

# The Path and Strategy of Reform in the Construction of Physical Education and Art Courses in Universities

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**Abstract:** This paper aims to explore the path and strategy of reform in the construction of physical education and art courses in universities. By analyzing the current situation of the construction of physical education and art courses in universities and combining relevant research results at home and abroad, a series of feasible reform paths and strategies have been proposed. This includes optimizing curriculum design, strengthening the construction of teaching staff, promoting disciplinary integration, and strengthening cooperation with social and cultural industries. This article also explores the important role of the government in the reform of sports and arts courses in universities, and puts forward prospects and suggestions for future development, aiming to promote the construction of sports and arts courses in universities towards a more diversified and comprehensive direction.

**Keywords:** physical education and art courses in universities, teaching staff, discipline integration, social and cultural industry cooperation

## 1. Introduction

With the continuous development of social economy and the updating of educational concepts, the reform of physical education and art curriculum construction in universities has gradually become a hot topic in the field of education. Sports art, as a combination of traditional culture and modern aesthetics, is of great significance for improving the comprehensive quality of students [1]. However, there are still many problems and challenges in the current construction of physical education and art courses in universities, such as lagging curriculum design, insufficient teaching staff, and single teaching methods, which restrict the in-depth development of curriculum reform.

This study aims to explore the paths and strategies for the reform of sports and art curriculum construction in universities, in order to provide feasible reform directions and implementation strategies for the construction of sports and art curriculum in universities. Through a comprehensive review and analysis of the current research status at home and abroad, combined with empirical research and case analysis, this paper aims to deeply analyze the current situation and problems in the construction of sports and art courses in universities, and propose reform paths and strategies suitable for the actual situation of Chinese universities.

The significance of this study lies in providing theoretical support and practical guidance for the reform of sports and art curriculum construction in universities, promoting the comprehensive development of sports and art education in universities, cultivating students' aesthetic emotions, creativity, and comprehensive qualities, and contributing to the construction of a more complete education system. Through this study, we hope to draw attention from all sectors of society to the reform of physical education and art curriculum construction in universities, promote the process of education reform, and promote the continuous improvement of higher education quality.

## 2. Analysis of the current situation of the reform in the construction of physical education and art courses in universities

### 2.1 Historical review of the construction of sports and art courses in universities

In the early stages of reform and opening up, the curriculum of physical education and arts in universities was relatively single, mainly including traditional physical education and cultural arts courses [2]. Physical education courses focus on cultivating students' physical fitness and sports skills,

while cultural and artistic courses emphasize students' aesthetic literacy and artistic cultivation. However, this segmented setting method results in the teaching of the two fields being relatively independent, making it difficult to achieve true integration and intersection. With the development of society and the demand for comprehensive quality education, the construction of physical education and art courses in universities has begun to develop towards diversification and comprehensiveness. In this process, various interdisciplinary sports and arts courses have emerged one after another, such as sports dance, sports psychology, sports economic management, etc. These courses aim to cultivate students' comprehensive development abilities and enhance their professional competence and practical abilities in the fields of sports and arts. However, the construction of physical education and art courses in universities is still influenced by some inertia thinking and institutional mechanisms in history, which hinders its further development. On the one hand, some universities have limited attention to emerging fields and cutting-edge technologies, making it difficult to adjust course content and teaching methods in a timely manner. On the other hand, due to the continuation of traditional curriculum and the division of professional disciplines, there are certain difficulties in the establishment of interdisciplinary courses and the integration of teaching resources. Some inertia thinking and institutional mechanisms in history still affect the development of physical education and art courses in universities, and further systematic reform and innovation are needed.

