

# *Research on the Actual Challenges and Resolution Strategies of College Physical Education Teaching in the New Era*

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**Abstract:** With the continuous development of the education industry, our country is paying more and more attention to the comprehensive quality development of college students. Physical fitness is an indispensable part of comprehensive quality, but the cultivation of students' physical fitness is now facing more and more difficulties and challenges. This paper comprehensively analyzes the faculty, curriculum design, and teaching status of college physical education teaching, and finds many unreasonable aspects, such as unreasonable arrangement of teaching content and inadequate teaching methods. Corresponding solutions are proposed in order to contribute to the development of college physical education teaching in our country.

## **1. Introduction**

With the continuous promotion of teaching reform in universities, the reform of college physical education also needs to be further deepened. The teaching purpose of college physical education is to effectively enhance students' physical fitness, keep them healthy, improve their physical fitness, and develop good habits of exercising their bodies. At the same time, it cultivates their good ideological and moral character, making them comprehensive talents who are physically and mentally healthy, have good moral qualities, and can quickly adapt to society. The physical education teaching in universities is not only related to students' physical fitness, but also helps to cultivate good and noble moral character, improve students' adaptability to society, and contribute to their comprehensive development. In the new era, higher requirements have also been put forward for the development of students. The construction of physical education in universities must help students improve their overall quality. We must face the current problems in universities and actively and effectively handle them, keep up with the times, and improve the overall quality of college students.

## **2. Current Challenges in College Physical Education Teaching**

At present, the status, value, and validity of physical education teaching in universities have not been fully reflected. It is not only a true reflection of the low effectiveness of physical education teaching in universities, the low level of physical health of college students, and even a declining situation, but also a direct reflection of the inability of physical education teaching in universities to

meet the needs of social development, and the unwillingness of college students to take physical education classes despite their love for physical education. In the face of the new development characteristics and trends in China's society, it is necessary to deeply grasp the new era characteristics of the development of physical education teaching in universities, and accurately understand the profound connotation of reform and empowerment, in order to implement the important instructions of the country on building a strong sports country and the spirit of the National Education Conference.

### **2.1. Lack of Teaching Staff**

The primary problem faced by the college sports industry is the shortage of teaching staff. The form of physical education curriculum in universities is public elective, which covers multiple sports such as badminton, table tennis, Tai Chi Sword, basketball, etc. Teachers of different sports have their own professional focus. However, due to a shortage of teaching staff, some teachers are forced to switch to other sports, and their own fields in other sports have not been deeply cultivated, and they have not mastered the teaching methods and theories of related projects. As a result, students are unable to grasp the key and difficult points of the sport during their learning process. Some physical education teachers hold multiple positions and lead students in various fields. And there are also some problems among teachers with low educational levels. In the survey, one of the biggest influencing factors on the teaching attitude and teaching ability of physical education teachers is the degree to which schools attach importance to the teaching strength of the teachers. Some schools do not attach enough importance to physical education courses, resulting in their physical education teachers not having a very deep understanding of physical education teaching, but still being on the job, which has a certain impact on the quality of physical education teaching.<sup>[1]</sup>

### **2.2. Unreasonable Teaching Curriculum Setting**

In the process of promoting the curriculum reform, college physical education teaching is based on the "three self" concept, innovating various teaching methods, and also adding many new teaching projects, all of which aim to cultivate students' lifelong exercise life philosophy. But currently, there are still some problems. Firstly, the college curriculum still cannot meet the needs of students. Although some new courses and training content have been added to physical education teaching in the curriculum reform, the settings of these courses have not been tailored to students' needs.<sup>[2]</sup> Many sports events do not align with students' interests and hobbies, resulting in no one paying attention to them when choosing courses. Ultimately, most of the students who arrive are forced to transfer to this project because they have not chosen their favorite courses, and these students do not care about the project content. This greatly reduces the enthusiasm of students for physical exercise, and the teaching effect is also greatly compromised. Secondly, the college physical education curriculum is not in line with the society physical education requirements. The students cultivated by universities should be talents who meet the needs of the country, and their physical fitness should be linked to the overall social sports. In social sports, martial arts, aerobics and other items account for a relatively large proportion, but these social sports fitness items do not account for a high proportion in college physical education curriculum, and there are problems in curriculum setting. Finally, there are still some excellent traditional fitness programs in China that have not been included. China's sports industry is very developed, and fitness programs cover various fields, which are very beneficial for people's physical and mental health development. However, these course contents are not reflected in the college curriculum, such as traditional fitness qigong, shuttlecock kicking and other activities, which do not have relevant teaching content.

### **2.3. The Organizational Form of Teaching Is Not Scientific Enough**

The organizational forms of college physical education teaching are usually as follows. The first is the form of unified layering, which originally means that after students master a certain amount of physical education teaching content, the student group can be uniformly layered. For example, gender can be used as a standard to distinguish, because there is a significant difference in physical fitness between boys and girls. Boys usually have better physical fitness than girls, and their physique is more robust, with sufficient physical reserves, and they can complete some difficult movements. While, girls are usually only able to complete basic physical training, due to their weaker physical fitness. Secondly, students can be stratified based on their physical fitness. After mastering basic training abilities, there will be significant differences in their athletic abilities, even if they are of the same gender. Therefore, further stratification can be carried out, with different teaching objectives set for them, and training of different intensities can be carried out accordingly.

