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The Influence of Physical Education Courses in Achieving Talent Cultivation

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Abstract: This study, based on the research areas of sports curriculum assessment (course structure, mandatory courses, elective courses) and university talent development goals (moral orientation, teaching orientation, educational orientation, development orientation), lays the foundation for improving the learning efficiency and talent development goals of sports science students. The research aims to promote the comprehensive development of sports science students through curriculum reform and the enhancement of talent development programs. The findings from this study contribute to the improvement of academic performance among sports science undergraduates at Hunan University of Arts and Science in Hunan Province, China. The insights provided serve as references for educational practices, assisting institutions in curriculum reform to achieve university talent development goals. The study randomly selected 260 students and utilized a descriptive correlational design along with social science statistical software (SPSS) for data analysis. The results indicate that the respondents are primarily university students aged 20-21 (63.5%), predominantly male (59.2%), with a concentration in the senior year (73.5%). The obtained scores in course structure (3.63), mandatory courses (3.65), elective courses (3.63), moral orientation (3.65), teaching orientation (3.65), educational orientation (3.65), and development orientation (3.64) were reported. The study concludes that enhancing the level of curriculum reform for sports science undergraduates effectively aligns with students' talent development goals, including moral orientation, teaching orientation, educational orientation, and development orientation, ultimately improving academic performance. To facilitate students in achieving talent development goals and enhancing their learning outcomes, teachers need to adopt relevant measures in their teaching, such as strengthening comprehensive quality cultivation, promoting the application of innovative teaching methods, enhancing collaboration and communication with industries, and establishing a personalized assessment system. These strategies contribute to the specialization of sports science courses and the improvement of talent development goal achievement, fostering students' development of innovative skills, broadening their perspectives, and becoming confident, adaptable thinkers.

Keywords: Physical Education Curriculum; Talent Training; Influence.

1. Introduction

As society evolves, there is a growing demand for physical education. This study aims to explore the theme of "The influence of physical education courses in achieving talent cultivation," delving into the analysis of the impact of physical education courses on students in terms of course structure, mandatory courses, elective courses, and the evaluation of talent cultivation objectives by physical education majors. This evaluation encompasses moral orientation, teaching orientation, educational orientation, and development direction. Through a comprehensive study of these aspects, we seek to better understand the influence of physical education on students and provide valuable insights for future reforms in physical education.

Against the backdrop of current social development, physical education plays a crucial role in fostering the holistic development of students. Firstly, in terms of course structure, physical education courses aim not only to develop students' physical fitness and motor skills but also to encourage the formation of healthy lifestyles and positive values. Secondly, in mandatory courses, physical education is an integral part of the school curriculum system, compelling students to participate in sports activities to cultivate teamwork and leadership skills. Additionally, elective courses offer diverse options, allowing students to develop their interests and cultivate personalized strengths.

However, despite the positive achievements in student development through physical education, challenges persist. The ongoing process of school education reform reveals certain shortcomings that require thoughtful reflection and improvement. In terms of moral orientation, some schools may overly emphasize athletic achievements, neglecting the cultivation of students' moral qualities. In terms of teaching orientation, certain physical education courses may lean towards theoretical knowledge dissemination, overlooking the cultivation of practical athletic abilities. Regarding educational orientation, some schools may not allocate sufficient resources to emphasize the importance of physical education, resulting in an imbalance in resource distribution. In the direction of development, there is a need for increased focus on the individual development of physical education majors, providing them with more opportunities and support.

The significance of this study lies in its in-depth analysis of the impact of physical education on students, proposing improvement suggestions from both societal and institutional perspectives. Through a comprehensive analysis of course structure, mandatory courses, elective courses, and the evaluation by physical education majors, we aim to better understand the characteristics and issues of physical education, providing a scientific basis for future educational reforms. Through this research, we hope to contribute actively to the comprehensive development of physical education, fostering a greater number of well-rounded individuals.

1.1. Statement of the Problem

This research aims to investigate the curriculum design and the attainment of talent cultivation objectives in the Physical Education program at Hunan Wenli University, China. The results of this study will serve as a foundation for curriculum planning. Specifically, it seeks to address the following questions:

1.What is the profile of students majoring in Physical Education in terms of the following variables?

1.1.Age

1.2.Gender

1.3. Grade level

2.How do students in Physical Education evaluate the courses in the following aspects?

2.1. Course structure

2.2. Mandatory courses

2.3. Elective courses

3Are there significant differences in the evaluation of Physical Education courses based on student profiles as testing factors?

4.How do students majoring in Physical Education assess the university's talent cultivation objectives?

