the actual teaching situation of college public physical education, this paper sorts out the prominent problems existing in current course teaching. Guided by the concept of All-staff, Whole-process and All-round Education, it puts forward targeted innovative strategies for teaching reform from three dimensions: education management, teaching paths and education carriers. The research aims to optimize the education system of college public physical education, improve the teaching quality of relevant courses, give full play to the comprehensive educational function of physical education, and help universities fulfill the fundamental task of fostering virtue through education.

Keywords: College public physical education courses; Current situation; Teaching reform

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1. Introduction

College public physical education is a basic general education course for all undergraduate students. Different from professional physical education courses, its core goal is not to cultivate professional sports talents, but to strengthen students' physical fitness, cultivate lifelong exercise habits, shape a sound personality, and temper willpower. It is a key link for universities to implement the fundamental task of fostering virtue through education and advance quality-oriented education. With the deepening reform of higher education and the continuous implementation of the educational concepts of integrated physical and cultural education as well as education through physical education, the educational orientation of college public physical education courses has gradually shifted from single physical fitness training to all-round cultivation of physical quality, psychological quality, sports ability and moral literacy.

2. Analysis of the current situation of college public physical education courses

2.1. Single educational subject and lack of an all-round educational atmosphere

At present, the educational subject model of college public physical education remains rigid. Teaching, management, assessment and other related work are independently undertaken by physical education departments and teachers, with limited participation of other functional departments and secondary colleges. A collaborative physical education pattern involving all staff has not yet been formed.

Work barriers exist among various departments with fragmented educational resources. Functional departments such as the Academic Affairs Office, Student Affairs Office and the Youth League Committee lack effective linkage with physical education teaching. College public physical education teaching is mostly confined to classroom skill instruction and physical fitness tests, ignoring the in-depth educational value of sports culture dissemination, sports spirit cultivation and the shaping of students' comprehensive literacy [1].

2.2. Narrow teaching paths and disconnected whole-process education chain

Traditional public physical education teaching relies excessively on classroom teaching, featuring a short educational cycle and limited coverage, failing to build a complete education system running through students' university studies. Teaching content mainly focuses on basic sports skills and simple physical training, emphasizing one-way knowledge indoctrination while neglecting the cultivation of students' practical sports abilities.

Classroom teaching, after-school training and sports events are disconnected from each other. There is a lack of regular exercise supervision and professional guidance after class, making it impossible to form a closed-loop education system. Obvious deficiencies lie in the teaching evaluation system, where evaluation criteria only focus on classroom performance and physical fitness test results, ignoring students' daily exercise process, skill improvement progress and the cultivation of sports spirit.

2.3. Rigid teaching carriers and insufficient collaborative educational efficiency

Most colleges and universities still adopt the traditional offline fixed teaching mode for public physical education, which is significantly restricted by time and space with poor flexibility and scalability. Courses are mainly offered to lower-grade students, leaving upper-grade students without regular access to physical education learning and exercise, resulting in inadequate teaching coverage.

Teaching content is updated slowly with monotonous forms, failing to meet the diversified and personalized sports needs of contemporary college students. The digital construction of physical education lags in most universities, with imperfect online teaching platforms and insufficient high-quality resource reserves, restricting the development of efficient online-offline integrated teaching.

Classroom teaching is separated from after-school exercise, club activities and other educational carriers, and in-class and after-school resources are not effectively integrated. Stock educational resources cannot form joint efforts, making it difficult to carry out personalized and hierarchical teaching and restricting the overall improvement of public physical education teaching quality.

3. Innovative strategies for the teaching reform of college public physical education courses

3.1. Break departmental barriers to construct an all-staff collaborative education system

In view of the problems of a single educational subject and scattered educational forces in college physical education, universities should adhere to the fundamental task of fostering virtue through education, break inter-departmental work barriers, and establish a public physical education education management system featuring multi-department linkage and all-staff participation.

Relying on the overall coordination institution of university physical education, colleges and universities should integrate educational forces from academic affairs management, student work, the Youth League Committee and all secondary colleges, clarify the physical education responsibilities of each department, and form a new teaching management mode with clear division of labor, coordinated cooperation and overall advancement.

With the physical education department as the core implementing entity, universities should comprehensively advance core work, including curriculum design, teaching implementation, teaching reform, and assessment and evaluation. Other functional departments shall cooperate in organizing sports activities, mobilizing students, creating a sound campus atmosphere and providing institutional guarantees.

