

Research on the Innovation Path of Teaching Mode of Public Physical Education in Colleges and Universities Under the Concept of “Health First”

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ABSTRACT

In the context of promoting public fitness and building a Healthy China, universities bear the mission of cultivating well-rounded socialist builders and successors who excel in moral, intellectual, physical, aesthetic, and labor education. Physical education is an essential component of university talent development and plays an irreplaceable role in the mental and physical health of college students. This paper, based on the educational philosophy of “health first,” thoroughly analyzes the current status and issues of public physical education courses in universities. It proposes innovative approaches from aspects such as course objectives, teaching models, evaluation mechanisms, and smart classrooms, aiming to provide a reference for the reform of physical education in universities under the new era.

Introduction

The report of the 19th National Congress of the Communist Party of China proposed to fully implement the Party's education policy, fulfill the fundamental task of cultivating morality and talents, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills. In this context, universities must establish the educational concept of “health first”, effectively strengthen health education for college students, and improve their physical fitness and health level. Sports, as an important part of talent cultivation in universities, have unique advantages in promoting students' physical and mental health, shaping sound personalities, imparting

health knowledge, and cultivating lifelong sports habits. However, there are still many problems in the current public physical education teaching in universities that do not meet the requirements of the new situation, and it is urgent to update the concept and innovate the mode.

The connotation of the concept of “health first” and the positioning of physical education teaching in universities

1.1 The historical background and core essence of the concept of “health first”

With the rapid development of the economy and society, the people's longing for a better life is increasing, and their demand for health is also growing. The Central

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Committee of the Communist Party of China and the State Council attach great importance to the cause of national fitness, and have elevated health to a national strategy. They have successively issued important documents such as the "Healthy China 2030" planning outline and the "National Fitness Plan (2021-2025)", striving to promote the construction of a healthy China at the national level. Health has become a fundamental and strategic resource for national economic and social development, which is related to people's happiness and the future of the nation.

The concept of "health first" is an inevitable requirement to adapt to the development of the times and meet the expectations of the people. The core essence is to take enhancing people's health as the starting point and foothold of all work, adhere to prevention as the main focus, deeply carry out national health education, promote healthy lifestyles, optimize health services, improve health protection, form a policy environment conducive to health, and strive to enable the people to enjoy a higher level of health. For universities, it is necessary to establish a concept of overall health, prioritize students' physical and mental health, cultivate students' health awareness, healthy behaviors, and healthy habits through physical education teaching, and promote students' healthy growth and lifelong development.

1.2 Functional positioning of public physical education courses in health education in universities

Public physical education courses in universities are compulsory courses offered to all students, and have a fundamental and strategic position in the talent cultivation system of universities. Its functional positioning is mainly reflected in the following aspects: firstly, enhancing students' physical health and improving their health level. Through physical education teaching, students can master scientific exercise methods, enhance physical fitness, improve bodily functions, effectively prevent chronic diseases, improve sub-health status, and lay a solid foundation for healthy growth. Secondly, promote health knowledge and establish a healthy mindset. Physical education teaching should integrate health education content, impart knowledge on nutrition, exercise prescriptions, stress management, mental health, etc. to students, help them establish correct health values, and cultivate healthy lifestyles and behavioral habits. Thirdly, develop interest in sports and cultivate exercise habits. College sports should not only teach sports skills, but also focus on cultivating students' interest and awareness of sports, so that they can establish the concept of lifelong sports, form an intrinsic motivation for active fitness, and develop the habit of consciously participating in physical exercise. Fourthly,

promote physical and mental harmony, and shape a sound personality. Sports can help students release stress, enjoy their body and mind, and promote the coordinated development of physical and mental health. At the same time, teamwork, rule awareness, and perseverance in sports activities are also conducive to cultivating students' noble moral qualities and tenacious willpower.

1.3 Analysis of the compatibility between current physical education teaching in universities and the concept of "health first"

With the deepening implementation of national strategies such as Healthy China and National Fitness, the reform of physical education teaching in universities has been continuously deepened, and positive progress has been made in health concepts, curriculum design, teaching methods, etc. However, overall there is still a certain gap compared to the requirement of "health first". From the perspective of educational philosophy, some universities do not attach enough importance to physical education work, and the phenomenon of emphasizing intellectual education over physical education still exists. The fundamental position of physical education teaching in talent cultivation has not been fully established. From the perspective of course objectives, the focus is still on teaching motor skills, with insufficient health education content and unclear goals for cultivating health literacy. From the perspective of teaching mode, the phenomenon of "cramming" is quite common, and the subject status of students is not fully reflected, making it difficult to meet personalized and diverse learning needs. From the perspective of evaluation mechanism, there is a clear tendency towards "score only theory", which lacks sufficient examination of student participation process, exercise habit development, and healthy behavior formation, and has weak guiding function. From the perspective of teaching staff, the health education awareness and ability of physical education teachers need to be improved, and there are still shortcomings in the application of modern information technology.