4.1.Moral orientation

4.2.Teaching orientation

4.3.Educational orientation

4.4. Development orientation

5.Are there noticeable differences in the evaluation of university talent cultivation objectives based on student profiles as testing factors?

6.Is there a significant relationship between students' evaluation of Physical Education courses and the university's talent cultivation objectives?

7.What are the observations made by teachers during this semester?

8.Based on the research findings, what recommendations or proposals can be put forward?

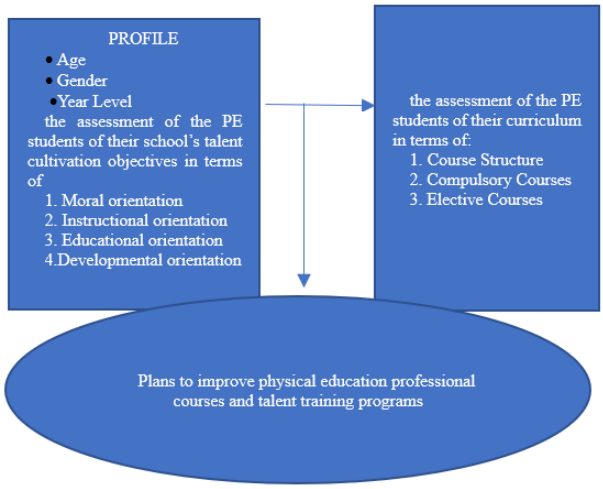
1.2. Scope and Delimitation of the Study

China's colleges and universities are huge in number, and those that offer physical education majors have different orientations, levels, and natures, and their modes of personnel training are each characterized by their own characteristics. Although China's education department has stipulated the general direction of the training objectives of physical education majors, it is impossible to set a uniform standard applicable to all schools. The curricula of each university are only set up to serve the talent cultivation goals of the university. Therefore, exploring the impact of the curriculum of physical education majors in Chinese universities on the realization of talent cultivation goals needs to start from a case study. To make recommendations for physical education curriculum programs in Chinese colleges and universities, this study will explore the relationship between control location and its impact on the achievement of talent training goals by physical education curriculum in Hunan College of Arts and Sciences.

Hunan College of Arts and Sciences is an ordinary public university in Hunan Province, China, which, like most other universities, belongs to the middle level of education within the scope of higher education in Hunan Province, and it is universal and representative to study the training of physical education majors in this school. At present, the school' s physical education program has been approved as a "national first -class professional construction site", and a new round of reforms have been carried out in talent training objectives and curriculum construction. Studying the relationship between its curriculum and the realization of talent cultivation goals can better test whether its talent cultivation system meets the national evaluation standards. At present, there are always more than 800 students majoring in physical education in the school, and some of them will be randomly become the interviewees of the study. From the students' point of view, we will learn about the curriculum of physical education majors in the university, which includes the specific details of the course structure, compulsory courses, and elective courses. At the same time, the level of goal achievement will be assessed through the students, including the 4 aspects of teacher ethics, teaching, parenting and development. Ultimately, it explores the impact of its curriculum on the realization of talent cultivation goals.

1.3. Theoretical Framework

Table 1. Research paradigm



1.4. Hypotheses

H1.There is no significant difference in the evaluation of the students of the surveyed schools on the aspects of their physical education programs

H2.There is no significant difference in the evaluation of the students of the interviewed schools on their talent development objectives

H3.There is no significant relationship between the physical education curriculum and the talent cultivation goals of the interviewed schools

2. Methodology

2.1. Research Design

This study will use a descriptive comparison-correlation study design. This study analyzed it from two variables, seven dimensions. These seven dimensions are curriculum structure, compulsory course, elective course, moral orientation, teaching orientation, education orientation and development direction. From the aspects of age, gender and grade, the realization degree of physical education curriculum and the important relationship are analyzed. In this study, the correlation coefficient in the SPSS Pearson correlation analysis were used to test the correlation between the five competency dimensions of information teaching design ability of young teachers in four universities.

2.2. Research Participants

The participants in this study are university students majoring in sports, who will be categorized as respondents. A total of 260 university athletes representing different levels across various grades were included in the survey.

The research conducted an investigation among 260 university students majoring in sports at Hunan University of Arts and Science. Freshmen were excluded from the sampling process as they had not yet completed a full academic year of coursework. Through convenient sampling, these university sports students volunteered to participate at their convenience. A total of 260 respondents were provided with a survey tool to share insights, responses, and experiences regarding their sports program courses and the achievement of talent development objectives.

