

Establishing a Physical Education Teaching Model in Higher Education Under the Concept of Healthy and Sunny Physical Education

Wei Yang

Pingdingshan University, Pingdingshan, Henan, 467000, China

ABSTRACT

Having a healthy body is the cornerstone of the development of young college students, and it is also an important embodiment of our national vitality. For the full implementation and execution of "hundreds of millions of students nationwide Sunshine Sports" decision, all colleges and universities should make full integration of sunshine sports teaching in the sports teaching process, according to the University's own characteristics, reform the old teaching mode, strengthening the sports work, is the key to improve the performance of the sunshine sports education activities. At present, many aspects of college sports teaching in China is still confined to the traditional teaching mode, for physical education cognition at a superficial level, in terms of educational objectives, teaching content and form, the evaluation system has many shortcomings. Based on this, the sunshine sports teaching theory, the innovation of teaching mode of college physical education initiatives from the teaching environment construction, sports activities, management system and evaluation system of teaching level, improve the construction of college sports curriculum in order to enhance the effectiveness of moral education, the young college students love sports curriculum, understanding of sports the benefits of exercise, develop a good habit of active exercise, and enhance the moral quality and psychological health level of the students, to promote the construction of college sports culture to contribute.

KEYWORDS

Sunshine sports; College sports; Teaching mode; Innovation

1 Introduction

Since the beginning of the 21st century, the Chinese government has placed education at the forefront of its strategic development priorities, continuously reforming and deepening the existing education system with the aim of truly achieving the goal of quality education. However, the education system, characterized by exam-oriented education, has placed excessive emphasis on academic performance, neglecting the significance of physical education for the physical and mental development of students. As a result, the time allocated for students' physical activities and exercise has been increasingly squeezed, a phenomenon that is all too common. Since 2006, the Ministry of Education, the General Administration of Sport, and the Communist Youth League of China have jointly issued the "National Sunlight Sports Movement for Hundreds of Millions of Students," promoting the health philosophy of "one hour of exercise daily, I exercise, I am happy." Through diverse sports activities, the initiative aims to enhance the physical fitness of students nationwide. However, according to the results of the 2014 National Survey on Students' Physical Fitness and Health, while the overall physical fitness and health status of students has improved, there are still challenges such as a continuing decline in the physical fitness of college students, a rising obesity rate, and further declines in explosive power, strength, and endurance levels ^[1]. These issues clearly indicate that there are significant shortcomings in current physical education in higher education institutions in China. There is an overemphasis on the interest factor in physical exercise, resulting in counterproductive teaching outcomes and a overall low level of basic physical fitness among students. Regular physical exercise not only enhances physical fitness but also strengthens the willpower and perseverance needed to overcome challenges. Therefore, physical education in higher education institutions should continue to adhere to the "Sunshine Sports" educational philosophy, continuously reform teaching methods, and ultimately achieve the goal of enhancing students' physical fitness, laying a solid physical foundation for their future entry into society and the workforce.

2 Shortcomings of the current physical education teaching model in Chinese universities

In many respects, the physical education teaching model in Chinese universities has been influenced by the Soviet model, and in some cases, it is a direct transplant of the Soviet model. Over the course of long-term practice, this model has gradually revealed numerous shortcomings:

(1) **Shallow Understanding of Physical Education** There is a lack of depth in the understanding of physical education, which manifests itself in the following ways during the teaching process: First, due to the absence of a strategic understanding of the importance of physical education, the contradictions between the expansion of enrollment scale, the shortage of physical education teachers, inadequate physical education infrastructure resources, and the increasing number of students have become increasingly prominent. As a result, normal teaching activities cannot be adequately conducted in actual physical education classes, a problem that is widespread across universities nationwide; Second, for non-physical education institutions of higher learning, the quality of physical education and its outcomes contribute minimally to improving the university's overall ranking ^[2]. Consequently, universities lack intrinsic motivation to invest in physical education, manifested in: weak support for various physical education activities on campus, physical education courses often being replaced by cultural courses, and low enthusiasm for organizing physical education activities.

