

Current Situation and Reform Innovation of College Public Physical Education Curriculum

Hongbao Wang

Zhengzhou Normal University, Zhengzhou, Henan, China

Abstract: To deeply explore the practical bottlenecks and development directions of college public physical education curricula, this study systematically examines the practical dilemmas in teaching conditions, faculty structure, and curriculum content. Based on the national guideline of "Health First" and the concept of lifelong education, a series of specific reform paths are proposed by constructing a multi-level curriculum system, innovating a student-centered teaching model, and improving a comprehensive evaluation mechanism. The results show that the reform of college public physical education curricula should be based on optimizing resource allocation, focus on stimulating students' subjectivity and meeting diverse needs, and strengthen the integrated design of in-class and after-class activities. These strategies aim to effectively improve the educational effectiveness of the curriculum, promote the all-round physical and mental development of students and the cultivation of lifelong sports habits, and provide a reference for the high-quality development of college physical education in the new era.

Keywords: College Physical Education; Curriculum Reform; Teaching Status; Education Model; Lifelong Sports

1. Introduction

As an important part of the higher education system, the teaching quality of college public physical education curricula is directly related to students' physical fitness, health awareness, and even the cultivation of lifelong sports habits, which is of far-reaching significance for cultivating high-quality talents with all-round development. However, in current educational practice, affected by multiple factors such as traditional teaching models and resource constraints, public physical education curricula still face a series of urgent practical problems in teaching conditions, faculty structure, teaching

content and methods. The existence of these problems not only restricts the full play of the curriculum's educational function, but also deviates from the new era's educational guiding ideology of "Health First" and social requirements for the comprehensive quality of talents. Therefore, systematically sorting out the current situation of college public physical education teaching and exploring scientific and effective reform and innovation paths on this basis has become an inevitable requirement for improving the quality of college physical education and promoting the harmonious physical and mental development of students. This study aims to provide theoretical references and practical ideas for the reform and optimization of college public physical education curricula by deeply analyzing the current situation and combining relevant policy guidelines and advanced educational concepts[1].

2. Current Situation Review and Problem Analysis

2.1 Dilemmas in Teaching Conditions and Resource Allocation

The teaching quality of college public physical education curricula is largely limited by the support of material foundations. At present, many colleges and universities are facing the severe challenge of insufficient total sports venues and facilities with a single structure. Against the background of continuous enrollment expansion, the per capita sports ground area is far lower than relevant national standards. In particular, the shortage of indoor venues often forces normal teaching to be interrupted or simplified in rainy, snowy or cold seasons. This predicament directly restricts the richness of curriculum content and the flexibility of teaching organization. Meanwhile, the allocation of sports equipment suffers from both aging and shortage. Some equipment is updated slowly with worrying safety; special equipment

for emerging projects or group teaching is often in short supply, forcing teachers to compress teaching content or adopt alternative plans, which affects the achievement of teaching effects and students' sports experience. Unbalanced resource allocation also occurs from time to time within colleges and universities, with differences in sports resources available to students in different campuses and majors, which affects the fairness of physical education to a certain extent. The shortcomings of hardware conditions not only hinder the deepening of curriculum reform, but also directly affect the feasibility and enthusiasm of students' after-class physical exercise, becoming a practical obstacle to improving students' physical health[2].

2.2 Shortcomings in Faculty Structure and Professional Literacy

The faculty team is the key dynamic factor for the reform of public physical education curricula, but its structural problems and professional development bottlenecks are prominent at present. Firstly, in terms of professional title and educational background, it presents the characteristic of "a broad pyramid base". The proportion of teachers with senior professional titles is low, while the young teacher group is large, but most of them hold junior and intermediate professional titles; the educational background is mainly bachelor's degree, and the proportion of teachers with master's degrees or above is small, which affects the overall depth of teaching and research and the ability to grasp the frontier. Secondly, there is a contradiction between "specialized expertise" and "versatile competence" of teachers' professional abilities. Many teachers are skilled in their specialized fields, but lack sufficient knowledge and skills when adapting to diversified curriculum reform, teaching emerging sports projects, or conducting interdisciplinary physical education and health education. In addition, some teachers still stick to the traditional skill-teaching mode, with insufficient understanding and practice of modern educational concepts such as "Health First" and "student-centeredness", and lack innovation in teaching methods, making it difficult to effectively stimulate students' internal interest and cultivate their independent learning ability. The training of teachers in safety protection knowledge and emergency response capabilities is also generally insufficient, which

poses a potential hidden danger to organizing sports activities with certain risks or dealing with sudden sports injuries. Improving the comprehensive literacy of teachers and optimizing the faculty structure are the core human resource guarantees for promoting the connotative development of the curriculum[3].

