

# The Realistic Dilemma and Optimization Path of Physical Education Teacher Team Building in Colleges and Universities in the Context of the New Era

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**Abstract:** *The development of collegiate physical education (PE) faculty systems constitutes a critical pathway for advancing China's strategic goals of building a high-quality education system and a sports powerhouse in the new era. Employing mixed-methods approaches including documentary analysis and logical deduction, this study systematically examines the evolving landscape of PE teacher development. Key findings reveal three transformative opportunities: First, The deepening Healthy China initiative is redefining PE educators' roles as "public health governance specialists"; Second, Digital education transformation necessitates comprehensive innovation in pedagogical competency frameworks; Third, Sports-education integration policies unlock professional potential through competitive sports restructuring. However, persistent challenges include insufficient ethical cultivation, inadequate faculty management mechanisms, suboptimal workforce composition, and underdeveloped professional competencies. To address these multidimensional challenges, the research proposes an integrated reform framework: prioritizing ethics-centered evaluation systems to strengthen professional integrity; optimizing institutional governance mechanisms to enhance administrative efficacy; implementing strategic talent allocation programs to improve workforce structuring; and establishing competency-based development platforms to drive pedagogical innovation. This holistic approach aims to construct a sustainable ecosystem for PE teacher advancement, aligning with national modernization objectives while addressing sector-specific capacity-building imperatives in China's educational transformation.*

**Keywords:** *New Era; Colleges and Universities; Physical Education Teachers; Teacher Team Building*

## 1. Introduction

Teachers are the foundation and source of education, and an important force for realizing the Chinese dream of the great rejuvenation of the Chinese nation in the new era. In January 2021, six government departments including the Ministry of Education jointly issued the Guiding Opinions on Strengthening the Reform of University Faculty Team Development in the New Era, systematically deploying institutional reforms for faculty capacity building in the new era. This policy framework establishes essential regulatory guidance and systemic guarantees for building a high-caliber, professionalized, and innovative teaching workforce aligned with national development imperatives<sup>[1]</sup>. Sports in colleges and universities is an important foundation for realizing the strategic goal of a strong education country. The expansion of colleges and universities, excessive education and the construction of sports disciplines make the teacher-student ratio seriously imbalanced, and the number, ability and scale of college and university physical education teachers are in a lagging stage. In the context of the new era, the problems related to the construction of college and university physical education teachers should be paid more attention to along with the rapid development of the knowledge economy. Based on this, this paper takes the new era as the background, explores the opportunities and dilemmas of the construction of college physical education teacher team in the context of the new era, and puts forward the optimization path of the construction of college teacher team in order to provide powerful theoretical support and practical guidance for the construction of college physical education teacher team, so as to promote the vigorous development of physical education.

## **2. Opportunities for Physical Education Teacher Team Building in Colleges and Universities in the Context of the New Era**

### ***2.1 Deepening of Healthy China Strategy: Physical Education Teachers' Role Transforms into "Healthy Governors"***

With the in-depth implementation of the "Healthy China 2030" planning program, the health of all people has been elevated to the height of the national strategy, and physical education in colleges and universities has undergone a comprehensive transformation from the traditional "enhancement of physical fitness" to "health education". Physical education in colleges and universities has been transformed from the traditional "physical fitness enhancement" to "health education". The state clearly puts forward "incorporating health education into the national education system", and requires college physical education programs to incorporate diversified contents such as chronic disease prevention, mental health intervention, and scientific fitness guidance. According to the "2023 National Fitness Trend Interesting Reading" survey released by People's Daily, the number of people participating in physical exercise has steadily increased, the average number of days of exercise per week is 2.47 days, the fitness mode shows a diversified trend, the number of outdoor sports projects has grown significantly, and national fitness has shown an overall trend of scientification and diversification<sup>[2]</sup>. Therefore, physical education teachers should become the forerunner of social sports instruction and popularize their professional knowledge to the people in order to solve the problem of shortage of social sports instructors and meet the needs of physical education in the new era. At the same time, the implementation of the Healthy China Strategy not only improves the social status and recognition of physical education teachers, but also enhances their professional identity, so that all sectors of society pay more attention to the construction of the physical education teacher team.