(2) **The narrow focus of physical education objectives** The primary objective of physical education in higher education is to enhance students' physical fitness. However, physical fitness should not be equated solely with physical education. The essence of physical fitness encompasses four aspects: physical development level, psychological development level, physical culture literacy, and lifelong physical fitness ability. The improvement of the latter three is the fundamental prerequisite for enhancing college students' physical fitness. Among these, the cultivation and enhancement of lifelong physical fitness ability enable students to learn how to select appropriate exercise objects and methods, while fostering lifelong learning habits, awareness, and capabilities for physical fitness, thereby laying a solid physical foundation for their future entry into society. However, physical education in Chinese universities has generally deviated from the objectives of physical education, failing to deeply grasp the spirit of physical education. It merely views improving students' physical fitness as the teaching objective. Under this goal-oriented approach, the teaching content, forms, and evaluation system are all designed based on physical fitness standards. In actual teaching, physical education teachers also focus on physical exercises, while paying insufficient attention to enhancing students' psychological qualities, cultivating their physical culture literacy, and fostering their understanding of lifelong physical education capabilities. Such efforts are even more lacking in practice.

(3) **Outdated sports education models** First, the teaching content of sports courses in higher education institutions is extremely biased, focusing on physical exercise itself and paying little attention to the teaching of sports-related theoretical knowledge. Second, there are many shortcomings in the teaching content. For example, sports expansion training is not only beneficial to enhancing the physical fitness of college students but also helps cultivate their strong willpower; however, it has not been included in the teaching content ^[3]. Finally, teaching methods remain rigid and uninnovative, with teachers as the primary instructors, and students passively receiving information as the main teaching method. This inflexible and monotonous approach struggles to spark students' enthusiasm or interest in physical education courses, let alone foster positive interaction with teachers. Over time, this approach will inevitably drift further away from the objectives of physical education instruction.

(4) Deficiencies in the Evaluation System and Evaluation Work

Monotony of the Evaluation System First, in terms of student evaluation, the current evaluation system often relies on measuring whether students' physical education indicators have reached relevant standards, lacking process-oriented and developmental assessments, which is detrimental to stimulating students' intrinsic motivation; Second, in terms of teacher evaluation, the current evaluation system objectively places greater emphasis on research than on teaching. Research achievements, including papers, have become explicit indicators, while the primary goal of physical education—improving students' physical fitness—is overlooked. Under this evaluation system, teachers' teaching abilities are severely constrained, thereby hindering the sustained improvement of high-quality physical education. Thirdly, in terms of course evaluation, the current evaluation system is highly one-sided, primarily relying on quantitative indicators such as teacher-student ratios and the number of sports facilities to assess the quality of course design. However, there is a significant lack of consideration regarding the rationality and scientific nature of resource allocation in education.

Evaluation work is perfunctory The purpose of physical education teaching evaluation is to identify problems and take a series of measures to improve the quality of physical education teaching, thereby achieving the goal of improving students' physical fitness. However, the physical education teaching evaluation mechanism in many Chinese universities

is rigid and inflexible. There is a lack of effective feedback mechanisms and reward and punishment mechanisms for the evaluation results, which has led to the evaluation work becoming perfunctory and lacking substantive significance ^[4].

3 The creation of a physical education teaching model in higher education under the sunshine sports teaching philosophy

A teaching model refers to a relatively stable structure and sequence of teaching activities established under the guidance of certain teaching ideas or theories. It primarily has five characteristics: directionality, operability, completeness, stability, and flexibility. Based on the Sunshine Sports teaching philosophy, the creation of a physical education teaching model in higher education should start from the following aspects:

3.1 Creating an ecological physical education teaching environment

The ecological development of physical education teaching environments is a fundamental prerequisite for universities to successfully implement sunlit physical education programs, optimize the allocation of educational resources, enhance teaching effectiveness, improve the efficiency of resource utilization, and achieve teaching objectives. To create an ecological sports teaching environment, it is essential to first strengthen the understanding of university administrative departments and physical education teachers regarding the value and significance of implementing sunshine sports education. They should dare to break free from the constraints of traditional sports teaching objectives, deeply understand the essence of sunshine sports education, and combine it with the actual conditions of their institutions to establish a teaching objective system centered on enhancing the physical fitness, mental health, and lifelong learning abilities of university students. Second, establish a comprehensive system for Sun Sports education and use it as a foundation to promote regular and diverse Sun Sports activities on campus, gradually making such activities routine. Finally, university administrative departments should prioritize increasing investment in Sun Sports education resources, establish reasonable safeguard mechanisms, and continuously improve sports education and teaching systems based on the actual circumstances of the school, ensuring that sports education and teaching activity plans are practical and effective.

