

# Research on the Application of Fun Sports in Physical Fitness Teaching in Colleges and Universities

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**Abstract:** *This study focuses on exploring the specific application models and practical effectiveness of fun sports concepts and methods in physical education teaching in colleges and universities. The aim is to systematically elaborate on the significance and implementation strategies of fun sports in physical education teaching in colleges and universities through empirical research and teaching practice. The research results are expected to provide practical theoretical basis for college physical education workers to innovate physical education teaching models and optimize curriculum design, ultimately serving to improve the physical health level and core physical literacy of college students and promote the realization of the educational goals of college physical education in the new era.*

**Keywords:** *Fun Sports, Physical Fitness Teaching, College Students*

## 1. Introduction

Physical education in colleges and universities shoulders the important task of cultivating students' interest in sports and improving the physical health standards of college students<sup>[1]</sup>. The core is to enhance students' physical indicators such as strength, speed and endurance through efficient, systematic and scientific physical training, providing sufficient physiological support for students' physical health. However, looking at the current practice of physical education teaching in colleges and universities, there are generally severe challenges: physical education teachers in colleges and universities have overly monotonous teaching methods, dull teaching content, and lack of interest and interactivity in the training process; It is not uncommon for students to fail to meet the load requirements, to have insufficient intrinsic motivation for exercise, and to have low classroom participation, which leads to physical resistance among college students, seriously restricts the in-depth achievement of physical education goals in colleges and universities, and affects the in-depth attainment of the National Student Physical Health Standard. How to effectively break this deadlock, stimulate students' interest in physical education, and shift from "passive practice" to "active practice" has become a key proposition for improving the quality of physical education in colleges and universities. Fun sports, as an emerging form of physical education teaching, offers new ideas for solving the predicament of physical education teaching in colleges and universities. It takes fun as the core and integrates elements such as games and competitions into physical education teaching, which can effectively enhance students' participation and enthusiasm. Introducing fun sports into physical education in colleges and universities can not only enrich the content and form of teaching, but also enable students to complete physical training in a relaxed and pleasant atmosphere and enhance physical fitness. Through the implementation of fun sports, it is expected to break the deadlock of traditional physical education, make students love sports from the bottom of their hearts and actively participate in physical training, thereby improving the quality of physical education in colleges and universities and better achieving the goal of cultivating students' interest in sports and improving the physical health standards of college students.

## 2. The core characteristics of fun sports

Huang Hansheng believes that sports is a complex social and cultural phenomenon, which takes physical and intellectual activities as the basic means, and in accordance with the laws of human growth and development, skill formation, and functional improvement, it is a conscious, purposeful, and organized social activity to promote the overall development of the body and improve functional quality and athletic ability<sup>[2]</sup>. Fun sports, as a new teaching concept, is a form of sports content that

combines traditional sports activities with games that stimulate students' interest. It combines elements of sports, culture, fun, and intelligence, emphasizing participation and fun rather than mere physical training<sup>[3]</sup>. Because its teaching content is usually designed with group team cooperation projects as the main goal, its unique fun and team cohesion core can better penetrate among sports participants, enhance students' sense of sports participation and sports interest, and cultivate team cohesion awareness. College students have strong independent consciousness and diverse ideas, and pursue the principle of individualized autonomy. Dull physical training is difficult to arouse students' interest, and novelty in interesting sports content can make the dull physical education classes in colleges more attractive.

The fun of fun sports is not only reflected in the novelty of the content, but also in the diversity of the forms. It can provide students with physical training in a relaxed and enjoyable atmosphere by setting up various fun sports games, competitions, etc. In addition, fun sports are highly interactive. In fun sports activities, there can be more communication and interaction between students and between students and teachers. Teachers are no longer just instructors but can become participants and partners of students, engaging in sports activities together with students, which helps to build a good teacher-student relationship and create a positive atmosphere in the sports classroom. Moreover, fun sports can be flexibly adjusted according to the interests and strengths of different students. For students who enjoy challenges, some sports levels of difficulty can be set up; For cooperative students, more team projects can be arranged. This will allow each student to find their own enjoyment and value in physical activities, fully develop their potential, and thus better achieve the goals of physical education.