The second form is the combination of practice and theory. This teaching form is very suitable for students when they first come into contact with a certain physical exercise program. No matter how significant the differences between sports events are, physical education teachers should adopt a combination of practice and theory in teaching. They should make students clear about the purpose of training, effective methods of training, and precautions such as effective recovery after training to avoid sports injuries, and cultivate a habit of lifelong exercise.

The third form is student-centered. College students have strong independence and autonomy, and they pursue the development of their own personality. Therefore, when choosing sports, they will choose what they like or are good at. However, some schools do not fully consider students' interests and needs in the offering of elective courses, do not closely align with talent cultivation goals, lack innovation and practicality, do not keep up with the times, and do not adapt well to the needs of the times and society.

The fourth form is openness. College students do not need to participate in physical education courses within the class. They can participate in the course content according to their chosen courses and exercise together with students from other classes outside the class. However, only within the campus, college physical education teaching still does not go out of the campus. [3]

## **3. Solutions to the Problems of Physical Education Teaching in Universities**

### **3.1. To Set Effective Teaching Objectives**

College sports can be chosen by students themselves. The teaching goal of public elective courses in physical education in universities is not to select professional athletes who can exercise in the project. Most students are only interested in or relatively skilled in this field, so teaching objectives should be scientifically and reasonably designed based on the actual situation. Goals can be divided into basic goals and challenge goals. Firstly, it is necessary to involve students in sports activities. Secondly, while exercising, it is necessary to cultivate students' love for the project. Over time, it gradually becomes a specialty, and it lays a solid foundation for lifelong physical exercise.

### **3.2. To Exercise Students' Comprehensive Qualities and Abilities**

In terms of sports skills, the basic goal is to enable students to master basic skills and tactics, while also possessing the ability to handle common sports injuries, and to prevent basic injuries to a certain extent. The challenge goal is for students to learn more difficult techniques and tactics, continuously improve their athletic skills, and be able to develop their athletic abilities.

In terms of physical health, the basic goal is to cultivate students' good habits of daily exercise,

enable them to have a healthy lifestyle, have basic evaluation and measurement methods for their physical condition, and master knowledge content that can effectively improve physical fitness and maintain health. The challenge goal is for students to be able to exercise independently, choose suitable sports venues, and improve their physical fitness in all aspects. Through scientific training and recovery, they can cultivate a strong physique.

In terms of mental health, the basic goal is for students to improve their exercise anxiety through physical exercise and communication during training competitions. When facing difficulties, they can have an optimistic and positive attitude towards life, master methods to deal with negative emotions, find happiness and sense of achievement through physical exercise, and effectively set their learning goals based on actual situations in their daily lives. The goal of the challenge is for students to gain a firm will and master the ability to solve sports anxiety in the physical education classroom.

In terms of social adaptation, the basic goal is to enable students to learn teamwork, possess teamwork spirit, take on the role of leader in the team, demonstrate good competitive spirit and sports ethics in competitions, learn to handle team and competitive relationships, develop decision-making and problem-solving abilities. The goal of the challenge is to enable students to have good moral qualities and be able to actively care and help others.

### **3.3. To Improve Course Offered**

The curriculum of college physical education should follow the footsteps of the times and bring forth new ideas. In addition to traditional competitive events, there should also be some traditional Chinese sports programs, such as shuttlecock kicking, fitness qigong, etc. These courses are very helpful in improving students' physical fitness. At the same time, collective activities can also help students understand the importance of collective activities. [4] Traditional events such as dragon and lion dances can also be added to help students understand the charm of traditional Chinese culture, to show the charm of traditional culture and highlight the characteristics of the school. Improving the curriculum and arranging the course content reasonably is of great significance for cultivating students' lifelong exercise habits. In addition, physical education teaching in universities has also undertaken the mission of "integrating sports and education" and building a "new national system" since the new era. On the one hand, our country has already done a good job in top-level design and regional layout, and the number of sports training teams on campus has increased, with more diverse forms. On the other hand, our country has promoted the "high-level physical education teachers entering the campus" project, cultivating many high-quality talents for the reform of physical education classroom teaching mode in universities. In the context of the new era, the goals and missions of physical education teaching in universities have become very clear; while, for the problems existing in physical education classroom teaching, universities need to further increase their reform efforts in the future.

## **4. Conclusion**

In the new era, we need to constantly practice in the reform of college physical education, transform traditional teaching methods and concepts, build a reasonable, scientific, and teaching system that can meet the needs of students, impart theoretical knowledge while teaching skills, continuously cultivate and strengthen the habit of lifelong exercise for college students, and promote the comprehensive development of college students.

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