

# Discussion on Physical Education Teaching and Sports Training in Colleges and Universities From The Perspective of Sunshine Sports

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**Abstract:** The proposal of the “Sunshine Sports” concept has pointed out a new direction for the development of physical education teaching and sports training in colleges and universities. This article starts from the core connotation of the concept of Sunshine Sports, analyzes its specific requirements for physical education teaching and sports training in colleges and universities, and then explores the current problems existing in these two aspects in colleges and universities. Finally, it proposes four novel and specific optimization strategies in a targeted way, aiming to promote the high-quality development of physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports. Promote the all-round improvement of college students’ physical and mental health, and lay a solid sports foundation for cultivating high-quality talents with all-round development in morality, intelligence, physical fitness, aesthetics and labor.

**Keywords:** Sunshine Sports; Physical education teaching in colleges and universities; Sports training; Current situation analysis; Optimization strategy

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## 1. Introduction

With the continuous development of China’s education cause and the in-depth advancement of quality-oriented education, college physical education, as an important component of quality-oriented education, has an increasingly prominent status and role. Since its proposal, the concept of Sunshine Sports has emphasized the guiding ideology of “health first,” advocating that all students actively participate in physical exercise, cultivate good sports habits, and a healthy lifestyle. This is highly consistent with the goal of college physical education to cultivate college students’ physical and mental health and improve their comprehensive quality. At present, in the implementation process of physical education teaching and sports training in colleges and universities, there are still many problems that are not in line with the concept of Sunshine Sports, such as monotonous teaching content, rigid training mode, and low enthusiasm of students to participate. Therefore, it is of great theoretical significance and practical value to deeply explore the development path of physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports.

## **2. The core connotation of the Sunshine Sports concept and its requirements for college sports**

### **2.1. The core connotation of the Sunshine Sports concept**

The concept of Sunshine Sports takes “health first” as its fundamental guiding ideology, emphasizing the cultivation of students’ interest in sports and their awareness of lifelong sports. It stresses that students should step out of the classroom, onto the playground and into the sunshine, and enhance their physical fitness, temper their willpower and develop a sound personality in the process of actively participating in physical exercise. It breaks through the limitations of traditional physical education teaching that overly focus on competitive achievements while neglecting individual differences and the all-around development of students. It advocates the popularization, interest and diversity of sports activities, pays attention to the physical and mental health needs of every student, and is committed to making sports an indispensable part of students’ lives, helping students feel happy and gain health through physical exercise. Form a positive attitude towards life and develop good physical literacy to lay a foundation for lifelong health and overall development.

### **2.2. Requirements of Sunshine Sports for physical education teaching and sports training in colleges and universities**

Under the guidance of the concept of Sunshine Sports, physical education in colleges and universities needs to change from the previous single teaching mode centered on teachers and based on textbooks. It should pay more attention to the dominant position of students, combine students’ interests, hobbies and physical characteristics, design rich and diverse, and highly interesting teaching contents, and stimulate students’ enthusiasm and initiative in physical education learning, enabling students to master sports skills and enhance their athletic abilities in a relaxed and pleasant atmosphere<sup>[1]</sup>. At the same time, college sports training should not merely focus on enhancing the competitive skills of a few professional athletes. It is also necessary to take into account the sports needs of all students, build diverse sports training platforms, encourage more students to participate in sports training, and cultivate students’ teamwork spirit, competitive awareness, and resilience during the training process. Realize the popularization of sports training and maximize its educational value, ensuring that physical education teaching and sports training in colleges and universities truly serve the all-round development and healthy growth of students.

## **3. Analysis of the current situation of physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports**

### **3.1. The teaching content and training programs lack diversity and are difficult to meet the needs of students**

At present, the physical education teaching content in some colleges and universities is still limited to traditional events such as track and field, ball games, and gymnastics. The teaching content is updated slowly, lacking contemporaneity and interest, and cannot fully attract students’ attention. It is also difficult to meet the different interests, hobbies, and personalized needs of students<sup>[2]</sup>. In terms of sports training, most colleges and universities focus on the training of a few professional sports teams. The training programs are concentrated in highly competitive fields, while there are relatively few sports training programs for ordinary students, and the forms are monotonous. As a result, most students gradually lose their enthusiasm for participating in sports training because they cannot find training programs that match their interests and abilities. This is seriously inconsistent with the popularization and diversity concepts advocated by Sunshine Sports, which restricts the in-depth development of Sunshine Sports in colleges and universities.