As the researcher is a full-time sports lecturer at Hunan University of Arts and Science, familiarity with the subject matter facilitated the collection of necessary data for this study.

2.3. Research Instruments

The researcher will develop a self-administered questionnaire based on literature, research findings, published articles, and advice from experts and specialists in the same field of specialization. The researcher will seek the opinions of experts from various disciplines in education, sports, and other related fields to validate the questionnaire. The researcher will improve the questionnaire's validity based on the comments and suggestions received.

The questionnaire is divided into three parts. The first part includes the respondents' basic information, such as age, gender, grade level, and their assessment of the physical education program. The second part aims to evaluate the assessment scale of the physical education curriculum. The research instrument is modified based on the university's goals for the physical education curriculum. This modified tool attempts to measure the assessment levels in three dimensions: curriculum structure, required courses, and elective courses.

The third part consists of an assessment scale for physical education students regarding the school's talent development goals. The research instrument is modified based on the assessment of physical education students regarding the school's talent development goals. This modified tool attempts to measure the levels of achievement in aspects such as moral orientation, teaching orientation, educational orientation, and development orientation.

The research instrument will undergo validity and reliability testing to ensure the quality of the collected data. To assess the questionnaire's reliability, a commonly used measurement method called Cronbach's alpha will be employed to help determine the internal consistency of a set of items or questions within the questionnaire. It measures the degree of correlation among a set of items as a group. Higher Cronbach's alpha values indicate greater reliability. Typically, a Cronbach's alpha value of 0.7 or higher is considered acceptable. Data will be collected from a sample of participants, and their responses will be inputted into a spreadsheet or statistical software program such as SPSS. The Cronbach's alpha value for each set of questions will be calculated using statistical software. If the Cronbach's alpha value for a set of questions is below 0.7, adjustments to those questions will be considered. Finally, the Cronbach's alpha values will be recalculated to ensure reliability.

2.4. Data Gathering Procedure

Pre-gathering Phase: Approval will be sought from the school's divisional supervisor to conduct this study and implement the survey questionnaire.

During the Gathering Phase: Questionnaires will be distributed randomly to students in the Physical Education program at Hunan University of Arts and Science. Valid questionnaires will be selected, numbered, and ultimately used for a comparative study among the respondents who filled out the valid questionnaires.

Post-Gathering Phase: The questionnaires will be collected, and with the assistance of a statistician and the advisor, the data will be organized, analyzed, processed, and interpreted. The results will be presented in tabular and textual formats.

Data Analysis: The researcher will review and analyze the data collected through the survey questionnaire to determine the respondents' assessment levels of the physical education program and talent development. The mean score shall indicate the following descriptions:

The results were interpreted as follows:

Table 2. For Influence of Physical Education Curriculum

Weight	Scale/ Range	Description/Interpretation
4	3.51 -4 .00	Always
3	2.51 -3 .50	Often
2	1.51 -2 .50	Rarely
1	1.00 -1 .50	Never

Table 3. For Achieving Talent Cultivation Objectives

Weight	Scale/ Range	Description/Interpretation
4	3.51 -4 .00	Very high
3	2.51 -3 .50	High
2	1.51 -2 .50	Low
1	1.00 -1 .50	Very low

Statistical Treatment of the Data

Data gathered will be organized, analyzed, and interpreted using the appropriate statistical tools.

Frequency and Percentage: These will be used to describe a portion of a whole and to describe the percentage distribution of the profile variable of the respondents.

Mean and Standard Deviation: These will be used to determine the average score of the responses by the respondent's appraisal based on the options in the items given in the survey questionnaires and to treat the gathered data for the assessment of the gathered information.

T-test and Analysis of Variance: These will be utilized to identify the significant differences among groups. A t-test is used to compare the means of two groups and determine if they are significantly different from each other. ANOVA is used to compare means of three or more groups to determine if there are statistically significant differences among them.

It's useful when you have multiple groups to compare, instead of just two, as in the t-test.

Pearson's r Correlationn Analysis**:** The researcher used Pearson's r correlation analysis to determine the significant relationship between the challenges and coping mechanisms of the respondents.

3. Results, Analysis, and Interpretation

This chapter presents the results, analysis and interpretation of the following data: the overview of the respondents, such as gender, age, grade, the seven dimensions of physical education professional curriculum evaluation and the evaluation of talent training objectives.

1) The profile of the respondents

Table 4 presents the profile of the respondents about their age, gender and grade status. The root results show that the age proportion of 20-21 years old is the highest, reaching 63.5%, followed by the 18-19 years old group, accounting for 21.2%. In the gender distribution, males dominated, accounting for 59.2%, while females represented 40.8%. In terms of grade, senior students (Senior) accounted for the highest proportion, reaching 73.5%, followed by grade 11 (Junior) with 22.3%. In general, the overall group was mainly 20-21 years old, male and senior students, indicating that the survey respondents were mainly senior male students.

