

The Development Trend of Physical Education Teaching and Sports Training in Universities under the Background of Comprehensive Fitness

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Abstract: With the enhancement of global health awareness, the concept of comprehensive fitness is gradually being valued in various fields. As an important part of the education system, physical education teaching in universities is also influenced by this trend. This article aims to explore the development trend of sports training and physical education teaching in universities from the perspective of comprehensive fitness. The article first analyzes the concept of comprehensive fitness and its correlation with modern physical education teaching in universities. Comprehensive fitness not only focuses on physical health, but also integrates multiple dimensions such as psychology, social interaction, and culture, providing students with a comprehensive platform for healthy development. Next, the article delves into the reform of physical education teaching content and methods in universities from the perspective of comprehensive fitness, as well as the adjustment of evaluation mechanisms. In terms of course content, emphasis is placed on diversity and interdisciplinary integration; In terms of teaching methods, it advocates the integration of student centeredness and technology; In terms of evaluation mechanism, it advocates multi-dimensional evaluation and the combination of self and other evaluations. Overall, this article provides in-depth thinking and suggestions for the reform and development of physical education teaching in universities under the background of comprehensive fitness, hoping to provide reference for research and practice in related fields.

1. Introduction

With the development of the times, people pay more and more attention to health and quality of life. Especially in the context of the global health crisis and increasing pressure of life, people's pursuit of physical and mental health has become a universal appeal of the public. Under such a background, the concept of overall fitness came into being, which went beyond the simple physical exercise and emphasized the balanced development of body, mind, and society[1]. In the field of education, especially in college physical education teaching, determining how to cultivate students' lifelong exercise habits and how to make students benefit from them has become the focus of educators' attention. This attention is not only in physical fitness but also in psychology, socialization, and values. This trend also marks the transformation of physical education in colleges and universities from the traditional skill training mode to the overall fitness education mode[2]. Overall fitness is not only an exercise mode but also integrates sports science, psychology, sociology, and other multidisciplinary knowledge, forming a comprehensive and holistic health concept [3]. Under this concept, physical education in colleges and universities no longer only pays attention to students' sports skills, but it cultivates students' life skills, teamwork ability, self-management ability, and social ability from a wide range of angles [4]. Traditional physical education in colleges and universities pays more attention to skill training and physical exercise, but in the view of overall fitness, educators believe the teaching content and methods need to be deeply reformed. This shift not only means the renewal of course content but also means the renewal of the educational concept, from teacher-centered to student-centered, from knowledge transfer to ability training, from single skill to all-round development[5]. However, determining how to truly realize the concept of overall fitness in college physical education, how to combine modern scientific and technological means to improve teaching quality, and how to meet the diverse needs of students are

all challenges faced by educators at present. In addition, when facing the dual challenges of globalization and informationization, college physical education also needs innovation[6]. Determining how to integrate sports in different cultural backgrounds into teaching, how to provide students with personalized and differentiated learning experiences by means of modern technology, and how to cultivate students' international vision and cross-cultural communication ability are all issues that educators need to consider in college physical education teaching from the perspective of comprehensive fitness [7]. This paper aims to explore the development trend of sports training and physical education in colleges and universities from the perspective of overall fitness, hoping to provide some useful references and suggestions for the reform of physical education in colleges and universities.

2. Analysis of the Current Situation of Physical Education Teaching in Universities

2.1. The Characteristics and Problems of Traditional Physical Education Teaching

Traditional physical education teaching has always been the dominant mode of physical education in universities, with its core usually focused on fixed physical education courses, standardized teaching content, and assessment-based evaluation systems. In this teaching mode, educators often see students as passive recipients, and the teaching content is rarely adjusted based on individual differences among students. This article analyzes the problems existing in traditional physical education teaching, as shown in Figure 1.