Analysis of the Current Situation and Problems of Public Physical Education Teaching in 2 Universities

2.1 Deviation between course objective setting and the concept of "health first"

Currently, the teaching objectives of many public physical education courses in universities still focus on imparting and improving sports skills, with insufficient emphasis on enhancing students' physical fitness, popularizing health knowledge, and cultivating fitness habits. This

one-sided pursuit of skill teaching tends to result in a lack of health education content, making it difficult for students' health literacy to be effectively improved. The main reason lies in the influence of exam oriented education thinking. Many physical education teachers believe that the exam content is mainly about technical movements, and therefore place more emphasis on "teaching" students basic skills such as playing ball and running, while neglecting the cultivation of students' health concepts and behavioral habits. At the same time, in the process of setting physical education curriculum goals, schools have not fully grasped the concept of "health first" and lack necessary health guidance, making it difficult to guide and standardize teaching practices.

2.2 Contradiction between the singularity of teaching content and personalized needs of students

The content of physical education courses in universities mostly focuses on traditional competitive events, such as basketball, football, volleyball, athletics, etc., with relatively limited options and a lack of emerging and fashionable fitness programs. This is not in line with the needs and characteristics of contemporary college students, making it difficult to effectively stimulate their interest in sports. At the same time, there are significant differences in the sports foundation, interests, and physical fitness status of different students, and their demands for physical education courses are diverse and personalized. However, the current teaching content adopts a "one size fits all" model, which is difficult to achieve personalized teaching according to individual needs, and students' sense of achievement and satisfaction is not high. In addition, the proportion of content related to sports and health knowledge is relatively low, and the combination of theory and practice is not closely integrated. Students find it difficult to apply what they have learned, and the effect of cultivating health awareness and behavior is not ideal.

2.3 Limitations of the teaching evaluation system that emphasizes skills over health

For a long time, the evaluation system of physical education courses in universities has placed too much emphasis on technical assessment, adopting a single "one exam fixed score" model that emphasizes results over process. This evaluation orientation has led physical education teaching to fall into the trap of "teaching for the sake of exams", blindly pursuing the improvement of students' sports performance, while neglecting the examination of students' participation in sports, healthy behavior habits,

and moral qualities in sports. At the same time, a single evaluation method makes students feel lacking in challenge and sense of achievement, which is not conducive to stimulating their interest in sports and awareness of independent exercise. In addition, teachers' feedback on student assessments is not timely and targeted enough, making it difficult to help students objectively understand themselves, clarify their direction of effort, and form an internal driving force for sustainable development. This evaluation system that emphasizes skills over health urgently needs to be reformed and innovated, and a diversified evaluation mechanism that promotes students' comprehensive development should be established.

2.4 Improvement space for the health literacy and teaching ability of the teaching staff

There are still some shortcomings in the health education philosophy, knowledge structure, and teaching methods of college physical education teachers. Some teachers have an inaccurate grasp of the connotation of the "health first" concept, and their understanding of the health function of physical education teaching in talent cultivation is not sufficient. The teaching philosophy needs further updating. At the same time, many teachers lack their own health literacy and knowledge reserves in physical health, mental health, social adaptation, and other aspects, making it difficult to effectively carry out health education. In terms of teaching organization, the phenomenon of "one-man classroom" is still quite common, and the participatory and cooperative learning atmosphere of teacher-student interaction and student student interaction is not strong. The level of deep integration between information technology and teaching needs to be improved. This requires universities to strengthen the construction of the sports teacher team, improve the pre service and post service training systems, promote teachers to establish modern health education concepts, optimize knowledge structures, innovate teaching methods, enhance information technology teaching capabilities, and effectively shoulder the responsibility of students' healthy growth.

Innovative path of teaching mode for public physical education courses in universities under the concept of "health first"

3.1 Building a composite curriculum objective system of "health literacy+sports skills"

Colleges and universities should establish the educational concept of "health first", make enhancing students' health literacy the primary goal of physical education teaching, and construct a composite curriculum goal

system of "health literacy+sports skills". Health literacy includes aspects such as health cognition, health behavior, and health habits, aiming to cultivate students into high-quality talents with physical and mental health and comprehensive development. Sports skills are the foundation for students to participate in sports and enjoy the fun of exercise, and are the prerequisite for developing lifelong exercise habits. The two complement each other and cannot be neglected. In terms of goal setting, schools should establish clear health teaching objectives and behavioral indicators, making health education an integral part of physical education teaching; In terms of teaching implementation, emphasis should be placed on integrating health knowledge and guidance on healthy behaviors, and creating teaching contexts that are conducive to students' healthy growth; In terms of target evaluation, establish a diversified evaluation system that emphasizes both health literacy and motor skills, and guide students to form a healthy lifestyle. Only the organic unity of health literacy and sports skills can truly achieve the educational function of physical education teaching in universities.

