

# Bottlenecks and Countermeasures for the Construction of "Golden Courses" in Public Physical Education in Universities

Junzhang Cheng\*

Guangzhou Huashang College, Guangzhou, Guangdong, 511300, China

\*Corresponding author

**Abstract:** *As an important way to promote physical and health education for college students, the "golden courses" of public sports in universities plays an important role in promoting students' physical and mental health and improving the quality of education and teaching. However, during the construction process, there are a series of bottlenecks and challenges, such as insufficient teaching staff, imperfect teaching facilities, and an incomplete evaluation system. This paper analyzes the bottleneck problems in the construction of "golden courses" in public sports in universities, and proposes corresponding countermeasures, including strengthening the construction of teacher teams, improving teaching facilities, and establishing a sound evaluation system, in order to provide reference and inspiration for the sustainable development and improvement of "golden courses" in public sports in universities.*

**Keywords:** *"golden courses" in public physical education in universities, teacher team construction, improvement of teaching facilities*

## 1. Introduction

With the popularization of higher education and the enhancement of sports awareness, the construction of public physical education courses in universities is increasingly receiving attention. Among them, as an important component of physical education, public physical education "golden courses" have important significance in improving students' physical fitness, promoting national fitness, and cultivating healthy lifestyles[1]. However, in the process of building "golden courses", it is inevitable to face some bottlenecks and challenges.

This paper aims to deeply explore the bottleneck problems in the construction of "golden courses" in public physical education in universities, and propose corresponding response strategies. Firstly, clarify the concept and characteristics of the "golden course" in public physical education, and understand its position and role in university physical education. Subsequently, the focus will be on analyzing the common bottleneck issues in the construction of "golden courses" in public physical education in universities, including insufficient teaching resources, imperfect teaching environment and facilities, low student participation, insufficient teacher team construction, and an incomplete evaluation system. On this basis, a series of response strategies are proposed, including strengthening investment in teaching resources, improving teaching environment and facilities, enhancing student participation, strengthening teacher team construction, and establishing a sound evaluation system, in order to provide useful reference and inspiration for the construction of public sports "golden courses" in universities.

Through the research in this article, it is expected to provide theoretical and practical support for solving the bottleneck problem in the construction of public physical education "golden courses" in universities, promote the healthy development of physical education in universities, and make positive contributions to cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

## **2. Overview of "golden courses" in public physical education in universities**

### ***2.1 Definition and characteristics of "golden courses" in public physical education***

The "golden courses" of public physical education refers to a physical education course generally offered by universities to all students, with the main goal of improving their physical fitness and promoting physical and mental health. Its characteristics mainly include the following aspects: firstly, the "gold course" of public physical education has universality and inclusiveness. As a part of general education in universities, public physical education "golden courses" are not limited to students' sports talents or interests, but are aimed at all students, including sports enthusiasts, general students, and students with weaker sports abilities[2]. Therefore, the "golden courses" of public sports has the characteristics of popularization and inclusiveness, aiming to enable every student to participate and enjoy the fun of physical exercise. Secondly, the "golden courses" of public physical education emphasizes comprehensiveness and systematicity. In terms of curriculum design, public physical education "gold courses" usually include various sports projects and activities, such as aerobics, basketball, football, swimming, etc., aiming to comprehensively improve students' physical fitness and sports skills through diversified activity content, and cultivate students' comprehensive sports awareness and abilities. Finally, the "golden courses" of public sports emphasizes practicality and sustainability. Through a combination of classroom teaching and extracurricular activities, the "golden courses" of public physical education is committed to combining theoretical knowledge with practical operations, so that students can not only acquire knowledge but also cultivate healthy lifestyles and long-term sports interests in the process of participating in sports activities, thereby achieving sustainable development of physical and mental health.

### ***2.2 Development status of public physical education "golden courses"***

At present, with the deepening of the concept of national fitness and the continuous development of physical education in universities, the construction and development of public sports "golden courses" in Chinese universities have made positive progress. On the one hand, more and more universities are incorporating public physical education "gold courses" into general education courses, enabling more students to receive systematic physical exercise and education. On the other hand, some universities are actively exploring the path of physical education curriculum reform, constantly enriching and improving the content and form of public physical education "golden courses", and enhancing the attractiveness and effectiveness of the courses[3]. However, at the same time, there are still some problems and challenges in some universities regarding the "golden courses" of public sports. For example, some schools have insufficient sports facilities and teaching resources, resulting in the inability of public sports "golden courses" to fully play their educational functions; In addition, some students lack interest and participation in the "gold course" of public sports, which affects the implementation effect of the course; At the same time, the construction of the teaching staff in some schools is not perfect enough, and the teaching staff is insufficient, which also restricts the improvement of the teaching quality and level of public physical education "golden courses".

