IJMR | International Journal of Multidisciplinary Research
Международный институт управления и предпринимательства
Research Article Print ISSN 3105-8884 Online ISSN 3105-8892 December 2025, Vol. 1, No. 3
https://doi.org/10.65231/ijmr.v1i3.65

Cultivation of Teaching Competence among Students Majoring in Physical Education in Regular Universities

Mengyu Dong*,Maocai Gao,Tianyuan Li

Mianyang City College,Youxian District,Mianyang City,Sichuan Province

KEYWORDS

Regular Universities;

Physical Education Major;

Teaching Competence;

Practical Teaching

ABSTRACT

As the core base for training physical education teachers in primary and secondary schools, the level of teaching competence of students majoring in Physical Education (PE) in regular universities is directly related to the quality of PE teaching in basic education and the implementation effect of the "Healthy China" strategy. This paper adopts the methods of literature research, questionnaire survey and case analysis to focus on the current situation of cultivating teaching competence of PE majors in regular universities, and analyzes the prominent problems in curriculum setting, practical teaching, teaching staff and other aspects. Based on this, targeted cultivation strategies are proposed from four dimensions: optimizing the curriculum system, strengthening practical links, constructing a "university-local government cooperation" cultivation mechanism, and improving the evaluation system. The purpose is to provide theoretical reference and practical support for enhancing the teaching competence of PE majors, and help cultivate high-quality PE talents that meet the requirements of the new era.

INTRODUCTION

With the in-depth implementation of the "Healthy China 2030" Planning Outline and the "Double Reduction" policy, the importance of PE in primary and secondary schools has become increasingly prominent, and higher requirements have been put forward for the professional quality and teaching competence of PE teachers. Regular universities' PE majors assume the important mission of providing qualified PE teachers for basic education, and the quality of their talent training directly determines the implementation effect of PE teaching in primary and secondary schools. As the core competitiveness of PE majors, teaching competence is a multi-dimensional integrated ability system, which not only includes the basic ability of sports skills imparting, but also covers curriculum design, classroom management, learning situation analysis, evaluation and feedback, and extends to the ability of integrating information technology into teaching, guiding students with special physical conditions, and organizing campus sports activities. Specifically, curriculum design ability requires students to formulate teaching plans in line with students' physical and mental development characteristics; classroom management ability involves maintaining teaching order and creating a positive interactive atmosphere; and the ability to use information technology means such as sports video analysis software and intelligent fitness equipment has become a new requirement for modern PE teachers. However, the talent training model of some universities' PE majors is disconnected from the needs of basic education, and the effect of cultivating students' teaching competence is not satisfactory, resulting in problems such as "being good at sports but not good at teaching" and "strong in theory but weak in practice". Therefore, systematically sorting out the existing problems in the cultivation of teaching competence of PE majors and exploring scientific and effective cultivation paths are of great practical significance for promoting the reform of PE majors and improving the quality of talent training.

* Corresponding author. E-mail address:2233560311@qq.com

Received date: December 01, 2025; Revised manuscript received date: December 10, 2025; Accepted date: December 20, 2025; Online publication date: December 31, 2025.

1.Significance of Cultivating Teaching Competence of PE Majors in Regular Universities

The cultivation of teaching competence of PE majors in regular universities is an inherent requirement for implementing the educational policy of "simultaneous development of five educations" (moral, intellectual, physical, aesthetic and labor education) and a core task for the development of PE majors themselves. From the perspective of basic education needs, PE teaching in primary and secondary schools in the new era has shifted from traditional "skill impartment" to "core literacy cultivation", requiring PE teachers not only to demonstrate standard movements, but also to design interesting and life-oriented teaching content according to students' age characteristics, and guide students to form lifelong sports habits. This requires universities' PE majors to focus on cultivating students' teaching competence based on the needs of basic education, ensuring that graduates can quickly adapt to teaching positions. From the perspective of students' personal development, solid teaching competence is a "passport" for PE majors to obtain employment and a core support for their future career development. In the context of increasingly fierce competition in the job market, students with strong teaching competence are often more favored by primary and secondary schools, and they also have broader room for career promotion. From the perspective of industry development, the improvement of teaching competence of PE majors helps to promote the overall quality upgrading of the PE education industry and provide talent guarantee for the implementation of the "Healthy China" strategy in the basic education stage.