Table 4. The profile of participants

Profile		frequency	percentage
Age	16-17	10	3.8
	18 -19	55	21.2
	20 - 21	165	63.5
	22 years and older	30	11.5
	Total	**260**	**100.0**
Gender	Male	154	59.2
	Female	106	40.8
	Total	260	100.0
Grade	Sophomore	11	4.2
	Junior	58	22.3
	Senior	191	73.5
	Total	260	100.0

2) The Assessment of students in Physical Education evaluate the courses in the following aspects?

3.1. Course Structure

Table 5. Assessment on Course Structure

	Mean	SD	Descriptive	Rank
1. I believe the educational objectives of the sports major courses are clear, allowing me to have a clear understanding of the learning direction and expected outcomes.	3.63	0.59	Always	7
2. The organizational structure of the course content in sports classes positively influences my understanding of relevant concepts and skills.	3.62	0.56	Always	8
3. The teaching materials and resources in sports major courses are appropriately arranged, aiding me in better understanding the course content and developing related skills.	3.65	0.57	Always	2
4. The design of learning activities in the course is reasonable and has a positive impact on my development of sports-related skills and knowledge.	3.63	0.58	Always	6
5. I think the course structure of sports major courses contributes to fostering teamwork and communication skills among students.	3.65	0.58	Always	1
6. In sports classes, does the organization and arrangement of different course units by teachers make it easier for students to understand and apply the learned content?	3.64	0.58	Always	3
7. I feel that the course structure of sports major courses progressively helps me improve relevant skill levels without feeling overly pressured.	3.63	0.58	Always	5
8. Is the assessment method and grading system of sports courses reasonable, providing an accurate reflection of my progress and achievements in course learning?	3.63	0.57	Always	4
Overall	3.63	0.53	Always	

Legend:3.51-4.00Always 2.51-3.50Often 1.51-2.50Rarely1.00-1.50Never

Table 5 displays the assessment levels of students in the sports major regarding these Course Structures. The data results indicate that, considering the average scores for each question, students generally provide positive evaluations for various aspects of the sports major courses, including the educational objectives, organizational structure of course content, arrangement of textbook resources, design of learning activities, cultivation of teamwork and communication skills, teacher organization of different units, positive impact of course structure on skill enhancement, and the rationality of assessment methods and grading systems. The scores range from 3.62 to 3.65, suggesting an overall

positive perception of sports major courses by students. Specifically, students find the influence of course structure on cultivating teamwork and communication skills to be particularly significant, with the highest score of 3.65. The mean values around 3.63 in all evaluations indicate a high overall approval of sports major courses by students. In terms of standard deviation (SD), the distribution of scores for various indicators is relatively concentrated, indicating a general consensus among students in their responses to different questions. This suggests that students hold affirmative attitudes toward the clarity of educational objectives, organizational structure, textbook resources, design of learning activities, teamwork, and communication skill development, as well as the overall quality of sports major courses. The relatively consistent responses reflect a positive consensus among students about various aspects of sports major courses, demonstrating a high level of approval.

Qin, S. (2023), in the study, points out that the positive feedback from the data results stems from the clear educational objectives and organized structure of sports major courses. Students feel that the course objectives are clear, enabling them to understand learning directions and expected outcomes, thereby enhancing their motivation to learn. Additionally, well-designed learning activities and assessment methods contribute to the development of students' skills and knowledge while avoiding excessive pressure, making the learning process more positive and enjoyable. Students generally believe that the course structure promotes the cultivation of teamwork and communication skills, indicating a positive role in fostering comprehensive qualities. This reflects the diversity of teaching methods and the emphasis on practical experience and teamwork in the courses, allowing students to achieve more comprehensive development in the learning process.

Ting, J. (2023), in the study, suggests that from the perspective of course design, the good performance in the data results is related to the meticulous design and high-quality arrangement of sports major courses by educational institutions. Educational institutions ensure that students can clearly understand and master relevant concepts and skills in the learning process through clear educational objectives and structured teaching organization. Well-arranged textbooks and resources also provide good learning support for students, helping them better understand the course content. Furthermore, the rationality of assessment methods and grading systems reflects the emphasis on comprehensive evaluation in course design, ensuring accurate and comprehensive reflection of students' academic performance. Overall, the design of sports major courses emphasizes the comprehensive cultivation of students' literacy, and through comprehensive teaching methods, it sparks students' enthusiasm for learning, leading to good academic and practical results.