### **3.2. The teaching methods and training models have become rigid, and the students’ dominant position has not been fully reflected**

In the process of physical education teaching in colleges and universities, some teachers still adopt the traditional teaching

method of “explanation - demonstration - practice – correction.” During the teaching process, they overly emphasize the leading role of teachers and neglect the dominant position of students. Students can only passively accept knowledge and skills training, lacking the space for independent thinking and active exploration, and it is difficult for them to fully exert their subjective initiative. In sports training, the training mode is also rather rigid. Coaches often carry out training according to fixed training plans and procedures, lacking attention to individual differences among students. They fail to formulate personalized training plans based on students’ physical conditions, sports foundation, and development potential, resulting in poor training effects. This not only fails to effectively improve students’ sports performance. It may also affect students’ physical health due to issues such as improper training intensity, which goes against the guiding ideology of “health first” of Sunshine Sports.

### **3.3. Insufficient teaching staff and facilities restrict the improvement of teaching and training quality**

At present, some colleges and universities are facing the problem of insufficient physical education teachers, especially in some emerging sports and characteristic sports fields. The shortage of professional teachers leads to the inability to offer related courses normally and makes it difficult to carry out sports training effectively. Meanwhile, the teaching concepts and professional capabilities of some physical education teachers need to be improved. They do not have a deep understanding of the Sunshine Sports concept and are unable to integrate it well into teaching and training processes, which has affected the effectiveness of teaching and training. In addition, the lagging construction of sports venues and facilities in colleges and universities is also a prominent issue. In some colleges and universities, the area of sports venues is insufficient and the sports equipment is old and damaged, which cannot meet the daily physical education teaching and training needs of students. Especially during the peak periods of physical education classes and after-school sports, the problem of tight venues and facilities is more obvious. It has seriously restricted the improvement of the quality of physical education teaching and sports training in colleges and universities, and also hindered the effective implementation of the concept of Sunshine Sports in colleges and universities.

## **4. Optimization strategies for physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports**

### **4.1. Enrich teaching content and training programs to meet students’ individualized needs**

Under the guidance of the Sunshine Sports concept, which emphasizes covering all students and meeting diverse sports needs, colleges and universities need to break the traditional situation where track and field, ball games and other sports dominate in physical education teaching. They should first form a special research team composed of physical education teachers, student representatives and experts in the field of sports from outside the school. Through online questionnaires, offline symposiums and other forms, comprehensively collect the interest preferences, past sports foundation, and future sports demands of students from different grades and majors in sports. At the same time, in combination with the natural conditions and cultural resources of the location of the school, for example, universities located near mountains and forests can develop projects that integrate regional characteristics such as mountain hiking and forest orienteering, and universities near lakes can introduce water sports such as kayaking and paddleboarding.

Furthermore, select and introduce emerging sports that are currently popular among students, such as flag football, land surfing, and Pilates, to enrich the overall categories of teaching content and training programs. After determining the specific content, colleges and universities should divide students into three levels of learning and training groups - basic classes, advanced classes, and enhanced classes - based on the differences in students’ sports foundations. For students in the basic classes, teaching plans should be designed with the core of mastering basic movements and cultivating sports interest. For students in the advanced classes, training plans should be formulated with the goal of proficiently mastering sports skills and enhancing sports endurance. For the students in the improvement class, teaching content is arranged with a focus on participating in competitive practices and breaking through sports bottlenecks. At the end of each semester,

anonymous feedback questionnaires and group interviews are used to collect students' opinions on the teaching content and training programs. Based on the feedback results, the program Settings and difficulty levels are adjusted in a timely manner to ensure that every student can find a learning and training direction that suits their own situation. Effectively enhance students' sense of participation and achievement, and continuously stimulate their enthusiasm for physical education learning and sports training<sup>[3]</sup>.

