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Research on the Implementation Mechanism of the National Traditional Physical Education Curriculum with the Objective of Physical Health

Ziyuan Zhou*

Department of Military Physical Education, Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China

****Author to whom correspondence should be addressed.***

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Abstract: In physical education, traditional national sports have the advantages of fitness and interest, and are an important means of promoting students' physical fitness. At present, there are still many problems in the development of physical education curriculum in colleges and universities, such as inadequate content adaptation, rigid teaching models, and unclear educational guidance. Based on the analysis of its internal logic, this study identifies the core problems in curriculum implementation and establishes a complete curriculum implementation mechanism from four aspects: curriculum content, teaching mode, evaluation system, and guarantee mechanism, so as to stimulate the value of traditional physical education and promote students' physical health and long-term development.

Keywords: Physical health; National traditional sports; Physical education curriculum; Implementation mechanism

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1. Internal logic of traditional national physical education curriculum implementation under the guidance of physical health

1.1. Fit logic of physical health cultivation and traditional physical education curriculum

After long-term development, national traditional sports have formed a sports system suitable for the physical and mental characteristics of the people. Static events such as Wushu and Baduanjin can improve students' physique, flexibility and core control. Dynamic events such as horse jumping and rope skipping can effectively exercise coordination, endurance and explosive force of the body, and accurately make up for the weak physique problems caused by sedentary students. Compared with modern competitive sports, traditional sports are suitable for students with different physical abilities and avoid sports injuries caused by high-intensity sports.

Taking physical health as the core to carry out traditional physical education curriculum teaching

can break the misunderstanding of the traditional physical education curriculum. The traditional physical education curriculum abandons the single athletics examination pattern and takes student physique improvement and physical and mental health promotion as the core foothold. Through normalized teaching, we can correct students' bad posture, improve their cardiopulmonary function, promote their comprehensive physical ability, relieve students' academic pressure, adjust their psychological state, realize the two-way promotion of physical quality and mental health, and build an all-round system of physical education.

1.2. Curriculum education logic of collaborative development of literacy

Physical health training covers many dimensions, such as physical quality, sports habits, health literacy, psychological state, etc. Traditional national sports courses have unique advantages of multiple education and collaborative empowerment. On the basis of skill teaching and physical training, the traditional physical education curriculum can improve students' physique, cultivate their tenacity and perseverance, guide them to establish a scientific concept of sports and a healthy life, and realize the coordinated development of physique and quality.

The logic of the traditional PE course adapts to the requirements of integrating physical education in the new era. In the process of curriculum implementation, traditional collective sports can cultivate students' teamwork ability, and individual training can cultivate students' concentration and self-control. This all-round education mode can help students form the habit of lifelong sports from the root, solve the problem of weak sports awareness and physical decline, and build a solid foundation for students' lifelong physical health.

1.3. Normalized course running logic

Based on scientific and normal operational logic, a closed-loop education mode of "teaching and training, constitution promotion and habit cultivation" is formed. Different from periodical physical activities, curriculum teaching has the advantages of fixed class hours, systematic content and standardized process, and can realize the normalization and systematization of traditional physical events, so as to ensure students' continuous participation in physical exercises and stable improvement of physical quality. The standardized curriculum operation mode can avoid the fragmentation and formalization of traditional sports on campus and ensure the long-term effect of physical education [1].

The operation of the normalized curriculum is based on the core principle of step-by-step progression and conforms to the law of students' physical development. According to the characteristics of age, physical ability, and the physical and mental development of students in different grades, the course is designed in different levels. The stable curriculum operation system can continuously improve physical training efficiency, gradually address students' physical weaknesses, promote the fitness value of traditional national sports to be normalized, and adapt to the long-term goal of physical education on campus.

2. Existing problems in the implementation of national traditional sports curriculum under the objective of physical health

2.1. Weak adaptability of curriculum content and inadequate pertinence of physical endowment

At present, the content of the traditional national physical education curriculum lacks precise design oriented to constitution, and the content is set at will. Most schools copy the general teaching content and do not

customize the curriculum modules for the students' physical problems, such as lack of endurance, poor physique, and flexibility. Part of the more difficult, poor sports adaptation of the traditional items was blindly introduced into the classroom; not only can it not improve the physical fitness of students, but it can also easily lead to student movement resistance.

It is difficult to meet the needs of diversified development of students' physique because of the lag in updating curriculum content and the single structure. Most of the existing courses focus on basic movement teaching and lack fitness training, sports injury protection, health knowledge, and other adaptive content. Homogeneity of course content is serious; it is not differentiated between different grades. Low-grade training intensity is too high, and high-grade content is too simple, unable to adapt to different stages of students' physical development needs. Single solidification of the content system, leading to the physical education of traditional sports advantages difficult to play, the curriculum quality is poor.

2.2. Solidification of teaching mode, limited effect of curriculum implementation

At the present stage, the traditional teaching mode of the national traditional physical education course is the traditional indoctrination teaching mode, which is based on teachers' demonstration and students' imitation. It is difficult for students to improve their physical ability in class because of the excessive emphasis on standardized teaching of movement and the passive participation in class. Solidification of the teaching model reduces the attractiveness of the curriculum, leading to low enthusiasm for student participation, seriously restricting the effectiveness of physical education.

