

# Research on the Reform Path of College Physical Education from the Perspective of Physical Health

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**Abstract:** In recent years, the physical fitness of college students has shown a downward trend, which not only affects their physical and mental health but also restricts the development of society and the country. From the perspective of physical health, this study starts with the physical health problems of college students and conducts research on college physical education. It is believed that college physical education should keep pace with the times, reform and innovate in a timely manner, continuously improve the effect and quality of physical education, enhance college students' physical fitness, and improve their health level. In this regard, this paper analyzes the reform path of college physical education from the perspective of physical health, hoping to provide a basis for college physical education reform and a reference for college physical education practitioners.

**Keywords:** Physical health; Colleges and universities; Physical education; Teaching reform

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## 1. Introduction

According to the Survey Report on the Health Status of Chinese College Students released by the Ministry of Education, the data of college students' physical health tests in China show a downward trend. In terms of health problems, issues such as eyesight, body shape, and psychology among college students have become increasingly prominent, which deserve social attention and reflection. In this context, from the perspective of physical health, college physical education should play a positive role in promoting college students' physical health. Physical education should keep pace with the times, reform and optimize physical education in a timely manner, continuously improve the effect and quality of curriculum teaching through various methods and means, strengthen students' physical fitness, and lay a good foundation for promoting their all-round development and adaptation to society.

## **2. Current situation of college physical education**

### **2.1. Curriculum setting**

College physical education is mainly based on traditional models. The curriculum setting has not kept pace with the times, still focusing on traditional sports such as football, volleyball, and swimming, and lacking innovation. At the same time, some college physical education teachers still adopt traditional and single teaching models and methods, mainly focusing on explanation and demonstration, with little interaction and communication with students in class. Students are often in a passive acceptance state, which is not conducive to giving play to their initiative and cultivating interest in physical education, thus affecting the effectiveness of physical education. In addition, the proportion of physical education class hours is relatively low, and the curriculum content has the phenomenon of “valuing skills over knowledge”, which also affects students’ learning effect and the formation of sports habits.

### **2.2. Teaching resources**

According to data, there are problems such as uneven distribution of college physical education resources and a shortage of some sports resources. Physical education resources are necessary for schools to carry out sports activities and are directly related to the quality of physical education. Physical education resources mainly include teacher resources, teaching equipment, sports venues, facilities, etc. <sup>[1]</sup>. In terms of teacher resources, the age structure, educational background structure, and professional structure of the physical education teacher team in some colleges and universities are unreasonable. Some teachers have outdated teaching concepts and single teaching methods, lacking mastery and understanding of new things, such as ideological and political classrooms, mixed teaching models, and artificial intelligence teaching methods in recent years. These teachers have not actively learned and mastered them, and their teaching level needs to be improved. In terms of teaching equipment, physical education equipment is incomplete and lacks maintenance, resulting in aging and damage to some sports equipment, which cannot meet the teaching needs and even poses potential safety hazards. In terms of sports venues and facilities, there is a shortage of sports venues and lagging construction, which makes it difficult to meet the needs of physical education and students’ physical exercise. These situations in teaching resources have affected the development of college physical education to a certain extent. How to rationally allocate and efficiently use teaching resources is a key issue in the development of college physical education.

### **2.3. Evaluation system**

At present, the physical education curriculum evaluation in some colleges and universities uses students’ physical examination results as the evaluation method, and the evaluation content is mainly based on students’ performance and sports skill test results. The evaluation method is mainly teacher evaluation of teaching, which is relatively single and cannot fully and adequately reflect students’ physical learning effects and physical fitness <sup>[2]</sup>. Evaluation should have a guiding and incentive role. The evaluation in college physical education should also follow this principle. In evaluation, it is necessary to form an objective evaluation system, including as comprehensive evaluation content as possible, such as attitude, knowledge, physical fitness, skills, etc., and also consider students’ individual differences and process changes in participating in physical education. Only in this way can the function of evaluation be better exerted and urge students to actively participate in sports activities.

### **3. Analysis of the causes of the decline in college students' physical health**

#### **3.1. Social development factors**

The development of society and the application of scientific and technological achievements have changed people's lifestyles. The current society has entered the information age, and people's lives have been greatly facilitated due to the development of information technology. College students are also in this era background, and the information network has become an important part of their daily lives <sup>[3]</sup>. While college students enjoy the convenience brought by the information network, there are also some adverse effects. For example, some college students invest too much time and energy in online games and virtual social interactions, leading to phenomena such as long-term bad posture, excessive eye use, and psychological emptiness. At the same time, college students are often under great study pressure, and long-term life and study pressure puts them in a state of tension, which further affects their physical health.

