

Research on the Teaching Reform of College Sports and Health Courses in the New Era

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Abstract: With the rapid development of the socio-economy and the continuous improvement of people's living standards in the new era, there is an increasing focus on health. Against this backdrop, the quality of university physical education and health course teaching becomes particularly important. This study aims to analyze the current status of university physical education and health course teaching, explore effective teaching methods, and improve the quality of course teaching and the physical and mental health level of students. A series of improvement measures are proposed, including optimizing course settings, enriching teaching methods and evaluation techniques, and enhancing student participation. In terms of optimizing course settings, the study suggests classified teaching based on students' gender, interests, and physical condition to meet their individual needs. At the same time, it emphasizes the practicality of courses, focusing on the integration of theoretical knowledge and practical skills to improve students' practical abilities. Regarding enriching teaching methods and evaluation techniques, the study advocates the use of diversified teaching methods, such as small-class teaching, group teaching, case teaching, etc., to stimulate students' interest and enthusiasm for learning. Additionally, by introducing diversified evaluation methods, this study aims to provide useful references and insights for the teaching of university physical education and health courses, promoting the improvement of teaching quality, and aiding in the physical, mental, and comprehensive development of students.

1. Introduction

University physical education and health courses are an integral part of students' physical and mental health development and are important for cultivating good living habits and health awareness. However, under traditional teaching models, physical education classes often focus on skill training and lack personalized and diverse content, failing to meet the comprehensive developmental needs of students. To improve students' physical and mental health and cultivate good living habits and health awareness, an increasing number of schools are initiating reforms in university sports and health course teaching. These reforms aim for comprehensive implementation of university sports and health education goals through measures such as optimizing course settings, enhancing teacher capabilities, and strengthening evaluation systems. This study will explore the specifics and effects of teaching reforms in university physical education and health courses through case analysis. By applying a combination of research methods and effective implementation of practical measures, the

study has successfully promoted the comprehensive development of university students and achieved significant improvements in educational quality and effectiveness. In this case, we will delve into the reform plans, methods, and outcomes of the school, discussing the impact of teaching reforms on students' physical and mental health and the involvement of teachers and parents. Through this case analysis, we aim to draw lessons and insights from practice to provide guidance and reference for other schools undertaking similar reforms [1].

Reforming university physical education and health course teaching is a significant and complex task, requiring comprehensive thought, scientific research, and effective practice. Only through continuous innovation and improvement can the teaching goals of university sports and health courses be truly achieved, laying a solid foundation for students' physical and mental health. Existing research shows that university sports and health courses have a positive impact on students' physical and mental development [2]. Participation in university sports can improve students' physical fitness, promote mental health, and cultivate good living habits and health awareness. Furthermore, university sports also help students adapt better to learning, improve attention and self-management abilities. However, traditional university sports and health courses have some limitations, such as an excessive focus on skill training at the expense of physical and mental health education, lack of personalized and diverse teaching content, and a one-dimensional evaluation approach. These issues restrict the effectiveness of the courses and students' development. To address these problems, existing research has suggested several reform directions, including focusing on physical and mental health education, integrating health knowledge and psychological adjustment into the curriculum, and emphasizing comprehensive student development. Additionally, there's advocacy for personalized and diverse teaching content, allowing students to choose and delve into subjects based on their interests and strengths, under the premise of meeting basic requirements. Furthermore, encouraging societal participation through community service and volunteer activities enables students to apply their knowledge practically and cultivate a sense of social responsibility [3]. To achieve the goals of reform in university sports and health course teaching, corresponding strategies need to be adopted, such as cultivating an excellent teaching staff, improving professional teaching abilities, strengthening campus sports facilities, conducting diverse activities and projects, and enhancing school-family cooperation to form a combined educational force of school, family, and society. As modern society's lifestyle changes, there is an increasing focus on physical and mental health issues.

University sports, as a significant means of promoting physical and mental health development, play an essential role in education. However, traditional university sports and health courses have limitations in fostering students' comprehensive development. Therefore, this paper aims to explore how to reform existing university sports and health courses to better advance teaching reforms. Through field research and case analysis, the feasibility of teaching reforms in university sports and health courses is analyzed, discussing specific feasible ways to advance these reforms. Main aspects include changing traditional teaching methods, adding diverse course content and evaluation methods, and providing adequate facilities and resources. This study proposes specific suggestions to promote the teaching reform of university sports and health courses, including cultivating an excellent teaching staff, strengthening campus sports facilities, conducting diverse activities and projects, and proposing suggestions for advancing teaching reforms in university sports and health courses. Promoting teaching reforms in university sports and health courses is crucial for improving students' physical and mental health levels. Therefore, the formulation and implementation of related policies should be actively promoted, along with strengthening teacher training, optimizing teaching resource allocation, and conducting diverse activities and projects. University sports and health courses hold a significant position in school education and play a key role in fostering students' physical and mental health. With societal development and changes in educational concepts, reforming university sports and health course teaching has become an important topic in the current educational field. This paper aims

to summarize existing research findings and discuss the development directions and strategies of teaching reforms in university sports and health courses by reviewing relevant literature. In summary, teaching reform in university sports and health courses is significant for enhancing students' physical and mental health levels. By focusing on physical and mental health education, personalized and diverse teaching content, and adopting corresponding strategies, the teaching effectiveness of university sports and health courses and student development can be promoted [4].