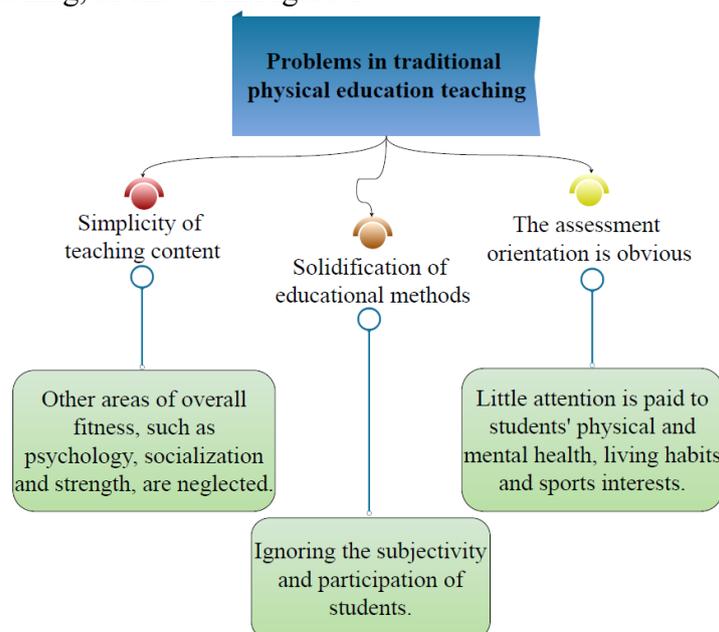


Figure 1 Problems in Traditional Physical Education Teaching

Traditional physical education courses often focus on specific sports skills such as basketball, volleyball, and athletics, while other areas of comprehensive fitness such as psychology, social interaction, strength, and flexibility are relatively neglected. The teaching model, which mainly relies on teacher explanations and is supplemented by student imitation, often overlooks students' subjectivity and participation[8]. Educators using traditional assessment methods such as physical fitness tests and skill demonstrations rarely pay attention to students' physical and mental health, lifestyle habits, and sports interests.

2.2. Students' Sports Needs and Changes

Contemporary college students are in the information age, and their sports needs and expectations are very different from those of previous students. With the increasing demands of society for physical and mental health, the concept of overall fitness is gradually infiltrating into college physical education[9]. This not only requires educators to completely update the teaching

contents and methods, but also presents them with a series of new challenges. Total fitness requires that the teaching content not only cover traditional sports skills, but also pay attention to strength training, flexibility training, mental health education, and social skills training. Educators need to consider how to integrate modern technology, such as wearable devices, virtual reality, and big data, into physical education to provide students with a personalized learning experience [10]. The role of the educator has shifted from the traditional knowledge giver to the guide, partner, and counselor of students' learning. In addition to traditional team sports, students are more interested in emerging sports such as yoga, Tai Chi, aerobics, and street dance. Students hope that the teaching content can be adjusted according to their own interests and physical fitness, rather than standardized teaching across the board. Students not only hope to gain knowledge in class but also aspire to participate in the formulation, organization, and management of teaching content.

3. The Reform Direction of Physical Education in Colleges and Universities from the Perspective of Overall Fitness

3.1. Updating of Teaching Materials and Course Contents

With the popularization of the concept of total fitness, teaching materials and course contents need to keep pace with the times and fully integrate the core ideas and contents of total fitness. It is no longer limited to traditional sports, such as basketball and football, but covers modern fitness contents such as Pilates, functional training, and core stability training. If we combine physiology, psychology, nutrition, and other knowledge, students can not only learn movements but also understand their scientific principles and benefits to the body. Educators place emphasis on hands-on practice, while paying attention to the study of theoretical knowledge, such as sports physiology, sports nutrition, and sports injury prevention. In the view of overall fitness, the content of physical education in colleges and universities needs to be completely updated and optimized. In addition to traditional sports, introduce more popular sports with comprehensive fitness characteristics, such as cross-training, dance fitness, indoor bicycle training, and so on. Integrate physical education with psychology, nutrition, physiology, and other disciplines to provide students with a more comprehensive health education. Combine sports and fitness methods with different cultural backgrounds, such as Tai Chi, Indian yoga, and African dance, to enrich students' international horizons.

3.2. Innovation in Curriculum Structure and Teaching Methods

Comprehensive fitness, as a modern health concept, provides new directions and opportunities for physical education teaching in universities. Educators realize that only by constantly updating teaching content and innovating teaching methods can we truly achieve the comprehensive and healthy development of students and meet their diverse needs. The traditional teaching model of "lecture-imitation-practice" requires deep reform under the concept of comprehensive fitness. Educators should encourage students to learn independently and choose sports and course content based on their interests. They should also encourage students to actively participate and explore through modern teaching strategies such as situational teaching, project-based teaching, and exploratory learning. Educators need to pay attention to the development of students' physical fitness, flexibility, balance, coordination, and other aspects. This includes but is not limited to traditional ball games, athletics, swimming, and other sports, as well as yoga, Pilates, functional training, and other popular activities in recent years. It's vital to emphasize the psychological resilience, challenge response ability, goal setting, and achievement abilities that students cultivate in sports. In addition, sports activities can also help students reduce stress and improve their emotional management skills. We aim to cultivate students' social skills such as teamwork, leadership, and communication skills in team sports, and promote their better adaptation and development in real social environments. Educators can utilize modern technologies such as virtual reality, augmented reality, and mobile learning to provide a rich teaching experience. This not only provides rich tools and resources for teaching but also offers strong support for students'

autonomous learning, cooperative learning, and practical learning. The concept of comprehensive fitness requires us to evaluate students' physical performance from multiple dimensions, ensuring that the evaluation content truly and comprehensively reflects students' learning situation. While we still evaluate students' physical fitness, we pay more attention to their long-term progress and personal differences, rather than simply meeting standards or not. Educators should evaluate students' psychological qualities such as goal setting, difficulty response, and emotional regulation, emphasizing the psychological experience and growth during exercise. It's also essential to observe and evaluate students' social skills such as collaboration, communication, and leadership in team sports.