### **3. The significance of conducting fun sports in physical education in colleges and universities**

Zhu Haiyan pointed out that in the process of physical education teaching in colleges and universities, conducting interesting teaching and interesting sports activities can not only solve the core contradiction of the pain point of traditional physical education teaching in colleges and universities - the problem of student participation, through the dopamine secretion mechanism, enhance the participation motivation of college students, stimulate students' interest in physical education, and change the problem of the single teaching mode of traditional physical education teaching in colleges and universities<sup>[4]</sup>; At the same time, the integration of fun sports into physical education in colleges represents a reform at the teaching level. Through different physical education teaching designs, students enjoy the sports pleasure brought by physical exercise in intense physical education teaching activities, complete related sports activities in fun sports, achieve related physical goals, and guide the physical and mental development of students. This is not only an innovation of the traditional physical education teaching training model, It is a key transformation to achieve the educational goals of physical education, breaking the students' "aversion to exercise" dilemma, stimulating the activity gene of lifelong exercise, prompting students to shift from "passive attainment" to actively seeking exercise opportunities, changing the cognitive dilemma of physical education in thought, and creating a new upgrade of the teaching model from "physical training" to "physical education" in colleges and universities.

In addition, the implementation of fun sports in physical education in colleges and universities can also cultivate students' teamwork spirit and competitive awareness. In fun sports activities, many events require students to work in groups to complete, which demands that students cooperate with each other, support each other, and work together for the goals of the team. In events such as relay races and tug-of-war, students can deeply experience the power of teamwork during the competition, learn how to communicate and collaborate with others, and improve their teamwork ability. At the same time, fun sports activities are full of competitive elements. Students will stimulate their potential in competition and strive for better results. This sense of competition not only helps students make progress in sports activities, but also has a positive impact on their future studies and lives.

Furthermore, in the long run, integrating fun sports into physical education in colleges and universities can lay a good physical foundation for students' future development. The good exercise habits and healthy lifestyles that students develop through fun sports activities will stay with them throughout their lives. The improvement in physical fitness, teamwork skills and competitive awareness gained through fun sports during college years will all become important capital for standing and developing in society in the future. With the National Standard of Physical Health for Students as the main guiding goal, the teaching design of fun sports in the physical training content of colleges and universities is different from the traditional single physical teaching model of colleges and universities,

enriches the physical education courses in colleges and universities, achieves the physical teaching goals in fun courses, enhances students' interest in physical exercise, improves students' physical fitness and basic motor skills, Form a lifelong interest habit in physical education.

#### **4. Strategies for the implementation of fun Sports in Physical education in colleges and universities**

##### ***4.1 Follow the individual differences of students and design the teaching content reasonably***

College students are in a relatively stable critical stage of human growth and development, during which the development of physiological functions shows distinct stage-specific characteristics<sup>[5]</sup>. From the perspective of physiological function development, the development of students' cardiopulmonary function has basically tended to a balanced state, and the development space of endurance quality is relatively limited; The development of the nervous system is relatively stable, laying a good physiological foundation for the learning of motor skills; The skeletal muscle system is in a period of rapid development, with significant growth in muscle strength, while the development of the skeletal system remains stable. It is notable that due to the objective existence of gender differences, there is a divergence in the development trajectories of male and female students: the physical development of female students has generally stagnated, while male students still maintain continuous development potential. Especially for the female student group, joint flexibility declines as muscle strength increases. At the same time, college students, as an important part of the adolescent group, are affected by a complex number of factors in their growth and development process, including the basic role of genetic genes, the guarantee of nutritional intake, the regulatory effect of sleep quality, the shaping function of exercise habits, and the combined influence of living environment, etc<sup>[6]</sup>. Although human growth and development follow universal biological laws, individual differences are particularly prominent under the interaction of these factors. This significant individual difference poses higher professional requirements for physical education teaching in colleges and universities.

As physical education teachers, when designing the content of interesting physical education courses, they must fully recognize the objective existence of individual differences among students, deeply understand the individualized characteristics of different students, and respect the essential differences in physical development between male and female students<sup>[7]</sup>. Specifically, teachers can achieve the educational concept of teaching students according to their aptitude through diversified teaching strategies such as creating differentiated teaching situations, designing hierarchical and progressive task goals, and establishing mixed and collaborative learning mechanisms. The ultimate goal is to design targeted and interesting physical education teaching content that meets the exercise needs of different student groups, fully mobilizes the participation of all students, and promotes the maximum development of each student on their original basis.

##### ***4.2 Guided by the "National Student Physical Health Standard", innovate sports activities***

The National Student Physical Health Standard is a fundamental guiding document for school education work and a basic standard for educational quality. It is an important basis for evaluating students' comprehensive quality, assessing school work and measuring the level of educational development in various regions. It is the specific implementation of the National Physical Exercise Standard in schools. It applies to students in regular primary schools, junior high schools, senior high schools, secondary vocational schools and regular higher education institutions<sup>[8]</sup>. In 2014, the Ministry of Education and the General Administration of Sport of the People's Republic of China issued the "National Standards for Physical Health Testing of Students (Revised Edition 2014)", clearly requiring the content of physical health testing for primary, secondary and tertiary students. This requires that the focus of school physical education work should be based on students' physical health to carry out school physical education teaching work.

