

Modular Construction and Practical Research of Yoga Curriculum System in Colleges and Universities: Guided by the Cultivation of Core Competencies

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Abstract: *This study is guided by the cultivation of core competencies among college students, and explores the modular construction path and practical strategies for yoga courses in colleges and universities, addressing issues such as single objectives, scattered content, and rigid modes. Research and define the core competencies of physical education in universities (five dimensions including athletic ability and healthy behavior) and the concept of modular curriculum, and sort out the relevant theoretical foundations; Conduct a survey on the current status of courses in 10 universities to identify their shortcomings in terms of competency orientation and content structure; Subsequently, the construction principles were established, and a framework of "1 core objective+4 major core modules+N sub modules+3 major support systems" was constructed. Elastic combination schemes were designed to adapt to different types of courses, and practical paths were proposed from four aspects: teaching implementation, teacher support, resource integration, and course evaluation. This system can enhance students' skills and literacy, providing reference for the reform of yoga and physical education courses in universities.*

Keywords: *Yoga Courses in Universities, Modular Construction, Core Competencies, Curriculum System, Teaching Practice*

1. Introduction

Under the promotion of education reform and the "Healthy China 2030" strategy, college physical education is undergoing a transformation towards "cultivating literacy", and the "Guidelines for Physical Education Curriculum Teaching in Ordinary Higher Education Institutions (2024 Edition)" also puts forward relevant requirements. Yoga, due to its combination of physical exercise, psychological regulation, and cultural connotations, is gradually increasing in the proportion of physical education courses in universities. However, there are problems such as limited course objectives (only emphasizing postures and neglecting literacy), scattered content (stacking postures according to time), and rigid patterns (difficult to meet differentiated needs), which make it difficult to adapt to the core literacy cultivation goals.

The yoga "posture+breathing+meditation" mode can be integrated with the cultivation of multiple qualities, and its philosophical ideas can also carry the cultivation of moral and cultural literacy. Therefore, exploring the modular construction of its curriculum is an inevitable choice.

This study fills the gap in the integration of core competencies and college yoga courses. Previous studies have mostly focused on traditional sports or explored the impact of yoga on physical fitness alone [1]. This study combines modular theory to construct a correlation mechanism between the two, enriching relevant theories; At the same time, it provides actionable practical solutions, clarifies literacy goals through module decomposition and combination, meets personalized learning needs of students, and can also provide reference for the reform of physical education courses in universities and the construction of other sports projects.

2. Current situation and problems of yoga courses in universities

2.1 Survey results

2.1.1 Course objective: Lack of competency orientation, focusing on a single skill

From the perspective of teachers, 83.3% of yoga teachers regard "mastering 15-20 basic postures" as the primary goal of the curriculum, while only 16.7% mention literacy goals such as "psychological regulation" and "cultural cognition"; 60% of teachers believe that the core of yoga classes is physical exercise, and psychological and cultural content can be ignored. From the perspective of students, 72.5% of them chose yoga with the original intention of "improving posture" and "relieving stress", but only 28.3% believed that the course could meet the needs of "psychological adjustment", and 15.6% stated that the course involved "yoga culture" content. This contradiction indicates that the curriculum objectives are seriously disconnected from students' needs, and the function of cultivating literacy has not been activated.

2.1.2 Course content: Scattered and disordered structure, imbalanced core elements

The course content is mainly focused on "posture practice". In 66.7% of the courses, posture practice accounts for more than 80%, while breathing control and meditation content accounts for less than 15%, and cultural content is almost blank. From the perspective of content organization logic, 80% of the courses are arranged in a "chronological order" (such as learning standing posture in weeks 1-4 and sitting posture in weeks 5-8), lacking integration according to "literacy needs" - for example, the posture of "relieving neck and shoulder fatigue" is scattered in different teaching weeks, without forming a centralized "office yoga" module, making it difficult for students to apply what they have learned to real-life scenarios.

2.1.3 Course structure: Fixed and single mode, lack of flexible selection

73.3% of universities adopt a "unified course selection+fixed content" model, where students are unable to choose course content based on their own foundation or needs. For example, students with zero foundation and students with yoga foundation study together, and teachers need to balance both, resulting in "basic students not keeping up and advanced students not learning enough". The allocation of class hours is also imbalanced: 90% of courses allocate 80% of class hours to physical exercises, while only 20% of class hours are used for theoretical explanations or practical applications. Content such as "psychological adjustment" and "cultural inheritance" are compressed or omitted due to insufficient class hours.

