

Reform and Optimization of Physical Education Teaching in Guangxi Private Universities during the 14th Five-year Plan

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Abstract

Physical education teaching in private colleges and universities is a key link in the cultivation of talents in colleges and universities. Through the methods of literature, expert interview and questionnaire survey, this paper makes a multi-dimensional analysis of the objectives and concepts, structure and content, teachers and teaching, curriculum and evaluation of physical education teaching in private colleges and universities in Guangxi during the 14 th Five-Year Plan period. From the perspective of educational governance, this paper puts forward the direction and suggestions of physical education teaching reform in private colleges and universities in Guangxi, including concept governance, content governance, environmental governance and development governance.

Keywords

Physical Education Teaching; Private Universities; Educationa; IGovernance; Reform; Optimization.

1. Introduction

The "14th Five-Year Plan" period marks the beginning of China's efforts to build a modern socialist country and achieve the great rejuvenation of the Chinese nation. It is a pivotal five years for reshaping the global political and economic landscape, transitioning between the two centenary goals, and advancing the modernization of national governance and showcasing comprehensive capabilities. During this period, the development of the national sports sector is entering a new phase in response to growing societal needs. As an important hub for cultivating high-level sports talent, the improvement of education in private colleges in Guangxi holds practical significance. It strengthens sports capacity in ethnic regions, consolidates the awareness of fitness within the Chinese national community, and enhances the overall sports competitiveness of the western provinces. The subjects of this study are the sports teaching conditions in private colleges in Guangxi, including aspects such as sports curriculum design, course syllabi, teaching effectiveness, teaching process, feedback on teaching, and infrastructure. The study involves teachers, students, graduates, and teaching administrators from 26 private colleges.

A mixed-method research design is used to achieve two research objectives. The first objective is to collect factors influencing the reform of sports teaching in private colleges in Guangxi. A questionnaire survey method is employed, classifying the target groups from 26 schools across 14 cities, with 400 samples distributed. The validity is tested using an expert evaluation method. The second objective is to explore measures to optimize sports teaching in private colleges in Guangxi. This part uses qualitative interviews, selecting long-term experts and scholars in teaching management from private colleges in Guangxi to analyze the current situation and challenges from a management perspective. Quota sampling is used in this study.

Based on the classification of educational levels (undergraduate and vocational colleges), 200 questionnaires are distributed to each group. Additionally, qualitative interviews are conducted with two groups of 10 participants each. The data describes the sampling details of the study. For the quantitative analysis, 196 valid samples were collected from undergraduate students, and 192 from vocational college students. In the qualitative analysis, there were 10 participants from the group of teachers and scholars, and 10 participants from the group of administrators.

2. Development Strategy for Sports Teaching in Private Colleges in Guangxi during the 14th Five-Year Plan Period

The main difference between private and public colleges lies in their sponsors and methods of financial support. Private colleges are established by social enterprises, organizations, groups, or individuals using non-state financial education funds, and they provide higher education recognized by the state based on the standards set by national and local education authorities. In Guangxi Zhuang Autonomous Region, there are 82 regular higher education institutions, 26 of which are private, accounting for 31.7%. Private colleges play an important supplementary role in Guangxi's higher education system.

The group of private colleges in Guangxi is characterized by their mission to cultivate specialized, versatile, and application-oriented talents. This group is distinctive in its focus on specialization, practicality, and application, with curriculum requirements that emphasize the applicability to the social environment and the autonomy of learning abilities.

In this study, the below educational institutions can be introduced:

There are 12 private undergraduate institutions, including Nanning University, Beihai Art and Design College, Liuzhou Institute of Technology, Xiangsi Lake College of Guangxi University for Nationalities, Guilin University, Shiyuan College of Nanning Normal University, Sino-US International College of Guangxi University of Chinese Medicine, Guilin Information Technology College, Nanning Institute of Technology, Guangxi University of Foreign Languages, Beihai College of Beijing University of Aeronautics and Astronautics, and Guangxi City Vocational University.