### ***2.2 The digital transformation of education: prompting the innovation of physical education teachers' competence structure***

The digitalization of education has become an important way to promote the modernization of education and sports. The Ministry of Education's "Digital Campus Construction Standards for Higher Education" clearly requires that physical education teaching be digitally upgraded<sup>[3]</sup>, and the breakthroughs in technologies such as 5G, AI, and meta-universe have opened up new paths for the teachers' ability to leap forward. After the revision of the new curriculum in 2022, the Ministry of Education, in solving the problem of "how to cultivate human beings", emphasizes on the cultivation of practical ability, breaking the traditional way of cultivating people and building a practice-led new way of cultivating human beings [4]. The Ministry of Education emphasized the cultivation of practical ability in solving the problem of "how to cultivate people", breaking the traditional way of educating people, and constructing a new way of educating people which is led by practice<sup>[4]</sup>. In the field of physical education, physical education teachers need to actively explore new teaching methods and teaching concepts, and use information technology to inject new vitality into physical education and provide new methods and tools. At present, the pilot of "5G + intelligent education" has covered 87 colleges and universities, and the popularity of infrastructure such as intelligent sports classrooms and AI sports analysis systems has been significantly increased, laying a technological foundation for the innovation of teaching modes. In the field of social services, live fitness, online sports rehabilitation consulting and other new forms have emerged, and university teachers have opened public welfare courses through the stationing of "Learning Power", "Beili Beili" and other platforms, such as the Beijing Sports University team of teachers. For example, the video series "100 lectures on learning fitness" by a team of teachers from Beijing University of Physical Education has been broadcast more than 50 million times. Therefore, digital transformation is not only a renewal of technical tools, but also promotes universities to establish a three-in-one teacher capacity development system of "technical literacy - teaching innovation - social service", which injects sustained kinetic energy into team building.

### ***2.3 The policy of integration of sports and education: competitive sports reform releases teachers' professional potentials***

Physical education teachers in colleges and universities are becoming a key link in the reform of competitive sports. The State General Administration of Sport and the Ministry of Education have jointly created the "Sports-Education Integration Demonstration Zone", which injects high-level practical skills into the teaching force through the policy of targeted placement of retired athletes. The

Opinions on Deepening the Integration of Physical Education and Sports for the Healthy Development of Young People make it clear that colleges and universities can set up high-level sports teams and introduce professional coaches, and at the same time innovate the evaluation mechanism for scientific research achievements - Chengdu Sports Institute equates a gold medal at the National Games with two core papers, expanding the career advancement path of teachers from a single academic dimension to a "teaching-training-scientific research" path. "Teaching-training-research" multiple dimensions. At the same time, physical education teachers can also serve as head coaches, such as Ocean University of China to build "academic tutor + technical coach" dual-track system, the appointment of Olympic champion Zhang Yufei as a visiting professor, the guidance of the student athletes in the Universiade won six gold medals, highlighting the "teaching and sports synergies" advantage. Advantage. The policy of integration of sports and education has reconfigured the career ecology of physical education teachers through system untying, resource integration and mechanism innovation, transforming them from traditional teaching executives to athletic talent cultivators, interdisciplinary curriculum designers, and industry-university-research synergistic innovators, and releasing the kinetic energy of career development in an all-round way.