2.1.4 Teaching implementation: Traditional and outdated methods, insufficient interactive participation

86.7% of teachers adopt the traditional teaching mode of "demonstration explanation correction", lacking methods that can stimulate students' active participation. For example, in the teaching of "respiratory control", teachers often directly explain the "essentials of abdominal breathing" without enhancing students' cognition through the "correlation experiment between breathing and heart rate" (such as using heart rate monitoring equipment to demonstrate the impact of breathing on heart rate); In "meditation" teaching, teachers often play fixed audio and lack scenario based guidance for "exam anxiety" and "interpersonal pressure". According to student feedback, 68.8% of students believe that the course is dull and lacks interaction, while 45% say they cannot understand the meaning of breathing and posture coordination.

2.1.5 Course evaluation: Single and one-sided dimensions, emphasis on results over process

93.3% of courses are mainly evaluated based on the "final style assessment" (such as the standard degree of completing designated styles), while only 6.7% involve literacy dimensions such as "practice habits" and "changes in psychological state". In terms of evaluation methods, 80% adopt a "one-time final assessment" approach, lacking process evaluation - for example, students' daily independent practice and yoga diary records (reflecting psychological changes) are not included in the evaluation system. This "skill only" evaluation method leads students to repeatedly practice postures in order to cope with assessments, neglecting the cultivation of independent exercise habits and psychological literacy.

2.2 Root cause of the problem

2.2.1 Cognitive level: Teachers' one-sided understanding of the educational value of yoga

60% of yoga teachers have a background in physical education and lack training in psychology and yoga culture. Their understanding of yoga is limited to the level of physical movement, and they are not aware of its educational value in terms of "body mind coordination" and "cultural inheritance". In an interview, a yoga teacher from a certain university stated, "Our responsibility is to teach students how to practice body postures, and psychological issues should be handled by the psychological counseling center. Cultural content is not the focus of physical education courses." This one-sided understanding directly leads to the narrowing of course objectives and the lack of literacy cultivation function.

2.2.2 Design level: Lack of competency oriented modular system thinking

Curriculum design often relies on the personal experience of teachers and has not formed a modular design concept with "literacy as the core". For example, when designing courses, teachers only consider "which styles to teach" without considering "which literacy goals each style corresponds to" and "how to integrate styles into modules" [2]. At the same time, the management departments of physical education courses in universities lack specialized guidance for yoga courses, and often refer to the curriculum standards of traditional sports projects (such as "skill assessment as the core"), without developing "literacy oriented" design specifications for yoga courses.

2.2.3 Resource level: Insufficient support from teaching staff and textbooks

From the perspective of teaching staff, 60% of yoga teachers have not received systematic training in "yoga psychological regulation" and "yoga culture", and are only competent in teaching postures; 30% of teachers expressed a desire to incorporate meditation content, but are unsure of how to design a teaching plan. From the perspective of textbooks, existing yoga textbooks mainly focus on "posture diagrams". For example, in the "Basic Course of Yoga in Colleges and Universities" (2022 edition), posture diagrams account for 90%, and only 10% of the content involves breathing and meditation. There is no guidance on "literacy goals" and "module design", and teachers lack teaching resources to refer to.

2.2.4 Evaluation level: Operational evaluation tools without literacy orientation

The evaluation of physical education courses in universities is still influenced by "exam oriented thinking" and lacks evaluation tools for literacy dimensions such as "psychological adjustment", "healthy behavior", and "cultural identity". For example, the improvement of "psychological adjustment ability" is difficult to measure through "posture assessment", but most universities have not introduced evaluation methods such as "emotional scale" and "yoga diary"; The evaluation of "healthy behavior" only relies on "attendance rate" and does not pay attention to students' "frequency of independent practice after class", resulting in a complete disconnect between evaluation and literacy goals.

3. Construction of modular curriculum system

3.1 Guiding ideology and principles

Based on the "Guidelines for Physical Education Curriculum Teaching in Ordinary Higher Education Institutions (2024 Edition)", the modular design of yoga courses in universities aims to cultivate students' five core competencies, including sports ability and healthy behavior. The goal is to achieve systematic course content, flexible structure, personalized teaching, and diversified evaluation, ultimately achieving the effect of "promoting physical literacy and education for the whole". This not only enhances students' physical skills, but also cultivates their lifelong beneficial healthy behavior, psychological resilience, and cultural literacy [3].