Additionally, there are 14 vocational institutions, including Guilin Life and Health Vocational College, Guilin Landscape Vocational College, Guangxi Performing Arts Vocational College, Guangxi Yinghua International Vocational College, Guangxi Engineering Vocational College, Guangxi Polytechnic Vocational and Technical College, Guangxi Economic Vocational College, Guangxi Science and Technology Vocational College, Guangxi Peixian International Vocational College, Guangxi Cosco Vocational College, Yuchai Vocational and Technical College, Guangxi Blue Sky Aviation Vocational College, Wuzhou Medical College, and Beihai Health and Elderly Care Vocational College.

2.1. Guiding Ideology as the Lead

During the 14th Five-Year Plan period, the Central Committee of the Communist Party of China, with Xi Jinping as its core, advocates for top-level design in the formulation of various plans, actively drawing on the opinions of experts and grassroots feedback, conducting in-depth research at the frontline of education, and soliciting wide-ranging ideas. Concepts such as "Health Education First," "Student-Centered," "Lifelong Physical Education Awareness," and "Interest in Sports" were all included in the teaching objectives of sports courses during the 13th Five-Year Plan period. In the 14th Five-Year Plan period, private colleges' sports teaching development goals should be aligned with the new development trends in the field of sports education. Deep research should be conducted on key areas and critical links, ensuring that the development goals of sports teaching in private colleges are effectively connected with the

broader sports development in higher education. Sports teaching is the direct means of achieving the educational goals of school sports and is an integral part of the school sports curriculum system. Therefore, during the 14th Five-Year Plan period, the development of sports teaching in private colleges should follow the guiding principles set by the Party, focusing on a new development phase, using these principles to lead private college sports into a new pattern, and driving the high-quality development of sports.

2.2. Problem-Oriented Approach

President Xi Jinping pointed out in the symposium on education, culture, health, and sports that sports development must adhere to a problem-oriented approach. This clearly indicates that problem orientation is key to optimizing and reforming sports teaching in private colleges. By deeply analyzing and focusing on the significant challenges and key issues in sports teaching, reforms can be more thoroughly implemented. Recognizing the problem is the first step to solving it, discovering the problem is the starting point of practice, and studying and solving the problem is the key to improving teaching quality.

2.3. Reform and Innovation as the Driving Force

The "Basic Standards for Physical Education in Higher Education" states that sports course reform should be deeply promoted, with rational teaching content arrangements, and that innovative teaching methods should be adopted to enhance the appeal, uniqueness, and effectiveness of sports education. For sports teaching reform to proceed smoothly, it is essential to recognize the necessity and importance of reform. In China's current system, sports teaching for students in private colleges remains one of the weaker links. Reform does not mean complete overhaul but a combination of reconstruction and innovation. Any kind of "tearing down" reform is undesirable, as it may lead to student frustration and disengagement. The key to achieving high-quality development in sports education is solving development challenges through reform. Deepening reform to achieve high-quality development has become the main theme of higher education development today. The challenge is how to seize the momentum of reform, capitalize on the new opportunities presented by the 14th Five-Year Plan, leverage the strengths of private colleges in sports, truly promote students' physical and mental health, and foster lifelong physical education awareness, which serves as the main source of power for optimizing sports education.

2.4. Evaluation and Feedback as Tools

Evaluation can be divided into process and result-based methods. The purpose is to quantify teaching and learning outcomes, providing a feedback tool for improving teaching effectiveness. Teaching quality evaluation refers to the use of a series of scientific evaluation methods to objectively and comprehensively assess teachers' teaching quality and level based on predetermined teaching objectives, allowing for timely improvement in teaching and enhanced teaching effectiveness. The evaluation of sports teaching in private colleges mainly involves the establishment of an evaluation index system and the determination of evaluation methods. During the 14th Five-Year Plan period, the reform and optimization of sports teaching in private colleges must use evaluation and feedback as tools to promote comprehensive changes in sports teaching.