### **3. Realistic Dilemma of Physical Education Teacher Team Building in Colleges and Universities in the Context of the New Era**

#### ***3.1 Insufficient Teacher Moral and Ethics Education for Physical Education Teachers in Colleges and Universities***

Teachers' moral quality and professional conduct directly affect the quality and effect of teaching. The country has issued the "Opinions on Deepening the Reform of the Teacher Workforce in the New Era" and "China Education Modernization 2035", which points out that enhancing teachers' ideological and political qualities and professional ethics should be placed at the top priority, and that teacher ethics and conduct should be the primary criterion for evaluating teachers' quality, promoting the long-term effectiveness and institutionalization of teacher ethics construction.<sup>[5][6]</sup> First of all, in the face of temptation and pressure, individual teachers are prone to inappropriate behavior in order to pursue personal interests, ignoring their own moral cultivation, some schools take the student body as the goal of moral education training, for the insufficient education of teachers' morality, the teachers use the power of inequality to oppress the students, and there are problems of teachers' morality and teachers' morality, and the loopholes of the school's regulatory mechanism can not be effectively curbed. Secondly, the focus of moral education construction in colleges and universities is often concentrated on the cultivation of student groups, relatively neglecting the supervision of teachers' morality and professional ethics education of the teaching force. At present, the systematic cultivation mechanism of teachers' morality and ethics is not yet sound, especially in the effective integration of its core concepts into the practical path of teaching specific subjects such as physical education, the deepening of this educational project is still facing a lot of practical challenges.

#### ***3.2 Lack of Evaluation and Incentive System***

At present, many colleges and universities are focusing on teaching, 39.6% of the administrators of physical education as a minor subject, the degree of importance of the physical education discipline is low compared with other disciplines, and the implementation of the administrative hierarchy management system is relatively backward in the direction of "de-administratization" development<sup>[7]</sup>. Many schools do not pay sufficient attention to human resource management, resulting in the decline of physical education teachers' job satisfaction and the aggravation of the risk of leaving the profession, and the training and assessment mechanism for teachers is not sound, and physical education workers rarely have the opportunity to participate in vocational training. First of all, in the title evaluation system of some comprehensive colleges and universities, there is a structural imbalance in the evaluation mechanism of physical education teachers, which is manifested in the excessive emphasis on the number of papers published and the level of scientific research projects, and the obvious lack of consideration for teaching achievements such as research results of teaching reforms and assessment of classroom teaching quality. This tendency to emphasize scientific research over teaching not only leads to homogenized competition in the promotion of teachers' professional and technical positions, but also forces educators to fall into the dual predicament of scientific research output and teaching practice, mainly focusing on high-level paper writing, provincial and ministerial-level projects and other scientific research tasks, objectively resulting in the classroom teaching innovation and teaching effect

to enhance the space of sustained extrusion<sup>[8]</sup>. Secondly, from the practical point of view, there is a relative lack of reverse incentives in the current incentive mechanism. Although this status quo can produce incentives for some outstanding teachers, the absence of reverse incentives makes it difficult to fully reflect the fairness of the assessment and evaluation system for all teachers. It is noteworthy that the problem of teacher burnout in colleges and universities is gradually becoming the focus of society, and the lack of reverse incentives is not only an important factor triggering the burnout of some college and university teachers, but also exacerbates the persistence of this phenomenon to a certain extent.

### ***3.3 Insufficient matching of schooling level and discipline construction***

The construction of discipline ladder is the key link of faculty and discipline construction in local undergraduate colleges and universities, and it is an important foundation for guaranteeing the quality of undergraduate teaching. If there is a lack of clear orientation of discipline construction, the construction of faculty will fall into a state of lack of direction and inefficiency, and the construction of discipline echelon is even more impossible to talk about. In comprehensive colleges and universities, there is a significant problem of insufficient innovation drive in physical education. If we fail to build a trinity development model of “discipline breakthrough-team construction-planning and leading”, it will be difficult to form a scientific research community with sustained innovation, and ultimately constrain the scale and quality of scientific research results. Through literature research and field research, it is found that although a university sports college has undergraduate sports majors, school-level key disciplines and master's degree in physical education teaching, and the level of schooling has been gradually improved, but there is a gap between the quantity and quality of scientific research achievements and the existing level of schooling<sup>[9]</sup>. Therefore, the role of academic leaders has not been fully utilized, revealing a systemic defect characterized by “disciplinary institutional frameworks lacking substantive teams.” Research directions exhibit fragmented trends, while the absence of cross-domain collaborative innovation mechanisms has led to a fragmented research paradigm in academic activities. This situation not only hinders knowledge accumulation within academic communities but also weakens the intergenerational transmission effect in faculty team development, resulting in mutual constraints on both professional advancement of educators and the enhancement of their research capabilities.