Innovative sports activities are key to the implementation of fun sports teaching content, but innovative sports activities do not mean discarding traditional sports projects<sup>[9]</sup>. When innovating fun sports, we should take the physical fitness teaching content of colleges and universities as the premise and the National Student Physical health Standard as the orientation, transform the role of teachers from the simple "instruction publisher" of course content to the designer of sports game content, carry out fun sports on the basis of traditional physical fitness teaching and guide students to participate, Teacher need to enhance the effectiveness of physical education classes and promote the

professionalization of physical education courses.

We take the traditional physical fitness track and field training program in colleges and universities as an example. The three most frequently practiced physical fitness courses in colleges and universities are the 50-meter fast run, the 800/1000-meter endurance run and the standing long jump. The traditional physical training in track and field is monotonous and dull, and college students are prone to negative emotions during long-term practice, which affects the practice effect. In the context of quality-oriented education, physical education teachers in colleges and universities should take the test items of the National Student Physical Health Standard as the main content, design interesting sports activities, connect the physical fitness test content in the main links of the interesting design, complete the relevant course content in the form of competition or game, attract students' attention and cultivate students' interest on the basis of extended practice. To enhance students' participation in physical education, it not only meets the physical education curriculum goals and standards, but also strengthens communication among students, and is rich in form and full of sports interest.

#### ***4.3 Incorporate fun sports teaching based on the principle of operability***

Chen Yin pointed out in his master's thesis that the design of fun sports should also follow the principle of operability of the physical education curriculum framework to carry out teaching content<sup>[10]</sup>. Due to the differences in infrastructure and sports equipment of each school, physical education teachers should carry out operable fun sports activities based on the actual situation of the school and on the premise of student safety when designing the curriculum. At the same time, some fun sports activities are difficult. In actual design and operation, students' acceptance should be considered, the design content should be changed at any time, the difficulty of the activities should be reduced, the operability of the content should be increased, and students' participation should be enhanced. On this basis, fun sports teaching content should be integrated to enable students to complete physical training in a relaxed and pleasant atmosphere.

For example, college teachers can design activities such as "Skipping Rope Master Competition" and "Skipping Rope Relay Race" based on the existing facilities of the school and common sports equipment such as skipping rope. These activities do not deviate from the main goal of physical fitness training in physical health tests in colleges and universities, have simple requirements for venues and equipment, and can attract students' enthusiasm for physical fitness courses. In addition, teachers can also closely integrate fun sports activities with the daily teaching goals of physical fitness. When doing running endurance training, a "campus orienteering treasure hunt" can be designed, allowing students to search for treasures in the fun of orienteering, complete the goals and improve physical endurance. When doing strength training, a "tug-of-war challenge" can be held to enhance students' muscle strength. In this way, it ensures the operability of the fun physical education class and achieves good physical education teaching results, truly integrating fun physical education into physical education teaching in colleges and universities.

## **5. Conclusion**

In conclusion, before integrating physical education into physical education activities in colleges and universities, teachers must fully consider the individual differences of students, including gender characteristics, physical fitness, sports foundation and many other factors, and systematically analyze the impact of these factors on teaching effectiveness. Simultaneously, university physical education teachers should, on this basis, strictly follow the three basic principles of fun, diversity, and operability; scientifically and reasonably design the physical fitness teaching content of fun sports; and carefully organize and carry out teaching activities of various forms and rich content. At the same time, they should closely align with the specific test requirements of the National Student Physical Health Standard, building upon the basic framework of traditional physical health training tasks in colleges and universities. Through innovative teaching methods, they should aim to stimulate students' enthusiasm for sports participation and comprehensively enhance students' physical functions. Special attention should be paid to organically integrating interesting sports programs into all aspects of physical education courses for college students, including pre-class preparation, in-class teaching, after-class practice, etc., so that students can learn sports theory knowledge in a relaxed and pleasant atmosphere, enhance physical health levels, and master practical sports skills. Through this entertaining teaching approach, students' awareness of lifelong physical education and good exercise habits are gradually cultivated, thereby effectively improving the classroom teaching effect and teaching quality.

of physical education teachers in colleges and universities and achieving the ultimate educational goal of physical education.

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