#### **3.2. Physical education factors**

Schools are the main places responsible for promoting the development of students' physical health, and college students' physical health level is affected by college physical education factors. At present, some college physical education teachers still adopt a single teaching model, focusing on sports skills and sports training, while ignoring students' individual needs <sup>[4]</sup>. In teaching practice, teachers do not fully respect students' differences, often adopt unified teaching methods and standards, and carry out curriculum teaching in a "one-size-fits-all" way, resulting in difficulty in meeting the personalized needs of different students. This single teaching model is difficult to effectively stimulate students' interest in learning, and easily makes them have a resistance to participating in sports activities, thus affecting the effectiveness of physical education. At the same time, the evaluation mechanism in physical education cannot effectively encourage college students to participate in sports. The evaluation of physical education courses in most colleges and universities is only an evaluation of the results of students' courses, ignoring the evaluation of the students' learning process. Some students have made great efforts in physical education classes, but due to a lack of physical fitness or sports skills, they cannot achieve the expected results. This kind of evaluation will affect students' enthusiasm for participating in sports.

#### **3.3. Individual factors**

In middle school, college students often cannot focus on physical exercise due to exam pressure. This leads to college students not mastering proficient sports skills and knowledge after entering college, and not having the foundation to participate in sports activities. At the same time, problems such as sitting for a long time, excessive eye use, high psychological pressure caused by academic pressure, and bad habits such as excessive use of electronic devices, irregular diet, and work and rest further lead to college students' physical health problems.

### **4. Reform strategies of college physical education from the perspective of physical health**

#### **4.1. Physical education teaching reform**

##### **4.1.1. Changing teaching concepts**

Traditional teaching concepts are difficult to arouse college students' enthusiasm for participating in physical education and cannot well promote the development of college students' physical health. To ensure college

students' physical health, teachers must first change teaching concepts. In college physical education, teachers should establish the teaching concepts of "people-oriented" and "health first", clarify students' dominant position in the physical education process, promote students' interest in participating in physical education, let students realize the positive impact of physical education on physical health, and establish correct physical education concepts.

#### **4.1.2. Innovating teaching models**

From the perspective of physical health, college physical education work should innovate in teaching models. On the one hand, it is necessary to further enrich the project settings, curriculum content, and teaching methods. For example, according to students' needs, offer emerging sports projects such as extreme sports, roller skating, and frisbee. On the other hand, integrate multi-disciplinary theories and apply modern scientific and technological achievements, such as sports applications and wearable sports devices. At the same time, mixed teaching combining online and offline can be carried out. Mixed teaching refers to the organic combination of the advantages of online teaching and traditional classroom teaching, which includes two parts: online teaching and offline teaching. Online teaching can provide rich learning resources with the help of network resources and technology. Offline teaching mainly adopts traditional teaching activities, and teachers can guide students according to teaching goals and actual needs. Mixed teaching not only gives play to the leading role of teachers in guiding, inspiring, and monitoring the teaching process but also fully reflects the initiative, enthusiasm, and creativity of students as the main body of the learning process.

#### **4.1.3. Changing curriculum structure**

The reform of physical education should start with the setting of physical education courses and the scientific and reasonable selection of teaching content to achieve higher teaching efficiency and better teaching quality. The reform of physical education content and curriculum setting should be based on the overall and phased goals of school physical education, the needs of social development, students' personalized needs, and venues and facilities, and establish the guiding ideology of enhancing physical fitness and promoting all-around physical and mental development.

In view of the problem that the proportion of physical education class hours is relatively small, colleges and universities should reform the curriculum structure and appropriately increase the class hours of physical education courses. For example, in the university stage, the physical education content and curriculum setting model are compulsory courses for the first and second grades, and after-school sports associations and sports clubs are set up to allow students to choose according to their own situation and interests. At the same time, theoretical teaching should be closely combined with practical teaching to strengthen students' cognition and help them establish health concepts. Educators can broaden students' knowledge and establish health concepts by organizing and carrying out theme lectures on health knowledge, sports injuries, and rehabilitation.

#### **4.1.4. Implementing stratified teaching**

In order to improve the teaching effect of physical education courses, teachers should divide students into different levels according to their interests, physical fitness, and sports level, and formulate targeted teaching goals and teaching content to improve teaching pertinence and better meet the diversified needs of students at different levels <sup>[5]</sup>. For example, in football classes, teachers can divide students into two levels, Level 1 and



Level 2, according to their ability. In the teaching process, there are differences in teaching content, teaching methods, and exercise load, and teaching suitable for different levels can better promote the development of students' physical health <sup>[6]</sup>.