### ***3.4 Higher education physical education teachers' professionalism needs to be improved***

Physical education requires students to perform physical exercises, which requires physical education teachers to have high ethical and professional qualities. However, the interviews revealed the problem that physical education teachers know the techniques but cannot teach them<sup>[10]</sup>. Senior teachers are able to transform complex and difficult technical movements into easy-to-understand teaching content, while new or inexperienced teachers still need to improve in the flexible use of teaching methods. When teachers focus too much on the refinement of sports skills and neglect the cultivation of teaching efficacy, it will directly affect the cultivation of students' sports skills, thus forming the impact of “skillful but ineffective teaching”. At the same time, the newly added traditional and emerging sports, the lack of training for teachers in new sports, and the lack of professional competence of physical education teachers themselves affect the effectiveness of physical education teaching and limit the development of students' interest and ability in sports. In addition, some schools do not pay enough attention to the work of physical education discipline, perfunctory selection of physical education teachers, resulting in the overall professional quality of the teacher team is low, and some young teachers will market clubs and other work as a priority, the teacher's sense of responsibility is weak, dedication as well as ideological qualities are lacking, and there is a difference in professional ability.

## **4. Optimization Path of Physical Education Teacher Team Construction in Colleges and Universities in the Context of the New Era**

### ***4.1 Take the construction of teacher ethics as the core, and promote the improvement of the assessment and evaluation system***

The establishment of a perfect assessment and evaluation system is the key to strengthening the construction of teacher ethics. Schools should take the improvement of teachers' ideological and political quality and professional ethics as the primary task, leading physical education teachers to

deeply understand and accurately grasp the connotation of teacher ethics and emphasize the importance of teacher ethics. Firstly, diversify the main body of the assessment, and comprehensively reflect the teachers' teacher ethics and morality status by comprehensively evaluating from four aspects: students, peers, parents and themselves. Secondly, the assessment methods are diversified, focusing on quantitative indicators as well as qualitative indicators that are difficult to quantify, such as the classroom atmosphere and the degree of caring for students. Finally, the assessment results are multifaceted, and the assessment results are directly linked to the teachers' appraisal of merits and awards, title promotion, performance incentives, etc. It provides in-depth insight into the psychological demands of physical education teachers, and continuously builds a physical education teacher evaluation mode based on developmental evaluation, so as to build a campus culture centered on civilized teachers' morality. In addition, through the organization of teacher ethics forums, the establishment of teacher ethics model display walls, the promotion of advanced stories of teacher ethics and the strengthening of home-school cooperation and other measures to strengthen the construction of teacher ethics of college physical education teachers, encourage the joint participation of schools, families and all sectors of society, to ensure that the evaluation system of physical education teachers' teaching can fully perform its functions.

#### ***4.2 Take the management guarantee mechanism as the content, improve the efficiency of teachers' governance ability***