2.3 Limitations in Teaching Content and Curriculum Setting

The content system and setting mode of public physical education curricula are directly related to students' participation and sense of gain, but their current limitations are obvious. Teaching content has long been characterized by a single tendency of "dominated by traditional projects and lack of emerging projects". Although traditional projects such as basketball, football, volleyball and track and field are basic and important, without supplementation, it is difficult to meet the needs of contemporary college students for diversified and personalized fitness and entertainment. There is a certain disconnect between curriculum content and social popular sports trends, students' real interest hotspots, and the latest scientific achievements in health promotion, leading to the decline of attractiveness of some courses to students. In terms of curriculum setting, the problems of rigid structure and insufficient selectivity are prominent. Compulsory courses account for a large proportion with fixed projects, while the categories of elective courses available for students to freely choose are limited and often cannot be fully offered due to factors such as faculty and venues. The design of "integration of in-class and after-class" has not been effectively implemented, and classroom teaching is loosely connected with after-class club activities, physical fitness test tutoring, campus sports competitions, etc., failing to form a joint force to create a sustainable campus sports culture atmosphere. In addition, teaching progress and assessment methods are often unified standards, rarely taking into account students' individual physical fitness foundations, interest differences and progress ranges. This "one-size-fits-all" mode is not conducive to mobilizing the enthusiasm of all students, especially those with weak foundations, and also limits the function of physical education in promoting personality development[4].

3. Theoretical Basis and Policy Basis for

Reform and Innovation

3.1 Programmatic Guidance from National Policy Documents

The reform of college public physical education curricula is not groundless; its fundamental direction and basic framework are deeply guided by the planning of national-level relevant policy documents. Since the new century, the Ministry of Education and other departments have successively issued the National Guidelines for Physical Education Curriculum Teaching in Ordinary Colleges and Universities, Opinions on Strengthening School Physical Education to Promote Students' Physical and Mental Health and All-Round Development, and National Students' Physical Health Standard, which jointly build a top-level design system for school physical education in the new era. These documents clearly abandon the single goal of focusing on sports skill teaching in the past, and instead emphasize the comprehensive educational value of physical education curricula in promoting students' physical and mental health and cultivating social adaptability and sound personality. In particular, the "three autonomies" principle proposed in the new Guidelines—that students can independently choose curriculum content, teachers and class time—and the advocacy of "a curriculum structure with organic connections inside and outside class, inside and outside school" provide direct policy basis and operational guidelines for breaking the barriers of traditional administrative classes and building a flexible and diversified curriculum model. They not only set the curriculum guiding ideology of "Health First", but also provide reform paths in specific aspects such as curriculum structure, content, methods and management, requiring college physical education teaching to move from closed to open and from unified to diversified, thus laying a solid legal foundation and a clear action framework for colleges and universities to promote reform practice in light of their own reality[5].

3.2 Core Concepts of "Health First" and Lifelong Sports

"Health First" is not an empty slogan, but a core concept deeply rooted in modern educational philosophy and exerting a transformative impact on college public physical education curricula. This concept establishes the overall health of

students' physical, psychological and social adaptation as the highest goal of physical education curricula, promoting the curriculum value to shift from serving short-term physical fitness standards or competitive performance to serving students' long-term quality of life and sustainable development. Under this concept, the core indicators of curriculum evaluation have shifted accordingly. Instead of only focusing on the accuracy of sports skills or the speed of running, more attention is paid to the cultivation of students' exercise habits, mastery of health knowledge, improvement of emotional regulation ability, as well as the spirit of cooperation and willpower shown in sports activities. It inherently requires physical education teaching to be connected with lifelong sports, that is, the effect of education should be reflected in students' ability to participate in physical exercise consciously and scientifically after leaving campus. Therefore, teaching content needs to include sustainable sports projects, methods of self-monitoring and evaluation, principles of exercise prescription formulation, etc. Teaching methods should also strive to stimulate internal motivation and create positive experiences, enabling students to change from "passive exercise" to "active enjoyment", thus internalizing sports into an indispensable way of life. This concept fundamentally corrects the utilitarian tendency of physical education teaching and returns it to the essence of education[6].

3.3 Educational Principles of Student Subjectivity and Personalized Development

Contemporary educational theory emphasizes the dominant position of students in the learning process. This principle is reflected in the reform of public physical education curricula as full respect for students' personalized needs and development potential. The traditional "one-size-fits-all" teaching model ignores the huge differences among students in sports foundation, hobbies, physical conditions and learning styles, often leading to the polarization of "not having enough to eat" and "unable to keep up". The principle of student subjectivity requires reform to break this rigid pattern and build a curriculum system that can provide diversified choices and personalized paths. This means that the curriculum setting should greatly increase the types and levels of elective projects, allowing students to choose appropriate projects

and difficulty levels according to their own situations; teaching organization should support "mobile classes" or club systems to realize interest aggregation across majors and grades; teaching methods should also shift from teachers' single demonstration and explanation to more adoption of cooperative learning, inquiry learning and layered teaching, encouraging students to think in practice and make progress in interaction. Its ultimate purpose is to enable every student to find their own position in physical education curricula, gain a sense of success and growth happiness, and truly realize "student development-oriented". This principle is an in-depth practice of educational equity and a key to improving the attractiveness and effectiveness of physical education teaching[7].