### ***2.3 The significance and role of the "golden courses" in public physical education***

As an important component of physical education in universities, public physical education "golden courses" have significant significance and role. Public physical education "golden courses" can help improve the physical fitness and health level of students, and promote the comprehensive development of their physical and mental health. The "golden courses" of public sports helps to cultivate students' sense of teamwork and sportsmanship, enhance their sense of collective honor and cohesion. The "golden courses" of public sports helps to inherit and promote national sports culture, and promotes the development and prosperity of sports. In summary, the "golden courses" of public sports not only has important educational significance, but also has profound social impact, which deserves high attention and in-depth research.

## **3. Bottlenecks in the construction of "golden courses" in public physical education in universities**

### ***3.1 Insufficient teaching resources***

The lack of teaching resources is a significant bottleneck in the construction of public physical

education "golden courses" in universities. Due to insufficient funding or poor planning, some schools have incomplete sports venue construction, and even lack necessary sports venues. In this way, even with abundant physical education courses, it is difficult to provide students with a good physical exercise environment. Some schools have slow updates of sports equipment and facilities, with aging, damage, or insufficient quantity, which affects the normal development of physical education courses. Furthermore, teaching auxiliary facilities, such as lighting and sound systems in sports venues, also need to be improved to enhance the quality and effectiveness of physical education courses.

### ***3.2 Incomplete teaching environment and facilities***

In addition to insufficient teaching resources, the imperfect teaching environment and facilities are also another bottleneck in the construction of public sports "golden courses". On the one hand, some schools have outdated sports venues and classroom facilities, which pose safety hazards and are not conducive to the health and safety of students. On the other hand, the layout of sports venues in some schools is unreasonable, lacking sufficient open space and rest areas, which limits the activities of students in physical education courses and makes it difficult to achieve good physical exercise results.

### ***3.3 Low student engagement***

The low level of student participation is also an important bottleneck affecting the construction of public sports "golden courses". On the one hand, some students lack interest in physical education courses and believe that they cannot provide sufficient academic benefits, so they choose to avoid or slack off. On the other hand, some students lack the habit of physical exercise or physical limitations, resulting in low participation in physical education courses, which affects the normal development and teaching effectiveness of the courses.

### ***3.4 Insufficient construction of the teaching staff***

In the construction of the "golden courses" in public physical education, the insufficient construction of the teaching staff is also a limiting factor. On the one hand, some schools lack professional physical education teachers, resulting in uneven teaching quality of physical education courses and inability to meet the learning needs of students. On the other hand, the training mechanisms for physical education teachers in some schools are not sound and lack sustained career development support, which affects the overall quality and level of the teaching staff.

### ***3.5 Incomplete evaluation system***

Another bottleneck in the construction of public sports "golden courses" is the inadequate evaluation system. At present, the evaluation of physical education courses in some schools is too single, mainly relying on students' exam scores or physical fitness test results, lacking a comprehensive evaluation of their comprehensive quality and development potential. In this way, not only does it affect students' enthusiasm for learning physical education courses, but it also restricts the teaching reform and development direction of the curriculum. Therefore, establishing a scientific and reasonable evaluation system for physical education courses is of great significance for promoting the construction of public physical education "golden courses".

## **4. Response strategies for the construction of "golden courses" in public physical education in universities**

### ***4.1 Strengthen investment in teaching resources***

In order to solve the problem of insufficient teaching resources, universities can increase investment in the construction of sports facilities. Firstly, schools can increase their investment in sports venue construction by increasing their financial budget or seeking relevant government funding. This includes the construction of various sports facilities such as new sports arenas, swimming pools, basketball courts, tennis courts, etc., to meet the growing sports needs of students. Secondly, schools can actively introduce social capital and collaborate with enterprises, social organizations, etc. to jointly invest in the construction of sports venues, achieving resource sharing and complementary advantages. In addition, schools can explore the establishment of public-private partnership models, introduce

professional sports facility operation and management institutions, improve facility utilization and operational efficiency, and achieve maximum utilization of teaching resources.