Playing the proper function of school sports cannot be separated from the teaching work and management of physical education teachers, and humanized, all-round and scientific management of physical education teachers is carried out on the basis of correct teaching. First, we should optimize the professional title system and performance evaluation mechanisms. Under the framework of unified title evaluation in schools, different types of standards are set for different types of physical education teacher positions in colleges and universities, and the classification and evaluation mechanism is implemented. We should optimize professional development pathways, career advancement channels, and position appointment policies by providing diversified support. We must strengthen the full-process supervision and post-evaluation mechanisms during professional title evaluations. Secondly, institutions should advance reforms in the salary systems for college physical education teachers. A dynamic salary framework centered on professional competence and tangible contributions should be gradually established. This system will comprehensively consider multiple dimensions, including teachers' political integrity, professional ethics, pedagogical skills, research achievements, and competitive coaching performance, to create a distribution mechanism aligned with job value and performance outcomes. Finally, we must refine management and assessment mechanisms. The training of physical education teachers is trending towards an integrated development model of three stages: pre-service training, induction education and in-service training. It is necessary to strengthen the connection and transition between pre-service training and post-employment training. Schools can combine their own positioning and development needs, explore the implementation of a classification management system, set up assessment standards, build a multi-dimensional assessment system, establish a full-cycle quality monitoring of "assessment, appointment and examination", and promote the dynamic optimization of the arrangement of college physical education teachers.

#### ***4.3 Focusing on talent cultivation mechanism, formulate plans for teachers' scientific research and development***

Physical education teachers are mainly trained by higher teacher training colleges and physical education colleges. Through reforms, we have established a sound mechanism for training physical education teachers, shifted the focus of training to higher education physical education teachers, and strengthened the education and training of in-service higher education physical education teachers from the source. First of all, the development of cross-disciplinary research should be actively promoted, and teachers should be encouraged and supported to declare scientific research projects at all levels, such as the Provincial Science and Technology Department and the Provincial Planning Office. Colleges and universities need to be based on the foundation and development goals of the discipline, scientifically set the task list and supporting measures, and strive to build a research team and implement the research task package system. Secondly, we should enhance inter-institutional collaboration by inviting distinguished domestic and international scholars to deliver academic lectures and encouraging faculty participation in academic conferences at all levels, thereby broadening scholarly perspectives. Institutions must ensure that faculty research development plans are formulated with binding, targeted, and incentivizing frameworks, fostering a development pattern that is "grounded in practical realities

and precision-targeted", thereby consolidating foundational capabilities and boosting momentum for disciplinary advancement.

#### ***4.4 Building a platform for teachers' professional development based on professionalism and competence***

The country has released the "China Education Modernization 2035" plan, which states that we should "build a high-quality, professional, and innovative teaching workforce," and "strongly consolidate the teacher professional development system, promoting lifelong learning and professional autonomous development for teachers."<sup>[11]</sup> First of all, the enhancement of the professional ability of college physical education teachers needs to be closely integrated with the school's talent cultivation goals, disciplinary characteristics and positioning of physical education courses, and to achieve the ability to progress through the classification and precise training strategy. Secondly, we should establish multi-dimensional collaborative platforms that connect higher education institutions, enterprises, primary and secondary schools, and social organizations. These platforms will enhance domestic and international academic interactions, actively support faculty participation in international learning and exchange programs, and enable real-time tracking of cutting-edge developments in China's sports sector while advancing cross-border collaborations. Finally, we focus on building business capacity by strengthening the foundation of teachers' professional development. Schools and faculties carry out teaching skills training, promote teachers' mastery of advanced teaching techniques, enhance their ability to use information technology to improve teaching, innovate physical education courses and training modes with the help of modern technological means such as wearable devices, big data, artificial intelligence, etc., and drive the overall upgrading of the ability to educate people through the substantial improvement of the quality of education and teaching.

### **5. Conclusion**

Teachers are the fundamentals of education and the source of promoting the sustainable development of education. Strengthening the construction of the team of university sports teachers is a key foundation for the comprehensive implementation of national education policies, the core of achieving the fundamental goal of fostering virtue and cultivating people, a key executor in nurturing well-rounded socialist builders and successors, and also a crucial driving force for accelerating the construction of a strong education nation and a strong sports nation. Therefore, in the context of the new era, to optimize the development of college physical education teacher team, we must start from the teacher ethics, management mechanism, talent training, professionalism and other aspects to promote the development of college physical education.

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