4. Specific Implementation Paths and Optimization Strategies

4.1 Structural Optimization and Content Expansion of the Curriculum System

The top priority of college public physical education curriculum reform is to break the traditional, single and rigid curriculum structure and build a three-dimensional curriculum system with distinct levels, diversified choices and organic connection between in-class and after-class. This system should first realize the scientific ratio and functional complementarity of compulsory and elective courses. On the basis of ensuring all students master basic sports skills and improve basic physical fitness, the breadth and depth of elective projects must be greatly expanded. The reform practice should not only cover traditional options such as tennis, swimming and martial arts, but also actively introduce emerging sports projects in line with the trend of the times and students' interests, such as ultimate frisbee, rock climbing, pickleball, etc., and systematically offer health promotion courses combining theory and practice such as physical fitness, weight management, sports injury prevention, and exercise prescription formulation. At the same time, efforts should be made to promote the integration of national traditional sports and regional characteristic sports into classrooms, making them an effective carrier for inheriting culture and stimulating interests. More importantly, the isolation of classroom teaching should be completely broken. Through system design, students' after-class physical exercise,

sports club activities, campus sports competitions, etc. should be systematically integrated into curriculum management and credit recognition, forming an educational closed loop linking the "first classroom" and the "second classroom", so as to truly create a campus cultural ecology of "sports everywhere, exercise anytime" and lay a solid foundation for students' lifelong participation[8].

4.2 Diversified Innovation of Teaching Models and Method Innovation

The transformation of teaching models is the core link to promote the implementation of curriculum concepts and stimulate classroom vitality. This requires a comprehensive shift from the "instructional" teaching centered on teachers and focused on skill teaching to the "constructive" teaching with students as the main body and oriented to ability development and interest cultivation. In terms of specific methods, modern teaching strategies such as project-based learning, cooperative learning and gamified teaching should be widely adopted. For example, in team sports projects, tactical drill projects based on real competition situations can be designed to enable students to comprehensively improve sports skills, tactical understanding and cooperation ability in researching tactics, assigning roles, collaborative practice and summary reflection. For fitness and health courses, students can be guided to independently design and implement personal or group exercise plans, and master scientific self-monitoring and evaluation methods in the process of completing projects. At the same time, the integration of information technology and physical education teaching should be deepened. In addition to using multimedia resources for action analysis and theoretical explanation, online and offline hybrid teaching models can be built relying on online learning platforms and mobile applications. The online part can carry theoretical learning, preview and review, personalized resource push and asynchronous discussion; offline classrooms focus on practical guidance, skill correction, group cooperation and interactive experience, so as to expand teaching time and space, meet students' personalized learning rhythms, and provide data support for teachers' precise tutoring[9].

4.3 Comprehensive Construction of Evaluation System and Management

Improvement

A scientific and comprehensive evaluation system is the key baton to ensure the reform direction and motivate students' continuous participation. The new evaluation system must completely change the one-sided practice of focusing on summative skill assessment and neglecting the learning process and behavior development, and turn to a comprehensive evaluation covering multiple dimensions such as "sports participation, skill mastery, health promotion, emotional development". Specifically, the weight of process evaluation should be significantly increased, and students' classroom engagement, persistence in exercise habits, team spirit, progress range (i.e., value-added evaluation) should be included in the assessment to encourage students to surpass themselves. In terms of evaluation subjects, a diversified evaluation mechanism combining teacher evaluation, student self-evaluation and peer evaluation should be established, with particular attention to the important role of students' self-reflection in promoting learning. Evaluation methods should also be diversified. In addition to traditional skill tests, various forms such as learning portfolios, practical reports, oral presentations, and online learning data analysis can be adopted to comprehensively capture students' learning outcomes. Correspondingly, the teaching management mechanism must be optimized simultaneously, including establishing a more flexible course selection and scheduling system to support "three autonomies" teaching, improving the curriculum resource development and sharing mechanism, and strengthening the recognition and incentive for teachers' teaching innovation and practical achievements, so as to provide a solid institutional guarantee for the smooth transformation of the evaluation system and the in-depth promotion of the entire curriculum reform.

5. Conclusion

In summary, the reform and innovation of college public physical education teaching is a systematic and urgent project. The reform should be based on a clear understanding of practical dilemmas such as teaching conditions, faculty team and teaching content, take national policies as the program, and firmly grasp the core concepts of "Health First" and promoting students' lifelong development. Only by constructing a three-dimensional curriculum

system, exploring diversified teaching models and implementing a comprehensive evaluation system can we effectively stimulate students' sports interest and internal motivation, and effectively improve their physical and mental health level and sports literacy. Future reform practice should focus on adapting to local conditions and continuous optimization. While strengthening the allocation of hardware resources and improving teachers' professional abilities, the curriculum connotation should be continuously deepened, so that college public physical education curricula can truly become an important cornerstone supporting students' all-round development and adapting to social needs, and contribute an indispensable physical education value to the cultivation of high-quality talents.

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