### ***2.2 Key issues in the current construction of physical education and art courses in universities***

At present, the construction of physical education and art courses in universities is facing multiple key problems, including unreasonable curriculum design, lack of teaching resources, and uneven levels of teaching staff [3]. Firstly, the physical education and art curriculum in some universities is relatively outdated, lacking foresight and specificity, and cannot meet the diverse learning needs of students. With the continuous development and progress of society, the fields of sports and art are also constantly innovating and changing. However, some universities still maintain traditional curriculum models and lack attention to emerging fields and development trends, leading to a disconnect between curriculum content and actual student needs. Secondly, the scarcity of teaching resources is also one of the important issues restricting the construction of physical education and art courses in universities. The teaching activities of physical education and art courses require support from various resources such as equipment, venues, and materials. However, some universities have limited investment in this area, which cannot meet the learning needs of students in practical aspects and artistic expression. The lack of sufficient teaching resources not only limits the cultivation of students' practical abilities, but also affects their in-depth understanding and mastery of the art field. Furthermore, the construction of physical education and art courses in universities also faces the problem of uneven levels of teaching staff. On the one hand, some teachers have a low level of professional knowledge, teaching skills, and subject research, and are unable to provide high-quality teaching; On the other hand, some teachers lack rich teaching experience and insufficient guidance on how to stimulate students' creativity and artistic talent. These issues directly affect the teaching quality and effectiveness of physical education and art courses in universities, limiting students' learning outcomes and development potential.

In summary, to improve the construction of physical education and art courses in universities, it is necessary to start from multiple aspects such as curriculum design, teaching resources, and teaching staff. Universities should update course content, focus on foresight and targeting, to meet the diverse learning needs of students; At the same time, increase investment in teaching resources and provide sufficient support such as equipment, venues, and materials; In addition, universities need to strengthen the construction of their teaching staff, improve the professional level and teaching experience of teachers, in order to improve teaching quality and effectiveness, and cultivate more outstanding talents with artistic talent and practical abilities.

### ***2.3 Evaluation and analysis of the current situation before the reform***

A comprehensive evaluation and analysis are needed to address the current situation of the construction of sports and arts courses in universities before the reform. Firstly, through data statistics and literature research, an objective evaluation is conducted on the setting of physical education and art courses, the composition of teaching staff, and the allocation of teaching resources in various universities, in order to identify existing problems and shortcomings. Secondly, by combining the opinions and suggestions of students, teachers, and managers, we can gain a deep understanding of the needs and expectations of all parties, providing a reference basis for determining the direction of reform. Finally, drawing on successful cases both domestically and internationally, analyze the

experiences and lessons learned from the reform of sports and art curriculum construction in other universities, and provide reference and inspiration for the reform of Chinese universities. By evaluating and analyzing the current situation before the reform, scientific basis and guidance can be provided for subsequent reform work.

### **3. Exploration of the path of reform in the construction of physical education and art courses in Universities**

#### ***3.1 Analysis of relevant reform cases at home and abroad***

At home and abroad, there are numerous cases of reform in the construction of physical education and art courses in universities, each with its own characteristics [4]. Taking foreign countries as an example, some developed countries focus on interdisciplinary integration in the construction of sports and arts courses in universities, emphasizing the cultivation of practical abilities and innovative awareness. By connecting with the social and cultural industries, they provide students with broader employment and development opportunities. These foreign universities not only break through traditional disciplinary boundaries in their curriculum, but also focus on cultivating students' interdisciplinary thinking and problem-solving abilities, enabling them to adapt to constantly changing social needs and workplace challenges.

In China, some universities have actively explored new paths in sports and art education by reforming curriculum, updating teaching methods, and introducing high-quality teachers, achieving significant results [5]. These universities have added more cutting-edge courses in their curriculum, such as sports technology innovation, artistic expression and practice, to cultivate students' innovation awareness and practical abilities [6]. At the same time, they also draw on advanced foreign experiences, promote school enterprise cooperation, carry out social practice and internship projects, and provide students with richer learning resources and practical opportunities. Through these reform measures, these universities have gradually established sports and art talent training models that meet the requirements of the times and market demand, laying a solid foundation for the employment and development of students.

Overall, domestic and foreign universities have their own strengths in the reform of sports and arts curriculum construction, drawing on each other and making progress together. Through continuous exploration and innovation, universities can better adapt to the needs of social development and make greater contributions to cultivating more outstanding sports and art talents with comprehensive literacy and innovative abilities.