2. Research Purpose and Significance

The purpose of this study is to explore the current status, problems, and development trends of teaching reforms in university sports and health courses, analyze influencing factors, and propose corresponding improvement strategies. By conducting in-depth research on the teaching reform of university sports and health courses, the study aims to promote the comprehensive development of students' physical and mental health and improve the quality and effectiveness of education. Promoting the comprehensive development of students' physical and mental health: The teaching reform of university sports and health courses can help students improve physical fitness, enhance psychological health, and cultivate good living habits and health awareness. This is of great significance for promoting the comprehensive development of students' physical and mental health. This research can to some extent improve the quality and effectiveness of education, as traditional university sports and health courses have issues, such as excessive focus on skill training at the expense of physical and mental health education and a lack of personalized and diverse teaching content. By reforming the teaching of university sports and health courses, the effectiveness of course implementation and student participation can be enhanced, thus improving overall educational quality and effectiveness. With societal development and changes in educational concepts, teaching reform in university sports and health courses has become a hot topic in the field of education. By studying the teaching reform of university sports and health courses, it is possible to meet societal demands and educational development requirements, and push forward the process of educational reform. Teaching reform in university sports and health courses is a complex and diversified field, requiring the comprehensive application of various research methods and theories for in-depth exploration. This study will provide new perspectives and methods for scholars in the field, promoting academic exchange and development and broadening research horizons and methods. In summary, researching the teaching reform of university sports and health courses can promote the comprehensive development of students' physical and mental health, improve the quality and effectiveness of education, and adapt to societal needs and educational development trends. This is of significant importance for promoting innovation and reform in the entire education system. Promoting holistic quality cultivation: The teaching reform of university sports and health courses can promote the cultivation of students' comprehensive qualities. Besides physical fitness, university sports and health courses can also develop students' social skills like cooperation, leadership, and team consciousness, as well as cognitive abilities such as innovative thinking, problem-solving, and critical thinking. Teaching reforms in university sports and health courses, focusing on health awareness and habits, can help students establish correct health concepts and increase their attention to and concern for their own health. Emphasizing good living habits in teaching, such as reasonable diet, moderate exercise, and scientific rest, can improve students' health levels and form lasting healthy behaviors. Teaching reforms in university sports and health courses should focus on personalized education and differentiated development, paying attention to the needs of special and disadvantaged groups. By providing teaching content and methods that cater to the different characteristics and abilities of students, educational equity and inclusiveness can be promoted, allowing every student to benefit from university sports and health courses. Teaching reform in university sports and health courses is

not only significant for individual development but also has a positive impact on societal development and the health industry. Cultivating a healthy and positive new generation contributes to building a harmonious society, improving national quality, and contributing to the sustainable development of the country, promoting societal development and the health industry. Teaching reform in university sports and health courses has broad and profound research significance. It can not only promote students' physical and mental health and improve the quality and effectiveness of education but also foster holistic quality cultivation, develop health awareness and habits, promote educational equity and inclusivity, and advance societal development and the health industry. Therefore, in the current educational environment, in-depth research and practical application of teaching reforms in university sports and health courses hold significant theoretical and practical value.

3. Research Methods

This study reviews relevant literature to understand the current status, problems, and development trends of teaching reforms in university sports and health courses. It analyzes existing research results, summarizing experiences and lessons to provide a theoretical foundation for subsequent studies.

The study employs a questionnaire survey method, designing appropriate questionnaires to collect opinions and perspectives of students, teachers, and parents on the teaching reform of university sports and health courses. Through statistical analysis and data processing, it understands their cognition, attitudes, expectations, and the existing problems and needs regarding course reform. Additionally, it involves field observations in campuses to directly observe the actual teaching situation of university sports and health courses. This includes observing teachers' teaching methods, student participation, evaluation methods, and other aspects, and recording these observations. Field observations provide a more direct understanding of the existing problems and improvement spaces in the current courses.

The study also includes practical research, designing and implementing practical activities of teaching reform in university sports and health courses over a certain period. By collecting data and observing effects, the impact and effectiveness of the teaching reform are evaluated. Moreover, it involves reflecting on the challenges and issues encountered during the practical process and proposing corresponding improvement strategies.

Comparative research is another method used in this study: selecting different regions or schools for comparative studies to analyze the differences and characteristics of teaching reforms in university sports and health courses under different background conditions. Through comparative research, the advantages and shortcomings of different regions or schools can be identified, learning from the successful experiences of other areas or schools.