The traditional teaching mode fails to align with the goal of physique cultivation to optimize the teaching process, and the teaching process is divorced from the demand for physique improvement. There are many problems, such as lack of stratified teaching, interesting training, scene training and so on, which can not meet the learning needs of students with different physical abilities. At the same time, it is difficult to improve the comprehensive physique of the students because of the lack of specific physical strengthening design and the lack of special endurance, flexibility and strength training [2].

2.3. Imperfect evaluation system and vague orientation of physical education

The existing evaluation system of the traditional national physical education curriculum follows the traditional physical education assessment model and takes motor skill standards, classroom attendance, and final assessment as the core assessment basis, but does not include the improvement of students' physical health in the core assessment indicators. The evaluation system places too much emphasis on reaching skill standards, neglects the improvement of students' physical fitness, the formation of sports habits, changes in physical and mental health and other achievements of core physical education, and the evaluation guidance deviates from the core goal of physical health cultivation, thus failing to give play to the guiding and encouraging role of evaluation.

The curriculum evaluation method is overly simplified, lacking a process and multiple appraisal dimensions. At present, most evaluations focus on the final assessment, lacking tracking of the evaluation of the whole process of daily classroom training, phased physical changes, and self-exercise. At the same time, the main body of evaluation is single, relying only on one-way evaluation of teachers, lacking students' self-evaluation and mutual evaluation links, and the evaluation results are one-sided and subjective. The imperfect evaluation system leads to students' neglect of daily physical training and difficulty in initiating participation in physical training, thus restricting the long-term value of the curriculum.

3. Optimizing the implementation of national traditional physical education curriculum under the objective of physical health

3.1. Optimizing the content of stratified courses to meet the needs of physical education

Based on the law of students' physical and mental development and the characteristics of physical growth in different grades of primary and secondary schools, a progressive and precise content system of traditional national physical education courses shall be established to meet the core objective of cultivating students' physical health. According to the different characteristics of students of different ages in physical basis, physical coordination and sports acceptability, the traditional sports items suitable for campus teaching are scientifically selected and the homogeneous and uniform teaching contents are abandoned. The lower grades focus on traditional sports, with emphasis on posture correction, balance training, and basic flexibility exercises to cultivate students' interest in sports and consolidate basic physical quality. Middle and high grades moderately enhance the training intensity, focus on endurance, core strength, and body coordination special training, targeted to make up for the prevailing physical weakness [3].

On the basis of layering selection, the system reconstructs a scientific and three-dimensional curriculum content structure to fully serve the needs of improving students' physique. Schools shall actively select ethnic traditional sports with high safety, outstanding fitness value and adaptability to campus scenes, delete complicated items with high difficulty, weak fitness efficiency and low fitness, and optimize the overall curriculum structure. Besides the teaching of basic skills, special physical fitness training, scientific fitness knowledge, sports injury protection, daily posture management, and other practical content are added to enrich the curriculum dimension. The omnidirectional content optimization can accurately connect students' physical weaknesses, maximize the release of traditional physical fitness value, and promote the steady improvement of students' physical quality.

3.2. Innovate diversified teaching modes and improve the effectiveness of classroom education

Aiming at problems such as the solidification of the traditional teaching mode, the singleness of the form, the lack of enthusiasm among students, and the limited effect of physical education. We shall completely break the indoctrination teaching mode of traditional teachers' demonstration and mechanical imitation by students, give full play to the advantages of traditional national sports in terms of strong interest, flexible form and strong experience, and integrate into game teaching, group cooperative training, situational practice and other diversified teaching methods to enrich classroom training forms and weaken boring skill teaching. Students' active participation in class will be effectively promoted, and the immersive sports experience will be strengthened, so that students can improve their physical quality gradually.

Actively build an integrated and interactive teaching mode inside and outside the classroom, extend the physique cultivation scene, make up for the shortage of class hours, and realize the long-term improvement of students' physique normalization. Inside the classroom, the key is to complete the movement standards, skill drills, and targeted physical ability special training, building the students' movement foundation. Rely on campus sports and cultural activities, after-school services, and sports organizations to carry out regular consolidation training, extending the results of classroom teaching. Teachers should arrange lightweight and personalized after-class exercise tasks according to students' physical differences, and guide students to form good habits of self-exercise. The coordinated education system inside and outside the classroom forms a complete cultivation closed loop, continuously strengthens the efficiency of traditional sports education, and

helps promote the steady improvement of students' physical health.

3.3. Improve the whole-process evaluation system and clarify the orientation of physical education

Taking the healthy and long-term development of students' physique as the core goal, we should reconstruct the comprehensive evaluation system of the traditional national physical education curriculum. Optimize the original single assessment framework, reduce the weight of mechanical skills assessment and class attendance, and include the improvement of students' physical ability, body posture, endurance and flexibility, daily training performance, and healthy exercise habits in the evaluation index. By reconstructing the evaluation dimensions and adjusting the assessment standards, we can set up the educational orientation with the healthy development of body and mind as the core.