2.Existing Problems in Cultivating Teaching Competence of PE Majors in Regular Universities

To accurately grasp the current situation of cultivating teaching competence of PE majors in regular universities, this paper conducted a questionnaire survey and in-depth interviews with students of grades 2020 and 2021 majoring in PE in 5 provincial universities and 30 professional teachers. The survey results show that there are many urgent problems in the current cultivation of teaching competence of PE majors, which are specifically manifested in the following four aspects.

2.1.Disconnection between Curriculum Setting and Teaching Needs

The disconnection between curriculum setting and teaching needs is the primary problem. On the one hand, theoretical courses are separated from practical application. Core theoretical courses such as "Theory of Physical Education Teaching" and "School Physical Education" are mostly taught in the form of classroom lectures, with abstract and boring content. Students find it difficult to combine theoretical knowledge with teaching practice, leading to the phenomenon of "separation between learning and application". The questionnaire survey shows that 68% of students believe that "theoretical courses are not practical, and they don't know how to apply them to actual teaching". On the other hand, the update of curriculum content is lagging behind. The curriculum of PE majors in some universities still focuses on the teaching of traditional sports events, with insufficient coverage of emerging sports events (such as rock climbing, skateboarding, physical fitness training), health education knowledge and information-based teaching skills, which is inconsistent with the innovative needs of PE teaching content in primary and secondary schools. In addition, the curriculum structure is unbalanced, with a too high proportion of sports skills courses, while the proportion of targeted courses such as curriculum design, classroom management and physical education for special students is insufficient, resulting in unbalanced development of students' teaching competence.

2.2.Weak Practical Teaching Links

Weak practical teaching links are the core crux. Firstly, the duration of practical teaching is insufficient. The proportion of practical courses in PE majors of some universities is only about 25%, which is far lower than the requirement of the Ministry of Education that "practical credits shall not be less than 30% of the total credits", so students lack sufficient classroom practice opportunities. Secondly, the form of practical teaching is single, mostly focusing on "simulated teaching". Students carry out teaching drills in virtual scenarios, and it is difficult for them to be exposed to complex situations in real classrooms, such as students' inattention and large differences in sports ability, which greatly reduces the practical effect. Thirdly, the quality of educational practice is not high. The construction of practice bases in some universities is not perfect, and the practice

arrangement is a mere formality. Students are mostly engaged in "auxiliary management" and lack the opportunity to teach independently. At the same time, the communication between university supervisors and practice supervisors in primary and secondary schools is insufficient, and the supervision and guidance of students' practice process are not in place, making it difficult to improve students' teaching competence in a targeted manner. In the interview, 72% of intern students said that "the number of independent teaching sessions during the internship is less than 5", and 65% of practice supervisors in primary and secondary schools believe that "the classroom management ability of interns needs to be improved urgently".

2.3.Insufficient Practical Teaching Ability of the Teaching Staff

Insufficient practical teaching ability of the teaching staff is an important restrictive factor. At present, some teachers of PE majors in universities are mostly "former athletes", who have solid sports skills but lack front-line teaching experience in primary and secondary schools. It is difficult for them to guide students in combination with actual teaching scenarios, leading to "empty talk" in teaching guidance. The questionnaire survey shows that 58% of students believe that "professional teachers lack teaching practice experience and their guidance is not targeted". In addition, university teachers are burdened with heavy scientific research tasks and pay insufficient attention to the reform trends of PE teaching in basic education, making it difficult for them to integrate the latest teaching concepts and methods into classroom teaching, resulting in the disconnection between the teaching guidance received by students and the reality of basic education. At the same time, some teachers still adopt traditional teaching methods, mainly "cramming" teaching, ignoring students' subjectivity and creativity, which is not conducive to cultivating students' teaching innovation ability.

2.4.Imperfect Evaluation System

An imperfect evaluation system is a key shortcoming. At present, the evaluation of students' teaching competence in university PE majors is mostly "result-oriented", focusing on terminal links such as final exams and simulated teaching demonstrations, while ignoring the attention to the formation process of students' teaching competence. The evaluation content is also one-sided, overemphasizing the assessment of sports skills and theoretical knowledge, while the evaluation weight of core teaching abilities such as curriculum design, classroom interaction and evaluation feedback is insufficient. In addition, the evaluation subject is single, with university teachers as the only evaluators, lacking the participation of multiple subjects such as front-line teachers in primary and secondary schools and students themselves. The evaluation results cannot fully reflect the actual teaching competence of students. This single and result-oriented evaluation system easily leads students into the misunderstanding of "valuing scores over abilities", which is not conducive to the comprehensive improvement of their teaching competence.