#### ***3.2 Path selection for the reform of physical education and art curriculum construction in universities***

In response to the current problems and challenges in the construction of physical education and art courses in universities, diversified reform paths can be explored. Firstly, it is possible to strengthen the forward-looking and targeted nature of curriculum design, adjust and optimize the physical education and art curriculum system based on social needs and student interests, and promote interdisciplinary integration. This approach helps to ensure that the course content aligns with the needs of social development and student needs, enhancing the attractiveness and practicality of the course. Secondly, efforts should be made to increase the training and introduction of teaching staff, enhance their teaching level and innovative ability, and ensure the improvement of teaching quality. Through continuous professional training and the introduction of excellent teachers, universities can continuously improve the overall quality and ability level of their teaching staff, and provide students with higher levels of teaching services. In addition, it is possible to strengthen cooperation with the social and cultural industries, broaden practical opportunities and career development paths for students, and promote the improvement of their overall quality. Through deep cooperation with the social and cultural industries, universities can provide students with broader practical opportunities, promote the improvement of their innovation and practical abilities. At the same time, it can also provide students with more diverse career development paths, enhance their comprehensive competitiveness and employability. In short, by exploring diversified reform paths, universities can better solve the problems and challenges in the construction of sports and arts courses, promote the optimization of the curriculum system, and improve the quality of teaching.

### ***3.3 Possible solutions and reform strategies***

In order to solve the problems in the construction of physical education and art courses in universities, a series of effective solutions and reform strategies can be adopted. Firstly, a sound curriculum evaluation mechanism should be established, and the curriculum should be adjusted and optimized regularly to ensure that the course content meets the needs of the times and students. Secondly, it is necessary to strengthen the construction of the teaching staff, introduce professional talents with rich practical experience and innovative consciousness, and improve the teaching level and research ability of teachers. In addition, cooperation between schools, enterprises, and social and cultural institutions can be strengthened to provide students with more practical opportunities and career development support, promoting the comprehensive improvement of their overall quality. Through the implementation of these possible solutions and reform strategies, better results can be achieved in the reform of physical education and art curriculum construction in universities, injecting new vitality and momentum into the development of higher education.

## **4. Strategic suggestions for the reform of sports and art curriculum construction in universities**

### ***4.1 Proposal of reform strategies based on path exploration***

Firstly, establishing a sound curriculum evaluation mechanism means that universities need to establish a systematic and scientific evaluation system to comprehensively evaluate the quality, effectiveness, and adaptability of courses. Through this mechanism, universities can regularly review and evaluate their curriculum, and promptly identify existing problems and shortcomings. The focus of evaluation is to ensure that the course content matches social needs and student interests, and continuously optimize and adjust the course based on this to better meet social development and student needs. This evaluation mechanism can help universities timely understand the actual effectiveness and existing problems of the curriculum. By collecting data such as student feedback, employment situation, and academic achievements, universities can objectively evaluate the actual effectiveness of courses, understand students' understanding and evaluation of courses, and thus identify existing problems and shortcomings. At the same time, the evaluation mechanism can also help universities to have a deeper understanding of changes in social needs, adjust course offerings in a timely manner, and ensure that course content is consistent with the needs of social development. Continuously improving and perfecting the curriculum to adapt to the development and changes of society and the changing needs of students. Through the reflection of evaluation mechanisms and data analysis, universities can make targeted course adjustments and improvements to adapt to changes in social development and student needs. This cyclical adjustment and optimization process will make the curriculum more forward-looking and flexible, better serving the development needs of society and students.

Secondly, strengthen the construction of the teaching staff, carry out teacher training and exchange activities, and improve the teaching level and innovation ability of teachers. A high-quality teaching staff is the key to promoting the reform of physical education and art courses in universities. In the training and exchange of teachers, cutting-edge concepts and teaching methods can be introduced to stimulate their innovative consciousness, improve their teaching level, and better guide student growth.

Furthermore, strengthening cooperation with the social and cultural industries, expanding practical opportunities and career development paths for students, and promoting the improvement of their overall quality. By collaborating with industries, students can be exposed to practical work environments and projects, enhance their practical abilities and professional skills, and lay a solid foundation for future employment.