3.2 Implement a personalized teaching model of "hierarchical classification+independent course selection"

In response to the significant individual differences among students, physical education teaching in universities should implement tiered teaching and individualized instruction to meet the personalized needs of students. The model of "hierarchical classification+self selection of courses" can be adopted. Based on the investigation of students' learning situation, they can be divided into different levels and categories according to their sports skills, physical health status, interests and hobbies. Rich content and diverse forms of elective courses can be offered for students to choose independently. In terms of teaching organization, implement small class and personalized teaching, and develop flexible teaching and training plans based on students' actual situations. At the same time, establish a mechanism for students to learn independently, encourage them to choose appropriate learning content and methods based on their own characteristics and needs, and cultivate their ability to exercise independently and manage themselves. Teachers need to change their role positioning, from simply imparting knowledge to becoming learning guides and health consultants, teaching students according to their aptitude and guiding them patiently, providing personalized guidance and services for students of different levels and needs, highlighting the students' subject status and teachers' leading role.

3.3 Establish a dynamic evaluation mechanism of "process oriented+health promotion"

The evaluation of physical education courses in universities should reflect growth, development, and comprehensiveness, with a focus on examining students' learning attitudes, progress, and healthy behaviors, and constructing a dynamic evaluation mechanism of "process+health promotion". In terms of evaluation subjects, student participation should be emphasized, and a diversified subject evaluation model combining teacher evaluation, student self-evaluation, and student peer evaluation should be established to fully leverage the motivational and guiding functions of evaluation. In terms of evaluation content, it is not only necessary to assess students' motor skills, but also to pay attention to indicators such as learning process performance, physical health level, mental health status, and social adaptability, comprehensively evaluating students' health literacy. In terms of evaluation methods, formal evaluation methods such as continuous recording, learning logs, and health records are used to dynamically monitor students' participation in sports and the development of healthy behaviors, identify problems in a timely manner, and adjust strategies. In terms of evaluation feedback, teachers should have sufficient interaction with students, clarify evaluation criteria, analyze strengths and weaknesses, provide improvement suggestions, and form a situation of positive interaction and common growth. A scientific evaluation mechanism can promote the continuous improvement of teaching work and effectively enhance students' health level.

3.4 Building a smart sports classroom that integrates sports and medicine with intelligent technology

With the advent of the information age, intelligent technology has provided new possibilities for the transformation of physical education teaching. Colleges and universities should follow the trend of the times, with information technology as the support and student development as the center, actively creating a smart sports classroom that integrates sports and medicine with intelligent technology.

The integration of sports and medicine refers to the establishment of a working mechanism that combines sports and medicine, introducing medical methods such as physical fitness monitoring, exercise prescriptions, and health interventions into the entire process of physical education teaching. Schools can cooperate with hospitals to establish comprehensive physical health records for each student, implement pre class screening, in class monitoring, and post class guidance, accurately assess students' physical

condition, and provide personalized health services. At the same time, medical teachers can also collaborate with physical education teachers to teach health knowledge such as sports injury prevention and reasonable diet, enhancing the scientific and safe nature of physical exercise.

The integration of intelligent technology provides richer means and resources for physical education teaching. Teachers can use technologies such as virtual reality and augmented reality to create immersive learning environments, enhancing students' sports experience and learning interest. With the help of wearable devices, sports apps, etc., students can record and analyze their exercise data at any time, receive instant feedback and personalized guidance. Big data analysis technology can also help teachers accurately grasp learning situations and optimize teaching strategies. In addition, the application of new teaching models such as MOOCs and flipped classrooms is conducive to expanding the temporal and spatial boundaries of physical education learning and promoting the organic integration of in class and out of class learning.

The creation of a smart sports classroom requires interdisciplinary integration of sports, medicine, information technology, and other fields, as well as extensive cooperation between schools, medical institutions, technology enterprises, and others. Only through multi-party collaboration and joint efforts can we continuously innovate teaching content, teaching methods, teaching environment, and teaching evaluation, build an intelligent, personalized, and three-dimensional new ecology of physical education teaching, and promote the comprehensive and healthy development of students.

Conclusion:

The concept of "health first" is the compass for the reform of physical education teaching in universities in the new era. Grasping the pulse of the times, based on students' needs, and deepening teaching reform are the mission and responsibility of university sports workers. Building a composite curriculum objective system, implementing personalized teaching models, establishing dynamic evaluation mechanisms, and creating smart physical education classrooms are key measures to promote innovation in university physical education teaching. They are of great significance for improving teaching quality and promoting students' healthy growth.

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