3.Optimization Paths for Cultivating Teaching Competence of PE Majors in Regular Universities

In response to the above problems, combined with the talent training laws of university PE majors and the needs of basic education, this paper constructs a teaching competence cultivation system for PE majors from the following four dimensions to improve the quality of talent training.

3.1.Optimize the Curriculum System to Lay a Foundation for Teaching Competence

Optimizing the curriculum system is the foundation for improving students' teaching competence. Universities should break the curriculum pattern of "separation between theory and practice" and build an integrated curriculum system of "theory-skill-practice". In terms of curriculum content, on the one hand, strengthen the practicality of core theoretical courses, combine courses such as "Theory of Physical Education Teaching" and "School Physical Education" with real teaching cases in primary and secondary schools, and adopt "case teaching method" and "situational teaching method" to guide students to transform theoretical knowledge into practical teaching ability. For example, when teaching the "curriculum design" module, teachers can take the PE curriculum of local key primary schools as a sample, guide students to analyze the design ideas and optimize the plan. On the other hand, add characteristic courses such as emerging sports events, health education and information-based teaching, and introduce the use of intelligent PE teaching equipment and the production of online teaching resources to meet the innovative needs of

PE teaching in primary and secondary schools. It is particularly necessary to set up specialized courses on digital teaching tools, such as teaching students to use Kinovea sports video analysis software to correct students' movement postures, and use online platforms to design flipped classrooms for PE theoretical knowledge learning. In terms of curriculum structure, reasonably adjust the course proportion, reduce the proportion of single sports skills courses, and increase targeted courses such as curriculum design, classroom management and physical education for special students to ensure the balanced development of students' teaching competence. For example, a university in Shandong Province added courses such as "Primary and Secondary School PE Curriculum Design Workshop" and "Handling of Emergencies in PE Classrooms" for its PE major, which increased the students' practical teaching ability score by 23%.

3.2.Strengthen Practical Links to Improve the Ability of Teaching Application

Strengthening practical teaching links is the core of improving students' teaching competence. Universities should build a "hierarchical and progressive" practical teaching system to gradually improve students' teaching competence from basic practice to comprehensive practice. Firstly, increase the duration of practical teaching, raise the proportion of practical courses to more than 35%, and offer "Basic Training of Teaching Skills" courses for freshmen and sophomores to consolidate students' basic teaching skills through micro-teaching and simulated teaching. For juniors and seniors, strengthen the educational practice link and extend the practice duration to more than 16 weeks to ensure that students have sufficient opportunities for independent teaching. Secondly, innovate the form of practical teaching, and establish a dual-scenario practical model of "on-campus simulated classroom + off-campus real classroom". On campus, carry out targeted training relying on simulated classrooms; off campus, establish "practical teaching bases" in cooperation with primary and secondary schools, and organize students to regularly participate in activities such as classroom observation and auxiliary teaching. Thirdly, improve the quality of practice, establish a dual-tutor system of "university supervisor + primary and secondary school practice supervisor", and clarify the responsibilities of both parties. University supervisors focus on theoretical guidance and process supervision, while primary and secondary school supervisors focus on practical teaching guidance. At the same time, establish a practice assessment mechanism, and include the number of independent teaching sessions of students and teaching effect feedback into the assessment indicators to ensure the practical effect.

3.3.Construct a University-Local Government Cooperation Mechanism to Gather Cultivation Synergy

Constructing a "university-local government cooperation" cultivation mechanism is an important guarantee for improving students' teaching competence. Universities should take the initiative to establish in-depth cooperative relations with local educational administrative departments and primary and secondary schools, and form a cultivation mechanism of "joint talent training, resource sharing and joint responsibility". On the one hand, jointly build a "PE Teacher Development Community", invite excellent PE teachers from primary and secondary schools to participate in the curriculum design and teaching guidance of universities, and pass on front-line teaching experience to students through forms such as "famous teacher lectures" and "demonstration lessons". At the same time, organize university teachers to conduct research and teaching practice in primary and secondary school classrooms to improve their own practical teaching ability. On the other hand, carry out "order-based" talent training, and jointly formulate talent training programs with cooperative schools according to the PE teaching needs of local primary and secondary schools to train PE teachers who meet the local teaching needs. For example, a university in Jiangsu Province established cooperative relations with 10 local primary and secondary schools to carry out "university-local government cooperation" training. The employment rate of its PE majors has reached more than 95% for three consecutive years, and 80% of the graduates have received praise from employers. In addition, introducing international advanced experience can provide new ideas for cooperation mechanisms. For instance, the "school-university partnership" model in the United Kingdom encourages universities to send PE majors to participate in the daily teaching management of partner schools, and schools provide feedback on students' performance to adjust the university's teaching content in a timely manner. This two-way interaction model can

effectively narrow the gap between university training and practical needs.