## **4.2. Stimulating students' interest in physical education participation**

### **4.2.1. Assistance from scientific and technological achievements**

In the context of educational informatization, teachers can introduce modern information technology into physical education courses, and with the help of the powerful functions of information technology, enrich teaching content, expand teaching forms, and improve the teaching effect of courses. For example, in the practice of physical education teaching, teachers can use multimedia methods to show students the essentials of sports movements and play demonstration videos, so that students can learn and master sports skills more intuitively and specifically, and improve their sports level; they can also use online teaching platforms to carry out online teaching and tutoring for students, so as to break through the limitations of traditional teaching practice and space and improve the teaching effect of courses. In addition, virtual reality, augmented reality, and other technologies can be introduced into teaching to stimulate students' interest, mobilize their enthusiasm, and more effectively improve the teaching effect of courses <sup>[7]</sup>. For example, in taekwondo teaching, taekwondo teaching in the virtual world can be realized through virtual reality technology and wearable devices. In specific operation, students can carry out technical exercises and virtual battles by wearing devices, and the system can evaluate students' taekwondo technical level and virtual battle situation, which can better stimulate students' interest under the premise of safety and effectiveness.

### **4.2.2. Enriching teaching methods**

Teachers can choose appropriate teaching methods in physical education according to the teaching content and students' actual situation. In actual physical education teaching, the game method and competition method are effective methods to stimulate students' participation in physical education <sup>[8]</sup>. The game method displays the teaching content in the form of games to stimulate students' participation interest and achieve the goal of improving their physical health. For example, in physical education classes aimed at promoting students' speed and endurance development, games such as variable-speed running and sticker can be used to make the originally boring exercises interesting, which helps to stimulate students' interest in participating in physical education and complete teaching tasks. The competition method is carried out in the form of group competitions to stimulate students' competitive spirit, so as to improve their physical health and cultivate their will quality. For example, in football classes, traditional dribbling and ball control teaching mainly uses teachers' explanation and demonstration of technical actions, and students practice repeatedly through specified routes. This mechanical repetitive practice is difficult to attract students' enthusiasm. At this time, the competition method can be used, dividing students into two opposite groups, with one person dribbling and attacking and one person defending, practicing in a one-on-one form. In this way, it can not only exercise students' dribbling and ball control ability but also cultivate their sense of competition.

## **4.3. Integrating educational resources**

### **4.3.1. Teacher resources**

Teachers are not only important organizers and participants of curriculum teaching but also important forces

to promote teaching reform. In this regard, colleges and universities should strengthen the construction of the teacher team and continuously improve teachers' professional quality and comprehensive ability. Specifically, on the one hand, educators should do a good job in talent introduction, such as introducing high-level talents or excellent retired athletes to teach in the school, so as to improve the professional level of the teacher team. On the other hand, educators should regularly organize activities and training to improve teachers' comprehensive quality, innovate teachers' concepts, and encourage teachers to continue learning and keep pace with the times.

#### **4.3.2. Sports venues and facilities**

Colleges and universities should increase investment in sports venues and facilities, actively carry out venue construction, enrich school venue resources, and provide guarantees for promoting the reform of physical education courses. At the same time, schools can reasonably allocate existing venue resources. In addition to teaching, venue resources can be provided to students through an appointment system, facilitating students to carry out physical exercise in their spare time, which is conducive to promoting the development of students' physical health.

#### **4.3.3. Teaching equipment**

Colleges and universities should standardize the purchase and maintenance methods of equipment, timely supplement physical education equipment, and carry out regular maintenance, so as to better meet the needs of physical education. For aging, outdated equipment, and a shortage of equipment, the corresponding equipment should be fully equipped according to curriculum needs. At the same time, there should be special personnel responsible for the management and maintenance of equipment to ensure its safety and reliability and avoid safety problems.

### **4.4. Improving the evaluation system**

Teaching evaluation is an important means of obtaining feedback information. Teachers evaluate students' learning, so that each student can set new goals and new motivations from the teaching evaluation. Through students' evaluation of teachers' teaching, teachers are promoted to scientifically arrange and control the teaching process.

The traditional college physical education evaluation system can no longer meet the needs of students' development<sup>[9]</sup>. In order to improve the quality of physical education teaching and the physical health level of college students, it is necessary to build a more perfect and objective physical education teaching evaluation system. First, in physical education teaching, information technology can be used to monitor the implementation data. For example, wearable devices can be used to collect real-time data of students during exercise, analyze heart rate, blood sugar, and sports performance, which helps to grasp students' situation in a timely manner. Second, physical education evaluation should change from "valuing results and skills" to "valuing process and comprehensiveness", and a multi-dimensional and multi-level evaluation system should be built to truly realize "promoting learning through evaluation" and "promoting teaching through evaluation", helping to improve curriculum teaching and students' physical health development<sup>[10]</sup>.

## **5. Conclusion**

In short, from the perspective of physical health, colleges and universities should reform and optimize

traditional physical education, improve the effect and quality of physical education through various methods and means, ensure the development of college students' physical health level, establish college students' sports habits, and lay a solid foundation for their future entry into society.

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