In summary, the positive feedback from the data results is both an acknowledgment of students for the design of sports major courses and a reflection of the institution's careful efforts in setting up these courses. Through the dual perspectives of students and course design, we can see that a good learning experience and thoughtful teaching design mutually promote the successful implementation of sports major courses.

3.2. Mandatory Courses

Table 6. Assessment on Mandatory Courses

	Mean	SD	Descriptive	Rank
1. The learning objectives of the mandatory courses in the sports major are clear, enabling me to understand the expected outcomes.	3.63	0.57	Always	7
2. The organizational structure of course content in mandatory courses positively influences my understanding and mastery of relevant concepts and skills.	3.66	0.58	Always	3
3. The use of teaching materials and resources in mandatory courses in the sports major is reasonable, aiding me in a deeper understanding of course content and the cultivation of related skills.	3.65	0.57	Always	4
4. The design of learning activities in mandatory courses is very reasonable and positively contributes to my development of sports-related skills and knowledge.	3.65	0.57	Always	5
5. Does the course structure of mandatory courses in the sports major effectively cultivate teamwork and communication skills among students?	3.61	0.6	Always	8
6. Can the organization and arrangement of different units in mandatory courses by teachers make it easier for students to understand and apply the learned content?	3.67	0.56	Always	1
7. I believe the course structure of mandatory courses allows me to gradually improve relevant skill levels without feeling overly pressured.	3.65	0.57	Always	6
8. Is the assessment method and grading system of mandatory courses reasonable, providing an accurate reflection of my progress and achievements in course learning?	3.67	0.55	Always	2
Overall	3.65	0.51	Always	

Legend:3.51-4.00Always 2.51-3.50Often 1.51-2.50Rarely1.00-1.50Never

Table 6 presents the assessment levels of students in the sports major regarding these Mandatory Courses. The data indicates that, considering the average scores for each question, students generally provide positive evaluations for the overall Mandatory Courses in the sports major. Regarding Mandatory Courses, students believe that the course learning objectives are clear, the organizational structure of course content is reasonable, the use of teaching materials and resources is appropriate, and the design of learning activities is also reasonable. Particularly noteworthy is that students' evaluations of Mandatory Courses have generally high mean values in all indicators, indicating an overall high satisfaction level among students. In specific dimensions, students believe that Mandatory Courses contribute to the cultivation of teamwork and communication skills, the organization and arrangement of different units in Mandatory Courses make it

easier for students to understand and apply the learned content, evaluation methods, and grading systems are considered rational, accurately reflecting students' progress and achievements. The dimension with the highest score is "Can the organization and arrangement of different units in mandatory courses by teachers make it easier for students to understand and apply the learned content?" with a score of 3.67, ranking first. This suggests that students are very satisfied with the way teachers organize and arrange different units in Mandatory Courses, believing that it helps them understand and apply the learned content more easily. The dimension with the lowest score is "Does the course structure of mandatory courses in the sports major effectively cultivate teamwork and communication skills among students?" with a score of 3.61, although slightly lower than other dimensions, still falls within a high range. This implies that Mandatory Courses in the sports major receive excellent evaluations from students, demonstrating positive recognition of these courses in terms of learning objectives, content organization, utilization of teaching resources, and design of learning activities. This provides valuable feedback for the teaching system and curriculum design in the sports major, indicating that these courses have achieved good results in meeting student needs and cultivating relevant skills.

Jiang, P. (2023), in the study, points out that the positive feedback from the data results is attributed to the clarity and reasonableness of Mandatory Courses in setting learning objectives and organizing content. Students generally believe that the course learning objectives are clear, allowing them to have a clear understanding of expected learning outcomes. Additionally, the orderly organizational structure of course content is seen to have a positive impact on students' understanding and mastery of relevant concepts and skills. This reflects the professionalism of course designers in formulating Mandatory Courses, ensuring that learning objectives align with course content, providing students with a clear learning path. Furthermore, the reasonable use of teaching resources provides students with a deeper understanding, enabling them to better cope with course content and cultivate relevant skills. Overall, the superiority of Mandatory Courses in terms of learning objectives, content organization, and utilization of teaching resources is a significant factor contributing to positive data results.