#### **4.2. Innovate teaching methods and training models to highlight the students' dominant position**

Based on the core requirements of Sunshine Sports, which advocate student-centeredness and emphasize students' active participation, before conducting teaching activities, college physical education teachers should design interactive and interesting teaching scenarios in combination with the characteristics of specific teaching projects. For example, in track and field teaching, teachers can simulate the competition environment of a school-level sports meeting. Let students complete the practice and small-scale competitions of events such as  $4 \times 100$ -meter relay race and a hurdles relay in groups. In gymnastics teaching, teachers can build a "gymnastics creative display platform," encouraging students to independently arrange gymnastics routines that include basic movements and personalized elements and present them in their classes<sup>[4]</sup>. In the actual teaching process, teachers should proactively transform from traditional knowledge transmitters to learning guides. They should organize students to conduct cooperative learning in groups of 4 to 6, allowing them to discuss the difficulties in sports skills and the problems encountered during training within their groups, and jointly explore solutions. At the same time, the flipped classroom model should be introduced. One week in advance, upload learning materials such as teaching videos, training key points, and action breakdown diagrams to the campus teaching platform, allowing students to watch and study independently after class and record their questions. In class, focus on practical skills training, provide detailed answers to questions, and showcase the learning achievements after class. In terms of sports training, colleges and universities should establish a diversified training platform covering interest training classes, campus sports clubs, and school-level sports events. Interest training classes are set up with specialized classes such as basketball skills classes, advanced badminton classes, and yoga shaping classes based on different projects. Campus sports clubs regularly hold weekly club activities and monthly on-campus exchange matches. The school-level sports events are divided into three groups: the beginner group, the ordinary group, and the elite group, to meet the participation needs of students of different sports levels and effectively enhance the actual effect and overall quality of sports training.

#### **4.3. Strengthen the construction of the teaching staff and enhance the professional level of teaching and training**

To ensure the high-quality development of physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports, colleges and universities should formulate scientific recruitment plans for physical education teachers, clarify recruitment standards, and require applicants not only to have solid professional knowledge and skills in physical education, but also to be familiar with the concept of Sunshine Sports. For emerging sports fields, priority should be given to recruiting teachers with relevant professional qualifications and teaching experience. For example, recruiting teachers who hold rock climbing instructor certificates and yoga instructor qualification certificates. After teachers are hired, colleges and universities should establish a complete teacher training system, formulate detailed training plans for each semester, and invite well-known domestic experts in physical education and outstanding front-line physical education teachers to conduct training courses on themes such as the interpretation of the Sunshine Sports concept, the application of new teaching methods, and scientific guidance for sports training. At the same time, teachers are arranged to visit universities where the practice of Sunshine Sports has achieved remarkable results for study and exchange experiences. In addition, colleges and universities should establish a scientific assessment and evaluation mechanism for physical education teachers. The assessment content should not only cover teaching hours and training achievements, but also include the implementation of the Sunshine Sports concept and students' satisfaction with teaching

and training. The assessment results should be linked to teachers' professional title evaluation and performance rewards to encourage them to constantly learn and update their knowledge systems. Enhance one's own professional level in teaching and training to better meet the demands of physical education teaching and sports training in colleges and universities from the perspective of Sunshine Sports.

#### **4.4. Improve the construction of venues and facilities to ensure the smooth progress of teaching and training**

To implement the requirement of the Sunshine Sports Program that enables students to fully participate in physical exercise, colleges and universities should first organize professional personnel to conduct a comprehensive inspection and assessment of the existing sports venues and facilities on campus. Based on the school's enrollment plans for the next few years and the growth trend of student numbers, they should formulate scientific and reasonable plans for the construction and renovation of venues and facilities, clearly defining the types, scales and time nodes of venue construction. In terms of capital investment, colleges and universities should incorporate the funds for the construction of sports venues and facilities into their annual budgets. At the same time, they should actively cooperate with local enterprises and sports institutions, and broaden the channels of funds through methods such as enterprise sponsorship and joint construction of sports venues. For instance, they can cooperate with sports equipment enterprises, where the enterprises provide some sports equipment, and the schools offer brand promotion opportunities to the enterprises. During the construction of sports facilities, colleges and universities should pay attention to the practicality and diversity of the facilities. Besides building standardized traditional venues such as athletics fields and basketball courts, they should also build corresponding venues according to the newly introduced sports projects, such as dedicated venues for flag football and professional tracks for land surfing. At the same time, they should be equipped with complete safety protection facilities. After the completion of the venue facilities, colleges and universities should establish a dedicated management and maintenance team, formulate daily inspection, regular maintenance, and fault repair management systems, conduct daily checks on the venue facilities, promptly identify and handle any damage to the facilities, ensure that the venue facilities are always in good working condition, and provide sufficient and safe venue guarantees for students to participate in physical education teaching and sports training.

### **5. Conclusion**

From the perspective of Sunshine Sports, the optimization and improvement of physical education teaching and sports training in colleges and universities need to rely on continuous practical adjustment and the deepening of concepts. The results are not only reflected in the improvement of students' current physical and mental health, but also lay a foundation for the formation of lifelong sports habits among students. In the future, colleges and universities need to further integrate the development of The Times and the demands of students, explore the integration path of digital teaching methods and sports training, strengthen inter-school cooperation and exchanges to share high-quality resources, and promote college sports to truly become an important part of the quality-oriented education system that is both practical and innovative, continuously empowering the cultivation of high-quality talents with all-round development.

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