In addition to increasing investment in sports facilities construction, universities can also broaden channels for obtaining teaching resources and enrich the teaching content and forms of physical education courses. Schools can strengthen cooperation and exchange with other universities, sports institutions, etc., and share high-quality teaching resources. For example, it is possible to collaborate with professional sports colleges and sports research centers to carry out sports courses, introduce professional coaching teams and athlete resources, and enhance the professional level and practicality of the courses. Schools can actively organize sports events and activities both on and off campus, build platforms for student physical exercise and communication, enrich extracurricular sports activities, and enhance students' interest and participation in physical exercise. In addition, schools can also utilize modern information technology to develop a sports teaching resource sharing platform, integrate high-quality online teaching resources, provide convenient learning and communication platforms for teachers and students, and achieve the sharing and optimization of teaching resources.

#### ***4.2 Improving the teaching environment and facilities***

In order to improve the teaching quality and effectiveness of public physical education courses, universities need to continuously improve their teaching environment and facilities. Universities can enhance the effectiveness and attractiveness of physical education teaching by updating equipment and facilities. Schools can update aging equipment and introduce advanced sports teaching equipment, such as intelligent fitness equipment and sports monitoring equipment, to improve teaching effectiveness and experience. Schools can strengthen the maintenance and management of sports facilities, ensuring the normal operation and safe use of facilities and equipment. In addition, schools can also plan and layout sports facilities reasonably according to actual needs, improve the utilization and efficiency of facilities, and meet the teaching needs of different physical education courses. In order to better utilize sports facilities, universities can take a series of measures to improve the efficiency of venue utilization. Schools can establish reasonable regulations and management systems for the use of sports venues to ensure their orderly utilization. Schools can strengthen the information management of venue resources, establish a venue reservation and borrowing system, and facilitate teachers and students to book and use venues. In addition, schools can strengthen the overall planning of venue resources, reasonably arrange the use of venues for various sports courses and activities, and avoid resource waste and conflicts.

#### ***4.3 Enhancing student engagement***

In order to stimulate students' interest in sports and enhance participation, universities can take a series of measures, including innovative curriculum design and the introduction of diverse teaching methods. Universities can design more attractive and practical physical education courses through innovative curriculum design to enhance student participation. Schools can introduce innovative sports programs and course content, such as outdoor adventure sports, fitness yoga, dance fitness, etc., to meet the interests and needs of different students. Schools can also offer interdisciplinary physical education courses, combining knowledge related to culture, art, health management, etc., to broaden students' horizons and knowledge, and enhance the attractiveness and practicality of the courses. In addition, schools can also focus on personalized settings of physical education courses, flexibly adjust course content and difficulty based on students' strengths and needs, and stimulate their learning interest and enthusiasm. In order to improve the teaching effectiveness and student participation of physical education courses, universities can introduce diverse teaching methods and create rich and colorful learning experiences. Schools can adopt problem oriented teaching methods to guide students to actively explore and solve problems, cultivate their innovative awareness and problem-solving abilities. At the same time, schools can use teaching modes such as group cooperative learning and project-based learning to promote cooperation, communication, and interaction among students, and cultivate their teamwork spirit and communication skills. In addition, schools can also utilize modern technological means such as virtual reality technology, online learning platforms, etc. to enrich the teaching content and form of physical education courses, and enhance students' learning experience and participation.

#### ***4.4 Strengthen the construction of the teaching staff***

In order to improve the teaching quality and effectiveness of the "golden courses" in public physical

education, universities need to strengthen the construction of the teaching staff, including improving the teacher training mechanism and enhancing the professional level and teaching ability of teachers. Universities can continuously enhance the professional competence and teaching level of teachers by improving their teacher training mechanisms. Schools can establish a sound teacher training system, including regular professional training courses, academic exchange conferences, etc., to help teachers understand the latest teaching concepts and methods. Schools can also carry out targeted teacher training activities, providing professional and personalized training services for different types of physical education courses and teaching content, helping teachers improve their teaching design and implementation abilities. In addition, schools can also introduce external experts and excellent teacher resources, conduct special lectures, on-site inspections and other activities, and expand the teaching perspective and ideas of teachers. In order to enhance the professional level and teaching ability of teachers, universities can take a series of measures, including providing continuous professional development opportunities, strengthening teaching evaluation and feedback, and creating a good teaching atmosphere. Schools can provide continuous professional development opportunities for teachers, encouraging them to participate in academic conferences, seminars, forums, and other activities, constantly updating their academic knowledge and teaching skills. Schools can strengthen teaching evaluation and feedback mechanisms, timely identify teaching problems and provide improvement suggestions through teaching observation, classroom evaluation, student evaluation, and other methods, to help teachers continuously improve their teaching level. In addition, schools can create a positive and upward teaching atmosphere, encourage teachers to communicate with each other, explore teaching issues together, and promote mutual learning and growth among teachers.