By comprehensively utilizing the above methods, the study can thoroughly and systematically research the teaching reform of university sports and health courses. These methods enable the collection of data and information from various perspectives, aiding in understanding existing problems, determining directions for improvement, and providing a scientific basis for formulating relevant policies and measures. Additionally, it's essential to flexibly use various methods according to the actual situation and research objectives, ensuring the comprehensiveness and effectiveness of the research.

4. Practical Scheme

The practical scheme focuses on promoting comprehensive student development and improving education quality and effectiveness through teaching reform, drawing on experiences and outcomes of university sports and health course teaching reforms both domestically and internationally. It involves summarizing successful cases and failures to provide references for subsequent reforms. The

design of questionnaires aims to collect views and opinions of students, teachers, and parents on the current university sports and health courses. It seeks to understand their perceptions and expectations regarding course content, evaluation methods, and teaching approaches.

Field observations in university campuses are conducted to directly observe the actual teaching situation of university sports and health courses. This includes observing teachers' teaching methods, student participation, and classroom atmosphere to identify existing problems and areas for improvement. In-depth interviews with selected students, teachers, and experts are conducted to discuss their views, experiences, and suggestions on the teaching reform of university sports and health courses. This approach aims to gather more detailed and in-depth information, understanding their specific needs and expectations for reform.

Practical activities related to the teaching reform of university sports and health courses are designed and implemented over a certain period. Data is collected, effects are observed, and the impact and effectiveness of the reform are assessed. Reflection on the challenges and problems encountered during the practical process is crucial, leading to the proposal of corresponding improvement strategies.

Through expert training and teacher exchange workshops, teachers' professional competencies in teaching university sports and health courses are enhanced. Teachers adopt flexible and diverse teaching methods, focusing on stimulating students' interest and enthusiasm. A comprehensive evaluation system is established, including assessment indicators for knowledge, skill performance, participation, and physical and mental health levels. The approach encourages students' holistic development, focusing not only on skill training performance but also on mental and physical health and personal growth.

Regular parent-teacher meetings and home-school interaction platforms are used to strengthen communication and cooperation between home and school. Parents are involved in the course reform, jointly focusing on the children's physical and mental health development, and providing support and feedback.

As a result of the teaching reform, there is a comprehensive improvement in students' physical fitness, mental health, and living habits, leading to noticeable enhancements in education quality and effectiveness. In summary, through scientific research methods and practical measures, the high school successfully implemented the teaching reform of university sports and health courses. From the perspectives of students, teachers, and parents, the reform achieved positive results and played a significant role in promoting comprehensive student development and improving education quality. This case provides experience and reference for other schools undertaking similar reforms and underscores the importance of research methods. Scientific assessment and adjustment of measures during the reform process can better facilitate the smooth progress of teaching reform.

5. Results and Discussion

The teaching reform of university sports and health courses has achieved the following significant results and outcomes:

(1) **Course Optimization:** Based on literature reviews, questionnaire surveys, and field observations, the content of university sports and health courses was redesigned. This included an increase in content related to physical and mental health education, encompassing psychological health, nutritional health, and lifestyle aspects. Diverse teaching activities, such as fitness exercises and team collaboration projects, were introduced to stimulate students' interest and enthusiasm.

(2) **Teacher Capability Enhancement:** Through expert training and teacher exchange workshops, teachers' professional competencies in teaching university sports and health courses were improved. Teachers adopted flexible and diverse teaching methods, focusing on stimulating students' active

participation and self-learning abilities.

(3) Strengthening the Evaluation System: A comprehensive evaluation system was established, including assessment indicators for knowledge, skill performance, participation, and physical and mental health levels. The focus was not only on skill training performance but also on a comprehensive evaluation of students' physical and mental health and personal growth, encouraging holistic development.

(4) Enhanced Home-School Cooperation: Regular parent-teacher meetings and home-school interaction platforms strengthened communication and cooperation between home and school. Parents were involved in the course reform, jointly focusing on their children's physical and mental health development, and providing support and feedback.

Post-reform surveys revealed high student satisfaction with the new course content and teaching methods. They found the courses more interesting and meaningful, contributing to the development of physical and mental health. Additionally, there were notable improvements in students' physical fitness, mental health, and living habits. Teachers reported increased motivation and a sense of accomplishment, feeling that the new courses offered more creative freedom and recognizing the need for continual professional knowledge and skill enhancement. Parents supported the reformed university sports and health courses, noting improved communication and interaction with their children. They believed that the course fostered good living habits and health awareness in their children, positively impacting their future growth.

In summary, through scientific research methods and practical measures, the middle school successfully implemented the teaching reform of university sports and health courses. From the perspectives of students, teachers, and parents, the reform achieved positive results and played a significant role in promoting comprehensive student development and improving education quality. This case provides experience and reference for other schools undertaking similar reforms and underscores the importance of research methods in the reform process, where scientific evaluation and adjustment of measures can facilitate the smooth progress of teaching reform.

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