In conclusion, during the 14th Five-Year Plan period, the development of sports teaching in private colleges in Guangxi should adhere to the Central Committee's guiding ideology as the lead, adopt a problem-oriented approach, take reform as the driving force, and use evaluation and feedback as tools. By innovating teaching methods with fresh ideas, this will push forward the modernization of the governance system and capacity, creating a new landscape for the development of sports in private colleges in Guangxi.

3. Main Issues in Sports Teaching in Guangxi Private Colleges

3.1. Teaching Goals and Concepts: Lagging Development and Uncertainty

From the perspective of talent cultivation, private colleges in Guangxi primarily focus on training application-oriented technical talents. As a result, their educational and teaching activities must fully support this level of talent development, including sports teaching. However, the development of private education in Guangxi is still in an upward phase, and many schools were formed through the transformation and integration of vocational and technical schools. This has led to lingering traces of the former educational goals and concepts in many institutions. Sports teaching, being highly practical and interactive, has strict requirements for both teaching objectives and outcomes. Currently, there are uncertainties and delays in defining goals and concepts in sports teaching. China has yet to establish unified guidelines for sports teaching in private colleges, with most institutions following provincial or school-specific practices. This has resulted in some private colleges in Guangxi blindly following or referencing the curriculum standards, teaching outlines, course objectives, and teaching concepts of other institutions, to some extent neglecting the fundamental purpose of their own sports teaching, which is to serve their talent cultivation goals. The uncertainty and lagging development of teaching goals and concepts is one of the main issues affecting sports teaching in private colleges in China today. Under the influence of changing school levels and traditional teaching concepts, sports teaching in private colleges in Guangxi has been hindered, slowing the progress of reforms and optimizations in undergraduate sports education.

3.2. Structure and Content: Relatively Simple and Fixed Processes

The teaching process and content are important components of a school's educational activities. In the ongoing educational reforms in Guangxi, private colleges have gradually adopted a higher-level sports teaching model, implementing elective sports courses such as basketball, soccer, martial arts, table tennis, sports dance, aerobics, yoga, volleyball, and health exercises. This has enriched sports teaching to some extent. However, limitations in infrastructure, facilities, and soft teaching capabilities have significantly reduced the effectiveness of these programs, with few students mastering one or two sports effectively. Survey results show that private colleges in Guangxi face challenges in meeting the national requirements for sports curriculum structure, hours, and theoretical courses. For example, many schools do not meet the standard of 144 class hours of sports courses and 10% of total class hours for theoretical sports courses per semester, as set in the national guidelines. The rigid structures of course content, delivery methods, and elective preferences have hindered the attainment of sports teaching objectives in private colleges in Guangxi.

3.3. Faculty and Teaching: Relatively Weak and Overlooked

Faculty are the key to talent cultivation. In the current system, sports are only a mandatory public subject in Guangxi private colleges and do not hold an independent academic status. Consequently, the resources and teaching conditions for sports courses are not ideal. According to sampled data, the faculty composition in Guangxi private colleges is imbalanced, with assistant professors making up the bulk of the staff. High-level sports teaching requires educators with strong theoretical foundations and practical experience, which is lacking in many institutions. Issues such as frequent faculty turnover, low teacher loyalty, and insufficient research output hinder the development of sports teaching in private colleges. The insufficient number of qualified sports teachers, coupled with a rapidly increasing student enrollment, has significantly strained the teaching workload. Moreover, limited focus on research by sports faculty has curtailed the development of sports education in private institutions.

3.4. Curriculum and Evaluation: Monotonous Forms and Unreasonable Indicators

Teaching evaluation is a key component of achieving curriculum goals and assessing talent cultivation processes. Effective evaluation methods can promote high-quality curriculum development. However, the evaluation systems in Guangxi private colleges primarily focus on quantitative outcomes, such as athletic skills and physical performance, while neglecting qualitative assessments of theoretical knowledge, learning attitudes, and motivation. The emphasis on teacher-led evaluations, with minimal self-assessment or peer feedback, has led to a lack of diverse perspectives. As a result, students with weak sports foundations gradually lose interest in participating in sports courses, struggling to develop healthy sports habits.