3.3. Integration of Interdisciplinary and Holistic Education

The integration of interdisciplinary and holistic education makes college physical education no longer an isolated field. Physical education is not only a means to cultivate physical fitness, but also an important platform to cultivate students' teamwork, leadership, communication, self-management and innovation. Holistic education emphasizes the all-round development of students in knowledge, skills, attitudes and values, and comprehensive fitness is the concrete embodiment of this concept. This paper integrates interdisciplinary and holistic education and implements the following countermeasures, as shown in Figure 2.

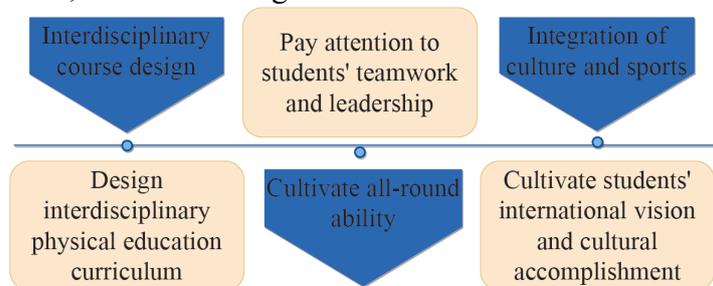


Figure 2 Countermeasures for the Integration of Interdisciplinary and Holistic Education

Educators should combine psychology, sociology, health science, and other disciplines to design interdisciplinary physical education courses. They should pay attention not only to students' physical development but also to the cultivation of students' soft skills such as teamwork, leadership, and communication skills. Educators should incorporate the sports culture, history, and philosophy of various countries into the curriculum to cultivate students' international vision and cultural literacy.

3.4. Adjustment of Evaluation and Assessment Mechanism

Educators should break away from simple skills and physical fitness tests and build an evaluation system that matches the concept of comprehensive fitness. They should emphasize students' learning process, such as participation and cooperative attitude, and combine it with the final results. In addition to physical fitness and skills, educators should also evaluate students' abilities in teamwork, self-management, and health habits. In the context of overall fitness, in addition to teachers' evaluation, students' self-evaluation and peer evaluation are also very important. Educators should encourage students to reflect and evaluate their sports performance, and cultivate their self-awareness and self-monitoring ability. In team sports and cooperative tasks, peers can provide students with first-hand feedback information to help them better understand their role and performance in the team. Educators should encourage students to self-evaluate and reflect, and at the same time, combine the evaluation of teachers, classmates, and society to build an all-round evaluation system. The approach to the evaluation and feedback mechanism of college physical education from the perspective of overall fitness requires us to evaluate and provide feedback on students' physical performance from multiple dimensions and in various ways, to ensure that the evaluation content truly and comprehensively reflects students' learning situation, and to provide them with targeted feedback to help them make continuous progress.

4. Conclusions

The concept of comprehensive fitness, as a cross-disciplinary and comprehensive concept, is gradually becoming the core guiding ideology of modern university physical education teaching. It covers not only traditional sports skills but also provides a comprehensive reflection of a healthy lifestyle, physical and mental balance, and social interaction. Firstly, we recognize that the traditional physical education teaching mode in universities is no longer able to meet the diverse needs of modern students. The comprehensive fitness-oriented physical education teaching emphasizes the individuality and differences of each student, encourages students to choose appropriate sports based on their interests, physical fitness, and life experience, and achieves personalized and differentiated learning. Secondly, we note that with the development of technology, especially the integration of information technology, biotechnology, and artificial intelligence technology, there are more possibilities for physical education teaching in universities. Finally, the shift in the evaluation and assessment mechanism reflects the focus on the comprehensive development of students. The past single, quantitative, and result-oriented evaluation methods have been unable to meet the requirements of modern education. A multi-dimensional, process-oriented, and self-evaluation combined evaluation system can more accurately and comprehensively reflect students' learning effectiveness and development status. In conclusion, recognizing and implementing the reform of physical education teaching in universities from the perspective of comprehensive fitness is an inevitable trend of the times and is also an effective way to meet students' needs, improve education quality, and promote students' comprehensive development.

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