It is necessary to establish a comprehensive assessment mechanism for the deep integration of process assessment and summative assessment to monitor students' physical growth and change dynamically. Process evaluation continuously records students' daily classroom training status, phased physical fitness test results, independent exercise, and truly reflects students' growth progress. The summative evaluation combines the final comprehensive physical fitness evaluation with the comprehensive performance of the course. At the same time, we should enrich the subject of evaluation, integrate teacher evaluation, student self-evaluation, and peer evaluation, avoid the one-sidedness of a single evaluation, and ensure objective and fair evaluation results. A perfect evaluation mechanism can effectively encourage students to persist in physical exercise and promote students to improve their physical health and efficiency [4].

4. Guarantee mechanism for the implementation of national traditional sports courses under the objective of physical health

4.1. Strengthen the guarantee of professional teachers

Build a professional teaching team to meet the needs of physical education and provide core talent support for the efficient implementation of the curriculum. We shall focus on the special skills of traditional national sports and the ability to teach physique, carry out special training for teachers, focus on strengthening teachers' professional abilities such as teaching traditional sports items, designing physique training, research and judgment of students' physique, and sports protection, and enhance teachers' special accomplishment in physique education. Teachers should be guided to optimize teaching design based on physical health objectives, accurately control training intensity, avoid sports injuries, and ensure the scientific and efficient development of courses.

Establish a normalized teaching and research exchange mechanism to promote the continuous upgrading of teachers' teaching ability. Teachers should be organized to discuss traditional physical education teaching methods, stratified training strategies, classroom optimization programs, and summarize quality teaching experience. Encourage teachers to carry out teaching innovation in combination with the current situation of students' physique, and explore the characteristic teaching mode suitable for the school. Through systematic cultivation and normalization of teaching and research, build a composite team of teachers with traditional sports skills and physical education ability, and consolidate the foundation of curriculum implementation.

4.2. Improve the standardized curriculum management system

Establish the curriculum management system for fitness constitution education goals, standardize the whole process of curriculum implementation, and ensure the effectiveness of education. We should make clear the standards of class hours, teaching norms and training requirements of national traditional physical education courses, put an end to the problems of random occupation of courses and teaching becoming a mere formality, and ensure the normal and standardized development of courses. Refine the teaching objectives, content standards and key points of physique cultivation of each section of courses, establish the implementation process of standardized teaching, and realize the precise connection between curriculum teaching and physique cultivation.

Improve the system of course supervision and dynamic adjustment, and promote the continuous optimization and upgrading of courses. Establish a standardized classroom supervision mechanism, track the implementation of curriculum teaching, physical training results, and timely discover teaching weaknesses and implementation loopholes. Combined with the annual student physical monitoring data, dynamic adjustment of curriculum content, training intensity, and teaching models meets the needs of student physical development and change. By standardizing the institutional restraint and dynamic adjustment mechanism, we can guarantee the sustainable fitness, health and education objectives of traditional national sports courses and steadily improve the quality of education [5].

4.3. Consolidate all-round guarantee of teaching resources

Improve the national traditional physical education curriculum hardware resources, and build an appropriate physical training teaching scene. Based on the teaching needs of various traditional sports events, campus sports venues and training equipment shall be optimized with complete supporting equipment such as posture correction, physical training and health monitoring to meet the hardware needs of stratified teaching and special physical training. Campus sports field resources shall be planned as a whole, training space inside and outside classes shall be reasonably planned, normal traditional sports teaching and physical training shall be ensured to be carried out in an orderly manner, and basic hardware support shall be provided for the improvement of students' physique.

Enrich digital and school-based teaching resources, improving the quality and efficiency of courses. The school-based teaching materials for fitness training should be compiled according to the school's learning conditions, and the systematic teaching resources should be formed. Relying on a digital platform, integrate traditional sports fitness teaching videos, physical training guides, and health science popularization resources to facilitate students' self-study and regular exercise. The omnidirectional resources guarantee that the system can effectively support the implementation of curriculum standardization and help students improve their physical health.

5. Conclusion

Against the background of the integration of physical education and education, it is an important measure to promote the standardized implementation of the national traditional physical education curriculum with physical health as the core goal. This paper systematically explains the logic of conformity between the implementation of the national traditional sports curriculum and the cultivation of physical health, combines problems such as the inadequacy of curriculum content, the solidification of the teaching model and the lack of an evaluation system,

and sets up a systematic curriculum implementation mechanism from four dimensions: curriculum content, teaching model, evaluation system and guarantee mechanism. This mechanism can effectively conform to the law of students' physical and mental development, fully release the value of fitness and education of national traditional sports, continuously improve students' comprehensive physique, cultivate lifelong sports habits, and provide practical reference for improving the quality and efficiency of school sports and the all-round development of students' physical and mental health in the new era.

Disclosure statement

The author declares no conflict of interest.

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