It is essential to comprehensively improve the management system of physical education teaching, optimize the overall teaching reform plan focusing on curriculum guiding ideology, teaching objectives, teaching content, teaching method innovation and assessment evaluation. Efforts should be made to coordinate the integrated development of in-class teaching and after-school education, covering classroom teaching, sports training, after-school exercise, cultural dissemination and event exchanges to build an all-round physical education pattern.

The construction of an all-staff education system can integrate university-wide educational resources and create a strong campus sports culture. Mobilizing all educational forces can steadily enhance students' sports literacy and comprehensive physical fitness, facilitate their all-round development of morality, intelligence, physical fitness, aesthetics and labor ability. Meanwhile, it can promote the steady development of university sports scientific research, feed teaching with research achievements, and provide solid theoretical support and practical experience for the reform and innovation of public physical education courses [2].

3.2. Integrate teaching, training and competition to build a whole-process progressive education path

To address the problems of narrow teaching paths and disconnected education chains, universities should follow the law of students' growth and construct a whole-process physical education mode running through their university life, forming a complete education chain covering physical education teaching, skill improvement and character cultivation.

It is necessary to establish a long-term operational mechanism integrating course selection management, classroom teaching, after-school exercise and event services, and incorporate classroom teaching, extracurricular activities, sports training, and competitions into the public physical education teaching system, and fully implement the requirements of systematic teaching, regular training, and frequent competitions in physical education.

Colleges and universities should optimize the core logic of classroom teaching, transform the traditional teacher-centered teaching mode into a student growth-oriented one, and shift the evaluation standard from teachers' teaching performance to students' skill mastery effect, ensuring that students can proficiently and flexibly apply various sports skills.

Extend physical education teaching scenarios beyond class hours, organize regular after-school sports training and daily exercise activities, guide students to develop the habit of independent and persistent exercise, consolidate their sports foundation and improve physical fitness.

A multi-level and normalized campus sports event system should be established with lowered participation thresholds to encourage universal student engagement. All students are allowed to test their learning outcomes and experience the charm of sports through events. Competitive competitions help students identify their skill deficiencies, promote learning and training through competitions, and cultivate their teamwork ability, enterprising spirit and awareness of rules.

A sound whole-process education path can enrich physical education teaching content, meet the diverse sports needs of different students, continuously stimulate their enthusiasm for sports participation, standardize the implementation process of public physical education teaching, improve the utilization efficiency of campus sports resources, and promote the high-quality development of university physical education [3].

3.3. Empower teaching with digital technology to build an all-round collaborative education platform

In response to rigid teaching carriers and insufficient collaborative education effects, universities should leverage digital technology to break the time and space constraints of traditional teaching, and build an all-round collaborative education mechanism featuring online-offline linkage and in-class and after-school integration.

Combining the physical and mental characteristics of contemporary college students, campus venue resources and faculty strength, universities should reconstruct the public physical education curriculum system, integrate various teaching resources into a systematic curriculum resource matrix, and ensure students master multiple professional sports skills proficiently.

Optimize the curriculum offering structure and extend the physical education teaching cycle. On the basis of basic courses for lower-grade students, compulsory and elective physical education courses should be added for upper-grade students to expand teaching coverage.

Build an online teaching platform based on internet technology to create a new mode of Internet-enabled physical education teaching. Extend classroom teaching content to after-school scenarios, and consolidate classroom teaching outcomes through diversified forms such as after-school exercise, online assignments, campus long-distance running, extracurricular training and sports competitions, making up for the shortage of in-class exercise time.

Layered and progressive after-school education carriers should be established relying on special training classes, sports clubs, campus teams and characteristic sports brand activities to provide students with differentiated and personalized sports learning channels and help them achieve in-depth improvement of sports skills.

Integrate educational resources from universities and society to form all-round educational synergy, reserve high-quality teaching resources through digital platforms, and promote the implementation of educational equity and personalized teaching. The all-round collaborative education mode can effectively broaden the breadth and depth of physical education teaching, comprehensively enhance students' comprehensive sports abilities, shape their sound personality, and help them adapt to the talent cultivation requirements of social development for compound professionals [4].

4. Conclusion

The teaching reform of college public physical education in the new era must always adhere to the fundamental task of fostering virtue through education and follow the concept of All-staff, Whole-process and All-round Education. By constructing an all-staff collaborative education system, creating a whole-process progressive education path and building an all-round collaborative education platform, universities can comprehensively optimize the physical education teaching mode, improve the teaching system and enrich educational carriers, laying a solid foundation for cultivating high-quality talents with all-round development of morality, intelligence, physical fitness, aesthetics and labor ability in the new era.

Disclosure statement

The author declares no conflict of interest.

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