The modular construction follows five principles: the literacy oriented principle requires each link of the module to closely follow the literacy dimension, such as the "breath control submodule" that takes into account skills and emotional regulation, as well as habit development; The systemic principle emphasizes module collaboration, such as the body module laying the foundation for the psychological module and the cultural module guiding sports ethics; The principle of flexibility takes into account both commonality and individuality, combining mandatory and optional modules, with sub modules consisting of basic and advanced versions; The principle of practicality emphasizes practical application, such as the need for scene practice in office yoga and the need for group completion of program design; The principle of timeliness is integrated into modern scenes, with the addition of pre sleep and outdoor

yoga sub modules that are close to students' lives.

3.2 Overall framework

With "core literacy cultivation" as the axis, a modular yoga curriculum system for universities can be constructed, consisting of "1 core goal+4 core modules+N sub modules+3 support systems". The "1 core goal" is to enhance students' "physical literacy, psychological adjustment literacy, cultural identity literacy, and practical innovation literacy" through the yoga curriculum system, achieving harmonious development of body and mind; The "4 core modules" are divided into "physical literacy cultivation module", "psychological adjustment literacy module", "yoga culture inheritance module", and "practical application innovation module" around the dimension of core literacy, covering the cultivation needs of the five core literacy; The "N sub modules" are sub modules with clear functions that are separated under the core module (such as the "basic posture", "breathing control", and "core flexibility" sub modules under the "physical literacy module"), ensuring that literacy goals can be refined and implemented; The "Three Supporting Systems" provide guarantees for the implementation of modules, including the "Teaching Implementation System" (including hierarchical teaching, situational teaching, and other methods), the "Teacher Support System" (including interdisciplinary teams and specialized training), and the "Course Evaluation System" (including multiple evaluation dimensions and methods).

3.3 Module combination strategy

Based on the "course types" and "student needs" of yoga courses in universities, design flexible combination plans that are suitable for different teaching scenarios: a 64 hour general education course for all students, with physical literacy cultivation module (32 hours) and psychological adjustment literacy module (16 hours) as mandatory, meeting the common needs of "basic exercise ability+psychological adjustment". Then choose one from the yoga culture inheritance module (8 hours) and the practical application innovation module (8 hours), and the remaining 8 hours are used for module integration practice, suitable for public physical education yoga classes, covering zero foundation students; A 96 hour specialized course for students interested in yoga, requiring them to take all four core modules (a total of 64 hours) to systematically cover the five core competencies, and then choose one expansion module from the "Advanced Style Module" (24 hours) or "Yoga Therapy Module" (24 hours), suitable for physical education specialized courses and advanced club courses, meeting the deep learning needs of students with a foundation; The 32 hour club activity for yoga club members adopts a thematic combination, such as selecting the psychological adjustment and practical application module for the "stress relief theme" and the yoga culture and practical application module for the "cultural theme". It is suitable for club activities and campus cultural festival yoga sessions to enhance participation through themes.

4. Practical path

4.1 Teaching implementation

To improve teaching effectiveness, modular yoga courses in universities adopt layered teaching, situational teaching, and flipped classroom strategies. Layered teaching focuses on student differences, with the same submodule consisting of basic and advanced classes. For example, in the "Basic Style submodule", the basic class uses auxiliary tools to learn how to apply force and prevent injury, while the advanced class practices depth and connection of styles. The teaching is layered based on pre class self-evaluation and classroom observation, and can be adjusted every 4 weeks; The 'practical application module' is grouped according to needs, such as the 'scenario based yoga application' being divided into office stress relief groups to enhance targeting. Situational teaching enhances life relevance, with the "psychological adjustment module" simulating exam anxiety scenarios to practice stress relieving postures and meditation, the "cultural module" organizing yoga philosophy debates, and the "practical application module" teaching in real-life scenarios such as classrooms and dormitories. Pilot tests have shown that students' yoga application frequency has increased from 1.2 times per week to 2.8 times per week. Flipped classroom adopts the "online preview+offline practice+post class extension" mode. Before class, theoretical resources are provided and tasks are assigned. During class, interactive practice is focused, and after class, the effect is extended through check-in and diary, inspiring students to actively participate.

4.2 Teacher support

To support the implementation of modular yoga courses in universities, a guarantee system will be constructed from two aspects: teacher training and team building. The specialized training adopts a three in one model of "theory+skills+practice": the theoretical level holds two special lectures per semester, inviting experts to interpret the physical education curriculum outline, clarify literacy goals, and explain yoga and psychological regulation mechanisms; At the skill level, through workshops, senior mentors demonstrate meditation teaching, cultural module interactive design, and practical module program guidance methods; At the practical level, teachers are arranged to observe pilot university classrooms and implement "mentorship pairing" to enhance the practical abilities of new teachers.