Gao, C., & Jin, Y. (2023), in the study, suggests that the positive evaluations of students for Mandatory Courses are also related to the emphasis on cultivating teamwork and communication skills, the rationality of learning activity design, and the scientific nature of assessment methods in course settings. The design of Mandatory Courses seems to focus on developing students' abilities in teamwork and communication, which students consider to make a positive contribution to their development. Moreover, students' positive assessment of the rationality of learning activity design indicates that educational institutions focus on consolidating theoretical knowledge through various forms of practical activities, enabling students to better apply what they have learned. The rationality of evaluation methods and grading systems reflects the comprehensive and scientific assessment of students' academic performance in course design, providing students with accurate learning feedback. These factors collectively contribute to students' positive evaluations of the learning experience and outcomes of Mandatory Courses.

In summary, the reasons for these data results lie in the emphasis on the clarity of learning objectives, the orderly organization of content, and the reasonable use of teaching resources in Mandatory Courses. Additionally, attention to the cultivation of teamwork and communication skills, reasonable design of learning activities, and a scientific evaluation system provide support for students' positive evaluations. This indicates that educational institutions in the sports major have fully met the learning needs of students through the design of Mandatory Courses, leading to satisfactory achievements in both academic and practical aspects.

3.3. Elective Courses

Table 7. Assessment on Elective Courses

	Mean	SD	Descriptive	Rank
1. In elective courses within the sports major, I find the educational objectives to be very clear, making it easy for me to understand and grasp the learning direction and expected outcomes.	3.62	0.57	Always	6
2. The organizational structure of course content in elective courses positively influences my understanding of relevant concepts and skills.	3.63	0.58	Always	2
3. The selection of teaching materials and resources in elective courses within the sports major is reasonable and helpful for a deeper understanding of course content and the cultivation of related skills.	3.62	0.58	Always	7
4. Does the design of learning activities in elective courses effectively stimulate my development of sports-related skills and knowledge?	3.63	0.57	Always	3
5. I believe the course structure of elective courses in the sports major contributes to fostering teamwork and communication skills among students.	3.65	0.55	Always	1
6. Does the organization and arrangement of different units in elective courses by teachers make it easier for students to understand and apply the learned content?	3.62	0.58	Always	8
7. The difficulty level of elective courses is appropriate, allowing for a gradual improvement in relevant skill levels without causing students to feel overly pressured.	3.63	0.54	Always	4
8. Is the assessment method and grading system of elective courses reasonable, providing an accurate reflection of students' progress and achievements in course learning?	3.63	0.57	Always	5
Overall	3.63	0.51	Always	

Legend:3.51 -4 .00Always 2.51 -3 .50Often
1.51 -2 .50Rarely1.00 -1 .50Never

Table 7 displays the assessment levels of students in the sports major regarding these Elective Courses. The data

indicates that, considering the average scores for each question, students generally provide relatively positive evaluations for the overall Elective Courses in the sports major. In Elective Courses, students believe that the course learning objectives are clear, the organizational structure of course content is reasonable, the selection of teaching materials and resources is appropriate, and the design of learning activities effectively stimulates their development of sports-related skills and knowledge. Particularly noteworthy is that students' evaluations of Elective Courses have generally high mean values in all indicators, indicating an overall high satisfaction level among students. In specific dimensions, students believe that Elective Courses contribute to the cultivation of teamwork and communication skills, and the organization and arrangement of different units by teachers make it easier for students to understand and apply the learned content. Additionally, students generally feel that the difficulty level of Elective Courses is appropriate, allowing them to gradually increase their skill levels without feeling excessive pressure. Overall, Elective Courses in the sports major perform well in student evaluations, demonstrating positive recognition from students in terms of setting learning objectives, organizing content, utilizing teaching resources, and designing learning activities. The dimension with the highest score is "The course structure of elective courses in the sports major contributes to fostering teamwork and communication skills among students," with a score of 3.65, ranking first. This indicates that the course structure of Elective Courses plays a positive role in cultivating teamwork and communication skills. The dimension with the lowest score is "In elective courses within the sports major, I find the educational objectives to be very clear, making it easy for me to understand and grasp the learning direction and expected outcomes," with a score of 3.62, although slightly lower than other dimensions, still falls within a high range.

This implies that Elective Courses in the sports major also perform well in student evaluations, demonstrating positive recognition from students in terms of the clarity of learning objectives, the orderly organization of content, the reasonable use of teaching resources, and the design of learning activities. This provides valuable feedback for the teaching system and curriculum design in the sports major, indicating that these Elective Courses have achieved good results in meeting student needs and cultivating relevant skills.