3.4.Improve the Evaluation System to Strengthen the Cultivation Orientation

Improving the evaluation system is an important orientation for improving students' teaching competence. Universities should build a comprehensive evaluation system that "combines process-oriented evaluation and result-oriented evaluation, and involves multiple subjects". In terms of evaluation content, refine the evaluation indicators of teaching competence, covering multiple dimensions such as curriculum design, teaching implementation, classroom management, evaluation and feedback, and learning situation analysis, among which the evaluation weight of practical teaching ability is not less than 50%. In terms of evaluation methods, strengthen process-oriented evaluation, and comprehensively record the development process of students' teaching competence through various forms such as classroom performance, practical assignments, internship logs and teaching reflections. At the same time, introduce result-oriented evaluation, and comprehensively assess students' teaching competence based on internship teaching assessment and graduation teaching demonstration. In terms of evaluation subjects, build a multi-evaluation team of "university teachers + primary and secondary school teachers + students". University teachers focus on the evaluation of theory and skills, primary and secondary school teachers focus on the evaluation of practical teaching, and students reflect on their own shortcomings through self-evaluation and mutual evaluation to ensure that the evaluation results are objective and comprehensive.

4.Conclusion and Prospect

The cultivation of teaching competence of PE majors in regular universities is a systematic project that requires the joint efforts of universities, local educational administrative departments and primary and secondary schools. At present, the cultivation of teaching competence of PE majors still faces problems such as disconnected curriculum setting, weak practical links, insufficient teacher ability and imperfect evaluation system. Therefore, universities should base themselves on the needs of basic education, and comprehensively improve students' teaching competence through measures such as optimizing the curriculum system, strengthening practical teaching, constructing a "university-local government cooperation" mechanism and improving the evaluation system. It is worth noting that with the development of the "Internet + Education" model, the integration of digital technology and PE teaching has become an inevitable trend. Universities should further promote the construction of digital teaching resources, such as developing virtual simulation teaching platforms for PE skills, so that students can conduct repeated training of complex movements in a virtual environment. At the same time, strengthening the cultivation of students' cross-cultural communication ability is also of great significance for absorbing advanced international PE teaching concepts. In the future, it is necessary to further deepen the reform of PE majors, introduce technologies such as artificial intelligence and big data, innovate the training model of teaching competence, and provide more high-quality PE teachers who are "good at teaching, skilled in teaching and willing to teach" for basic education, so as to provide a solid guarantee for the implementation of the "Healthy China" strategy and quality-oriented education.

REFERENCES

1. Chen, Q., & Liu, R. D. (2019). Contemporary educational psychology(3rd ed.). Beijing Normal University Press.
2. Chen, S. J., Wang, M. C., & Xu, M. M. (2024). Research on the high-quality construction of PE teacher teams under the background of the new curriculum standard. Teaching and Management, (9), 61–65.
3. Huaibei Normal University, School of Physical Education. (2021). Talent training program for physical education major. Huaibei: Author.
4. Huang, H. S. (2004). Evolution and development trends of curriculum settings for PE majors in Chinese regular universities. Journal of Shanghai University of Sport, 28(4), 67–72.
5. Li, C. B., & He, K. (2023). Theme changes, paradigm shifts and future directions of pre-service PE teachers' teaching ability research. Teacher Education Research, 35(6), 100–106.
6. Li, Q. D., & Shao, W. D. (2015). Principles and methods of physical education teaching. Zhejiang University Press.
7. Liu, X. G. (2018). Construction and practice of the "university-local collaboration" practical education mode for PE majors. Sports Culture Guide, (6), 120–124.

8. Lü, D. X., & Zhang, M. W. (2009). Investigation and analysis of the cultivation of teaching capability of students majoring in college physical education. Journal of Physical Education, 16(4), 48–52. https://tyxk.scnu.edu.cn/editer/doc/200942916572567443.pdf
9. Ministry of Education of the People's Republic of China, Normal Education Department. (2011). Curriculum standards for teacher education (Trial). Beijing Normal University Press.
10. Qin, C., Cao, X. J., Cui, S. L., & Yang, H. P. (1981). A study on cultivating students' teaching ability in technical courses of PE colleges and departments. Journal of Beijing Sport University, 5(2), 46–51.