#### ***4.5 Establishing a sound evaluation system***

It is crucial to establish a sound evaluation system in promoting the development of public sports "golden courses". This includes designing scientifically reasonable evaluation indicators and improving evaluation methods and procedures. In order to ensure the scientificity and accuracy of the evaluation system, universities need to design scientifically reasonable evaluation indicators. The evaluation indicators should be able to comprehensively reflect the teaching quality and effectiveness of the "golden courses" in public physical education, including curriculum design and content, teaching methods and means, student performance and feedback, and other aspects. The evaluation indicators should be operable and quantifiable, facilitating specific evaluation and improvement by teachers and schools. Corresponding evaluation index systems can be designed for different types of physical education courses and teaching objectives, making the evaluation more targeted and effective. At the same time, the design of evaluation indicators should fully consider educational and teaching theories and practical experience, ensuring the scientific and rational nature of the evaluation. In addition to designing scientifically reasonable evaluation indicators, it is also necessary to improve evaluation methods and procedures to ensure the scientificity and standardization of the evaluation process. Firstly, the evaluation methods should be diverse, including both qualitative evaluation methods such as teaching observation, classroom observation, student evaluation, as well as quantitative evaluation methods such as exam scores, academic performance, course feedback, etc., in order to comprehensively and comprehensively evaluate teaching effectiveness from multiple perspectives. Secondly, the evaluation process should be clear and explicit, including the evaluation timeline, responsible parties, evaluation process and procedures, to ensure the smooth progress of the evaluation work and the credibility of the results. At the same time, the evaluation process should focus on the participation of teachers and students, fully leverage their subjectivity, and promote fairness and objectivity in the evaluation. By establishing a sound evaluation system, universities can comprehensively evaluate the teaching quality and effectiveness of public physical education courses, providing scientific basis and guidance for further improvement and enhancement. At the same time, the establishment of an evaluation system can also promote self reflection and improvement among teachers and schools, and promote the sustainable development and improvement of public physical education "golden courses".

### **5. Conclusion**

The construction of "golden courses" in public physical education in universities has achieved certain achievements, but also faces some bottlenecks and challenges. Effective measures need to be taken to address these issues, in order to promote the further development and improvement of the "golden curriculum" in public sports. The bottlenecks faced by the construction of public physical

education "golden courses" in universities mainly include insufficient teaching staff, imperfect teaching facilities, and an incomplete evaluation system. To address the issue of insufficient teaching staff, it is possible to strengthen the construction of the teaching team, enhance the professional level and teaching ability of teachers; For situations where teaching facilities are not perfect, investment can be increased to improve sports venues and equipment facilities, and enhance teaching conditions; If the evaluation system is not sound, it is necessary to design scientific and reasonable evaluation indicators and improve evaluation methods and procedures to comprehensively evaluate the quality and effectiveness of teaching. To address these bottleneck issues, a series of measures can be taken. For example, strengthening the training and introduction of physical education teachers to enhance their professional level and teaching ability; Increase investment in the construction of public sports "golden courses", improve teaching facilities and conditions, and enhance teaching effectiveness; Establish a sound evaluation system, evaluate teaching quality using scientific evaluation methods, and promote teaching improvement and enhancement.

In summary, although the construction of public sports "golden courses" in universities faces some bottlenecks and challenges, effective measures can be taken to address them, continuously overcome difficulties, promote the sustainable development and improvement of public sports "golden courses", and provide better guarantees for the comprehensive development and healthy growth of students.

## References

[1] Weng Y. *Information Empowerment for High Quality Development of Physical Education in Rural Schools under the Strategy of Rural Revitalization* [J]. *Liaoning Sport Science and Technology*, 2023, 45 (6): 108-112.

[2] Zhai B. *The Multiple Dilemmas and Governance Dimensions of Rural Sports Public Service Supply under the Rural Revitalization Strategy* [J]. *Sport Science and Technology*, 2023, 44 (5): 59-61.

[3] Liu J D, Zhao Y L, Ma C. *Research on the Development Direction of Physical Education in Rural Schools* [J]. *Contemporary Sports Technology*, 2023, 13 (23): 172-175.