Tang, M., & Ning, Z. (2023), in the study, points out that the data results reflect the high quality of design and organization in Elective Courses in the sports major. Students' approval of the learning objectives of Elective Courses indicates that course designers consider students' needs when clarifying objectives, ensuring that students can clearly understand and grasp the learning direction and expected outcomes. The orderly organization of course content, reasonable selection of materials, and effective design of learning activities help students deepen their understanding of course content and stimulate their positive development of sports-related skills and knowledge. In addition, the course structure design emphasizing the cultivation of teamwork and communication skills, along with setting an appropriate difficulty level, contributes to creating a positive learning atmosphere, allowing students to gradually increase their skill levels without feeling excessive pressure.

Wang, Y., Song, L., Zhang, P., & Cao, F. (2023), in the study, suggests that students' positive evaluations of Elective Courses are related to teaching methods and course management by teachers. Teachers use diverse and innovative methods when organizing and arranging different units, as well as when designing learning activities and assessment methods, making it easier for students to understand and apply the learned content. At the same time, teachers consider students' learning progress when adjusting the difficulty of the course, allowing them to gradually increase their relevant skill levels at an appropriate difficulty. This indicates that, under the professional guidance and management of teachers, Elective Courses effectively meet students' academic needs, prompting them to achieve good development in comprehensive abilities.

Table 8. Summary of The Assessment of Students in Physical Education Evaluate the Courses

	Mean	SD	Descriptive	Rank
Course Structure	3.63	0.53	**Always**	2
Mandatory Course	3.65	0.51	**Always**	1
Elective Course	3.63	0.51	**Always**	2
overall	3.64	0.50	**Always**	

Legend:3.51 -4 .00Always 2.51 -3 .50Often
1.51 -2 .50Rarely1.00 -1 .50Never

Table 8 presents a summary of course evaluations from sports major students and their levels across three dimensions. The data indicates that, overall, the assessment of courses by sports major students is positive. Among the various types of courses, students' evaluations of Mandatory Courses are the highest, with a mean score of 3.65, demonstrating relatively higher satisfaction. Mandatory Courses receive high praise from students due to clear learning objectives, reasonable content organization, and effective teaching methods. Both Elective Courses and the overall course structure receive scores of 3.63, slightly lower than Mandatory Courses but still reflecting overall approval from students for these two types of courses. This reflects the flexibility of Elective Courses in personalized choices and academic interests, while the overall course structure still achieves high satisfaction in comprehensive management and design. The dimension with the highest score is "Mandatory Course," ranking first, indicating that students have the most positive evaluation of Mandatory Courses. The dimension with the lowest score is "Course Structure," which, although part of the overall course structure, has a relatively lower score, suggesting that students have some expectations or suggestions for specific aspects of course structure arrangements. The overall mean score is 3.64, showing that students are generally satisfied with the courses in the sports major. This implies that students have a generally positive overall evaluation of courses in the sports major, especially with higher recognition for Mandatory Courses. This provides valuable feedback for educational institutions and offers opportunities for improvement and further optimization of course design to better meet students' academic needs and enhance their learning experiences.

4. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1. Comprehensive competence development is the core objective of higher education in sports: Data indicates that

students have high expectations for the cultivation of comprehensive competence in the evaluation of sports professional courses, especially in moral orientation, teaching orientation, educational orientation, and developmental orientation. This suggests that students not only focus on the learning of professional knowledge but also value the values, educational philosophy, and guidance for future career development behind the discipline. Therefore, higher education in sports should emphasize shaping students into well-rounded professional talents, focusing on the cultivation of ethical values, improving teaching and education, and guiding individual development directions.

2. Innovative teaching methods are key to enhancing student engagement and creativity: Teachers, when addressing teaching challenges, emphasize the difficulty of traditional lecturing methods in stimulating student interest and engagement. This indicates that higher education in sports needs continuous innovation in teaching methods, incorporating more interactive and practical elements. Through case studies, field visits, teamwork, and other diverse teaching methods, students' creative thinking and hands-on abilities can be stimulated, cultivating their well-rounded qualities.

3. Close alignment with industry demands is crucial for improving education quality: Students' attention to the alignment of course content with industry demands indicates their expectation of gaining stronger competitiveness through learning. Higher education institutions in sports should enhance communication with the industry, continually adjust and update course content to align with actual industry demands. This requires the establishment of a more flexible curriculum system, incorporating the latest research findings and practical experiences into courses to cultivate professionals more in line with market demands.

4. Personalized assessment systems help unearth student potential: Addressing the shortcomings of the existing assessment system, establishing a personalized assessment mechanism is crucial for improving education quality. Traditional exams and paper assessments struggle to comprehensively understand students' practical skills and teamwork abilities. Personalized assessment can include dimensions such as practical performance assessments, project-based evaluations, and individual development plans, presenting a more comprehensive picture of students' individual traits and potential. This helps stimulate students' intrinsic motivation, propelling them toward deeper levels of learning.