In addition, it is necessary to strengthen interdisciplinary integration, promote the innovative development of sports art courses, and cultivate talents with comprehensive qualities and innovative abilities. Interdisciplinary integration can promote communication and collision between different disciplines, stimulate students' innovative potential, cultivate their comprehensive qualities and cross disciplinary problem-solving abilities, and make them more competitive and adaptable. Through the implementation of the above strategies, the construction of physical education and art courses in universities will be more in line with social needs and student development, providing stronger support and guarantee for cultivating more outstanding talents.

#### ***4.2 Policy suggestions for the reform of sports and art curriculum construction in universities***

In order to promote the reform of physical education and art curriculum construction in universities, relevant policy support needs to be formulated. The government can take a series of measures to encourage universities to strengthen the reform of sports and arts curriculum construction, and provide financial support and incentive measures. These policies can encourage universities to actively invest resources and energy, and promote the development of sports and arts courses. Meanwhile, it is crucial to establish a sound evaluation and assessment mechanism to supervise and evaluate the construction of sports and arts courses in universities. This mechanism can ensure that the reform achieves substantial results and promptly identify existing problems and shortcomings. Through regular evaluations and assessments, universities can adjust and improve the quality and adaptability of sports and arts courses based on the evaluation results. In addition, the government should strengthen training and support for the teaching staff to promote the professional development and teaching level of teachers. By providing training opportunities and resource support, the government can help university teachers improve their professional knowledge and teaching skills, thereby better carrying out the teaching of sports and arts courses. This kind of training support will provide a solid talent guarantee for the construction of sports and art courses in universities, and provide higher quality educational services for students.

In summary, the government plays an important role in promoting the reform of sports and arts curriculum construction in universities. By formulating supportive policies, establishing evaluation mechanisms, and strengthening teacher training, the government can provide necessary support and guidance for universities to promote the development and improvement of sports and arts courses.

#### ***4.3 Outlook and suggestions for future development***

Looking ahead to the future, the reform of physical education and art curriculum construction in universities will continue to develop towards diversification and comprehensiveness. It is recommended that universities strengthen international exchanges and cooperation, learn from advanced foreign experiences, and continuously enhance the international competitiveness of sports and arts courses in their future development. At the same time, we should pay attention to the personalized needs of students, offer more innovative courses that are in line with the trend of the times and the interests of students, and cultivate outstanding talents with comprehensive qualities and international perspectives. In addition, it is recommended that universities strengthen their interaction with society, promote the deep integration of practical teaching, and provide students with broader development platforms and employment opportunities. In summary, through continuous reform and innovation, the construction of physical education and art courses in universities will usher in a better development prospect and make positive contributions to cultivating more outstanding talents.

### **5. Conclusion**

In the current social context, the construction of physical education and art courses in universities is facing challenges and opportunities in the new era. Traditional physical education and art courses are often disconnected from the development of the times, lacking characteristics and advantages that match social needs and student interests. Therefore, it is necessary to deeply reform and innovate the physical education and art courses in universities.

This article proposes diversified reform paths for the construction of physical education and art courses in universities, including strengthening the forward-looking and targeted curriculum design, strengthening the construction of teaching staff, strengthening cooperation with social and cultural industries, and promoting interdisciplinary integration. The selection of these paths will provide important ideas and directions for the reform of physical education and art courses in universities. In terms of specific reform strategies, this article proposes specific strategies such as establishing a sound curriculum evaluation mechanism, strengthening the construction of teaching staff, strengthening cooperation with social and cultural industries, and interdisciplinary integration. The implementation of these strategies can effectively promote the reform and development of physical education and art courses in universities. At the same time, the government should also play an important role in the reform of sports and arts curriculum construction in universities, and it is necessary to formulate relevant policy support, including incentive policies, evaluation and assessment mechanisms, and teacher training support, to provide policy guarantees for the reform of sports and arts curriculum in universities. In the future, the reform of physical education and art curriculum construction in

universities will continue to develop towards diversification and comprehensiveness. Universities need to strengthen international exchanges and cooperation, pay attention to the personalized needs of students, enhance interaction with society, promote deep integration of practical teaching, and provide students with broader development platforms and employment opportunities.

In summary, the research on the path and strategy of reform in the construction of sports and art courses in universities will provide important theoretical guidance and practical reference for the reform and development of sports and art courses in universities, injecting new vitality and momentum into the development of sports and art education in universities.

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