3.2 Innovating the forms of activities in and out of class of physical education

In-class teaching is a common means in education and teaching, and it is the whole process of teachers imparting scientific theory and practical knowledge to students. Extracurricular teaching is a beneficial supplement to in-class teaching and the basic premise to realize the teaching goal oriented by sunshine sports activities. In the innovative work of in-class teaching activities, we should expand the content of physical education teaching on the basis of traditional competitive sports such as basketball, volleyball and badminton, such as yoga, martial arts, Tai Ji Chuan and so on. Thus, students' sports potential is discovered, and their interest in learning and exercise is stimulated, and students' choice space is greatly enriched. In the innovation of extracurricular teaching activities, firstly, we should actively set up various forms of groups, such as various sports clubs and associations, and secondly, set up diversified sports activities platforms, such as holding sports culture festivals and sports competitions, so as to make the sunshine sports activities in colleges and universities develop in a diversified and multi-field direction, so as to promote the effective realization of the sunshine sports education goal in colleges and universities.

3.3 Reforming the student teaching management system

Under the concept of "Sunshine Sports," the current student teaching management system should be reformed. First, the guiding principles of teaching serve as the compass for teaching management. Therefore, students should be at the center of the system. Through effective teaching methods in actual instruction, a positive interactive relationship between teachers and students should be fostered, creating harmonious teacher-student relationships. This will significantly enhance students' voluntary participation in physical education and exercise, thereby increasing the likelihood of achieving the objectives of physical education quality. Second, emphasize the practicality and effectiveness of teaching content. To meet students' individual needs, the offerings of elective courses such as physical fitness and sports should be appropriately increased. Third, when evaluating teaching effectiveness, the evaluation criteria should

not only include quantitative indicators of sports abilities and grades in required physical education courses but also include evaluations of students' participation in sports activities and their involvement in extracurricular activities such as sports clubs and competitions. Finally, due to differences in student levels, their learning characteristics also vary. To make teaching management more targeted and effective, a 分类 management system should be implemented based on these differences, categorizing students into groups such as vocational students, undergraduates, and postgraduates for evaluation and management.

3.4 Innovating teaching evaluation mechanisms

Teachers are the designers and implementers of the Sunshine Sports education model and teaching procedures. Therefore, to avoid superficial implementation of Sunshine Sports education activities in higher education institutions and ensure their effectiveness, it is necessary to innovate the current evaluation mechanisms for physical education teachers. First, establish an organizational framework for teaching evaluation guided by the Sunshine Sports model, and based on this, establish a regular evaluation mechanism to ensure effective supervision, enabling teaching evaluation work to be conducted in an orderly and smooth manner; Second, incorporate teachers' awareness of Sunshine Sports education, creative teaching, teaching ability, teaching reform experiments, and professional ethics into the teacher evaluation system. Through refinement, establish a new evaluation indicator system. It is worth noting that this new indicator system should be simple to operate and easy to quantify, thereby comprehensively assessing the effectiveness of Sunshine Sports education among university physical education teachers; Third, based on the new evaluation indicator system, establish a reasonable and scientific reward and punishment management mechanism to link teaching evaluation results with teachers' personal interests, thereby enhancing the enthusiasm of university physical education teachers to fully engage in sun sports education and teaching activities and achieve teaching objectives.

4 Conclusion

Every student is a budding flower. To appreciate the beauty of a flower, one must first strengthen its roots. The concept of sunshine sports education has been integrated into university physical education courses, infusing the existing curriculum with new vitality and dynamism. In the practical implementation of Sun Sports teaching activities, university administrators and physical education teachers must break free from traditional educational concepts, continuously innovate teaching methods, and, based on a common educational framework, integrate the unique characteristics of the university and the individual needs of students. Using practical outcomes as a basis, they should continuously optimize and innovate the Sun Sports educational model to drive the vigorous development of campus sports programs, truly achieve the educational objectives of university physical education, and cultivate healthy, qualified, and outstanding talents for the nation.

References

- [1] Xu Dongyan. Exploring the Reform of Physical Education Teaching Models in Higher Education Institutions under the Perspective of Sunshine Sports [J]. Boxing and Combat Sports. 2023(4): 31-33.
- [2] Tan Jiang. Exploring the Reform of Integrated Physical Education Teaching in Higher Education Institutions under the Sunshine Sports Initiative [J]. Guangxi Education, 2021(35): 22-24.
- [3] Li Fuqiang. Reform and Model Construction of Physical Education Teaching in Higher Education Institutions under the Sunshine Sports Movement [J]. Modern Economic Information, 2017(7):56-58.
- [4] Huang Xiyun. Exploring the current status of physical education reform in Chinese universities and the construction of teaching models from the perspective of the Sunshine Sports Movement [J]. Contemporary Sports Science and Technology, 2017(13): 37-39.