5. Recommendations

Based on the results, the researcher provides the following suggestion:

1. Comprehensive Strengthening of Comprehensive Competence Cultivation: In response to students' high expectations for moral orientation, teaching orientation, educational orientation, and developmental orientation, it is recommended that the university place greater emphasis on cultivating students' comprehensive competence in curriculum design. This can be achieved through the introduction of relevant practical courses, guiding students to participate in social practices, and promoting volunteer services, aiming to foster students' sense of responsibility, teamwork spirit, and awareness of societal issues.

2. Promoting the Application of Innovative Teaching Methods: Addressing the challenge of traditional teaching methods failing to inspire student interest and engagement, the university is advised to encourage teachers to adopt more diverse and practical teaching methods. Supporting teachers in conducting case-based teaching, field visits, simulation exercises, and other activities can enhance students' creative thinking and practical skills.

3. Strengthening Cooperation and Communication with Industries: Considering students' concern about the alignment of course content with industry demands, the university should establish closer ties with relevant industries. This may involve inviting industry professionals to participate in curriculum design, organizing industry lectures, and promoting internships and training programs to ensure that course content aligns with actual industry needs, thereby enhancing students' competitiveness in the job market.

Establishing a Personalized Assessment System: Recognizing the limitations of traditional assessment methods, it is suggested that the university explore the establishment of a personalized assessment system. This could include regular practical performance assessments, project-based evaluations, and individual development plans as multiple dimensions of assessment. Through personalized assessments, a more comprehensive understanding of students' individual differences and potential can be gained, allowing for more targeted teaching and guidance.

5.1. Rationale of the Framework

The basic idea of the curriculum reform framework is to cultivate students' comprehensive quality in morality, teaching, education and development direction through the comprehensive and practice-oriented curriculum design. The concept of this framework comes from a deep understanding of students 'needs and social expectations, and is committed to breaking the traditional teaching model, introducing innovative teaching methods, establishing close contact with the industry, and establishing a personalized evaluation system to realize students' individual differences and fully explore their potential. The theoretical basis of this framework is to improve the effectiveness, adaptability and sustainability of education, and to ensure that students have stronger comprehensive qualities in terms of morality, teaching and development after graduation.

5.2. General Objectives

1. Cultivate students with comprehensive moral qualities, guiding them to demonstrate a high level of professional ethics and social responsibility in the field of physical education.

2. Provide opportunities for innovative teaching and interdisciplinary learning, fostering students' interdisciplinary thinking and practical capabilities. This approach enables students in the education field to possess a broader knowledge perspective and comprehensive literacy.

3. Develop students with excellent teaching skills through comprehensive educational training, ensuring their ability to handle complex teaching tasks in the future. This approach aims to equip students with outstanding professional competence and an educational orientation.

5.3. Guidance Plan

1. We need to incorporate elements of ethical education into the curriculum design of the sports science program. By introducing courses on ethics, professional conduct, and social responsibility, we aim to cultivate students' moral

qualities, enabling them to possess a high level of ethical integrity and social responsibility in their future careers. Additionally, practical case analyses and discussions can be employed to stimulate students' profound understanding of ethics and social responsibility, encouraging them to actively engage in societal affairs within the field of sports science.

2. Achieving the development of interdisciplinary thinking and practical capabilities requires the implementation of innovative teaching methods and interdisciplinary course structures. Integrating content from other relevant disciplines, such as psychology and management, into the sports science curriculum can foster students' problem-solving abilities and innovative thinking. Simultaneously, designing courses with a strong practical emphasis, such as case studies, field visits, and simulations, helps students apply theoretical knowledge to real-world issues, enhancing their practical skills.

3. To cultivate outstanding teaching skills, specialized education skills training courses and internship opportunities can be established. Education skills training courses may cover aspects like classroom management, instructional design, and student assessment, assisting students in comprehensively improving their teaching abilities. Internship opportunities allow students to practice their acquired knowledge in real teaching environments, continuously refining their teaching methods through feedback and guidance. Additionally, introducing advanced educational technologies and online teaching platforms provides students with more teaching tools and resources, helping them adapt to the evolving trends in the future of education.

In summary, through comprehensive curriculum design, interdisciplinary learning, and specialized education skills development, we can achieve the integrated goal of nurturing students' moral qualities, interdisciplinary thinking, and exceptional teaching skills. This will better prepare them to meet the evolving demands of the future sports science and education sectors.

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