Simultaneously establish an interdisciplinary team of "Sports+Psychology+Culture", with core members including physical education teachers (responsible for the physical and practical module), psychological teachers (responsible for the psychological adjustment module), and cultural/historical teachers (responsible for the cultural module), as well as external yoga instructors and core competency experts to provide professional support. The team holds monthly seminars to adjust module content and methods, such as providing theoretical support from psychological teachers when designing exam anxiety meditation plans, and designing practical procedures from yoga teachers to ensure that the plans are scientifically feasible.

4.3 Resource integration

To ensure the implementation of modular yoga courses in universities, teaching resources are integrated from multiple dimensions. In terms of textbooks, an interdisciplinary team has developed a "Modular Yoga Course for Universities Guided by Core Literacy", which clarifies literacy goals and other content according to the "module submodule" approach. It is accompanied by posture diagrams, graded meditation audio, and cultural expansion readings. At the same time, module learning manuals and online resource libraries are produced; In terms of venue, the yoga classroom has been transformed into a multifunctional space that includes a posture practice area, meditation area, and cultural exhibition area. The campus playground and empty classrooms have also been used as practice venues, and a venue reservation system has been coordinated and established; In terms of technology, with the help of Rain Classroom and Superstar Learning Pass to achieve integrated management of resource push, the introduction of yoga movement correction APP and heart rate monitoring wristband has reduced the error rate of middle school students' postures from 38% to 15% in the pilot program, improving teaching accuracy.

4.4 Course evaluation

The construction of an evaluation system for modular yoga courses in universities with "full coverage of dimensions, comprehensive methods, and diversified subjects": the evaluation dimensions include six categories: exercise ability, health behavior, etc., corresponding to five core competencies, such as exercise ability dimension, assessment of completion and fluency of postures, and psychological adjustment ability dimension, which are measured by meditation duration, SCL-90 scale comparison, etc; The evaluation method adopts "process evaluation (60%)+summative evaluation (40%)". Process evaluation includes 20% classroom performance (scored based on participation and focus) and 40% post class tasks (including check-in, diary, online testing). Summative evaluation includes 20% skill assessment and 20% literacy assessment (such as psychological scale comparison and cultural paper); The evaluation subject integrates teachers (60%, skill assessment, etc.), students' self-evaluation (20%, fill out the literacy self-evaluation form and reflect), and peer evaluation (20%, evaluate group cooperation, etc. and provide feedback) to ensure that the evaluation is scientific and comprehensive, in line with the literacy cultivation goals.

5. Conclusion

This study is guided by the cultivation of core competencies and uses methods such as literature research, survey research, and action research to systematically explore the modular construction and practical path of the yoga curriculum system in universities. Four major conclusions are drawn: firstly, a modular system of "1 core goal+4 core modules+N sub modules+3 support systems" can be constructed, with the four core modules (physical literacy, psychological adjustment, cultural inheritance, and practical application) corresponding to the five dimensions of core competencies. The modules

complement and cooperate with each other, with the body module laying the foundation for the psychological module, the cultural module providing value guidance, and the practical module realizing the transfer of literacy life, ensuring the complete system of literacy cultivation; Secondly, the modular system can solve the pain points of traditional courses through flexible combination strategies, hierarchical teaching, situational teaching and other paths. The flexible scheme adapts to different curriculum scenarios, and hierarchical and situational teaching improves pertinence. The pilot shows that the total score of core literacy of the experimental class (82.3 ± 5.6) is significantly higher than that of the control class (68.5 ± 6.2), and psychological adjustment and cultural identity literacy are most significantly improved ($p < 0.05$); Thirdly, the implementation of the system requires the coordination of four major paths: teaching implementation, faculty support, resource integration, and curriculum evaluation. Layered teaching methods are used to ensure teaching effectiveness, interdisciplinary faculty and specialized training are used to fill teacher gaps, and modular teaching materials and other resources are provided to ensure a closed loop of diversified evaluation; Fourthly, the feasibility and promotion value of the pilot verification system were verified. 88% of the experimental class students recognized its stress relieving effect, 76% recognized the cultural module, and teachers believed that the module teaching objectives were clear. This system can improve students' skills and literacy, enhance the attractiveness of the curriculum, and provide reference for the reform of yoga courses and the construction of other sports oriented courses in universities.

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