4. Reform and Optimization Strategies for Sports Teaching in Guangxi Private Colleges from a Governance Perspective

Governance theory is centered on social self-governance, reducing or weakening government authority, and achieving multi-center governance. From a governance perspective, sports can transcend its role in education to become a means for addressing broader social issues. Sports teaching in private colleges is a subsystem within the overall sports industry, serving a critical role in societal functions. Thus, reforming sports teaching in private colleges requires a multi-centered, multi-method approach, integrating societal governance principles.

4.1. Conceptual Governance: Updating Teaching Concepts and Clarifying Teaching Goals

The outdated and lagging development of teaching concepts in Guangxi private colleges highlights the urgency of aligning teaching philosophies with contemporary trends. Sports teaching should be aligned with higher education's fundamental goals of talent cultivation and long-term career development. This involves refining teaching concepts to match the characteristics of undergraduate education, job requirements, and career development needs. Furthermore, the teaching objectives of sports courses should be clarified, reflecting the national reforms in higher education and the requirements for talent cultivation in the new era.

4.2. Content Governance: Optimizing Structures and Enriching Educational Methods

Course content is a critical component of teaching and talent cultivation. To address the issue of overly simple and rigid teaching structures, private colleges in Guangxi should focus on optimizing course content. This involves building a curriculum that includes foundational public sports courses, specialized electives, and technical training, to meet the diverse needs of students across different grades and disciplines. Additionally, developing school-based courses that reflect local and institutional characteristics will further enhance the relevance and effectiveness of sports education.

4.3. Environmental Governance: Improving Faculty Quality and Enhancing Research Platforms

Building a strong faculty is crucial to talent cultivation. The current shortage of sports teachers, coupled with an imbalanced teacher-student ratio, has significantly hindered sports teaching in private colleges in Guangxi. To address these challenges, it is essential to recruit more young teachers, hire external experts, and provide professional development opportunities for existing staff. Furthermore, enhancing research platforms will encourage faculty members to engage in sports research, promoting innovation in teaching and curriculum development.

4.4. Developmental Governance: Improving Evaluation Methods and Building a Quality Education System

The ultimate goal of sports teaching is to promote student development. In private colleges, teaching evaluation plays a key role in assessing both student progress and teaching effectiveness. A comprehensive evaluation system should be developed, incorporating knowledge, practical ability, and career development criteria. This system should emphasize both outcome-based and process-based evaluations, with a focus on student participation, progress, and sports behavior.

5. Conclusion

Private college education is a key force in the national talent cultivation system, and sports teaching plays a significant role in promoting student development. Given the developmental stage of higher education in Guangxi, as well as the vocational, specialized, and applied characteristics of private colleges, sports teaching faces many challenges. Addressing these issues from the perspectives of teaching goals, content structure, evaluation, faculty, and research will help reform and optimize sports teaching in modern Guangxi private colleges, ultimately improving student physical fitness and professional abilities, and providing strong support for their long-term development and employment prospects.

Acknowledgments

Chen Zhengtian, a Ph.D. candidate and lecturer, along with Li Shuting, a graduate student, have both actively participated in the writing and research of this paper, as well as in the application of the corresponding research project. Their work contributes to the Special Project of the Guangxi Educational Science "14th Five-Year Plan" for 2022: Research on Strategies for Improving the Quality of Sports Curriculum in Private Colleges in Guangxi during the 14th Five-Year Plan Period (Project Number: 2022ZJY3254). Additionally, they have contributed to the Special Project of Guangxi University for Nationalities in 2023: Construction of a Mutual Symbiosis Mechanism between Mental Health Education and Sports Activities for College Students from the Perspective of Symbiosis Theory*. Their research focuses on advancing the field of school sports and education.

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