

Research on the Construction and Practice of Teaching Mode of Sports Club System in Ordinary Colleges and Universities Based on Student Demand Orientation

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Abstract: In order to solve the dilemma of the traditional "three basics" physical education teaching model being unable to meet the diversified and personalized sports needs of college students, and in response to the requirements of the "Healthy China 2030" and the "Four in One" goals of school physical education in the new era, this study focuses on constructing and practicing a "student demand-oriented ordinary university sports club based teaching model". Establish a "precise dynamic collection and analysis mechanism for student needs" through empirical research such as questionnaire surveys and in-depth interviews; Design a 'demand-centered club core element' to complement the 'demand response support and guarantee mechanism'. Practice has shown that this model effectively enhances students' initiative in participation, depth of skill acquisition, and lifelong sports awareness, providing a feasible path for deepening the reform of physical education teaching in universities and implementing the "student-centered" concept.

Keywords: student demand-oriented; Sports club based teaching; Construction of teaching mode;

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With the deepening implementation of the "Healthy China 2030" plan and the clear proposal of the "Four in One" goal for school physical education in the new era, the reform and innovation of university physical education, as an important link in cultivating high-quality talents for comprehensive development, have attracted much attention. The traditional "three basics" physical education teaching model has played a historical role in standardizing teaching and popularizing basic knowledge, but its drawbacks are becoming increasingly prominent in the new era. Faced with the new situation of enhanced student subjectivity, diversified sports value orientation, and rapid development of information technology, the reform of physical education teaching mode in universities is imperative. It is urgent to explore a new teaching mode that can truly be "student-centered" and effectively stimulate their initiative and creativity.

1 Investigation and analysis of the current situation of sports demand among ordinary college students

In order to scientifically construct a sports club based teaching model guided by student needs, accurately grasping the current sports needs of ordinary college students is the primary prerequisite. This study conducted a multidimensional and in-depth investigation and analysis of the current needs of college students in sports participation through methods such as questionnaire survey (2480 questionnaires were distributed, 2400 were effectively collected, with an effective rate of 96%), in-depth interviews (90 students were interviewed, covering different grades, majors, and genders), and literature analysis. About 95% of students list "personal interests" as the primary factor in choosing sports programs, far exceeding "course requirements" or "credit acquisition"; diversified project preferences, in addition to traditional popular projects, students' interest in yoga, roller skating, rock climbing, outdoor expansion, frisbee, rugby and other projects has significantly increased (with a total mention rate of over 70%); There is a significant gender difference, with boys showing a stronger preference for competitive and strength-based events, while girls tend to prefer shaping, soothing, and socially strong events; The participation form and time requirements are highly flexible, with over 80% of students strongly expecting sports club activities to provide more flexible time slot options and support fragmented time utilization; The level of demand for

physical education classes has deepened from basic skill acquisition to ability improvement, social and health promotion. 80% of respondents have a need to improve their sports level, 85% of respondents want to receive scientific fitness guidance, especially focusing on sports injury prevention and rehabilitation, scientific training methods, 90% of respondents want to use physical exercise as a way to relieve academic pressure and promote physical and mental health, and 85% of respondents want to cultivate lifelong sports habits.

2 Theoretical construction of the teaching mode of sports club system in ordinary universities based on student needs

2.1 Precise dynamic collection and analysis mechanism for student needs

The foundation of demand orientation lies in the precise grasp of demand. This model constructs a multi-dimensional and normalized demand collection and analysis system. Firstly, conduct initial screening and dynamic research for admission. A comprehensive questionnaire will be conducted for new students upon enrollment, including interest options, self-assessment of skill foundation, health demands, expected goals, and other dimensions. Convenient rolling surveys are conducted through online platforms every semester to track changes in demand. Secondly, create a data-driven demand profile. Integrate questionnaire data, physical health test results, past course selection, activity records, etc., and use basic data analysis tools such as SPSS and Excel pivot tables to generate individual and group "sports demand portraits" of students, identifying mainstream trends and long tail demands. Finally, provide real-time feedback on the operation of the club. Club daily activity records, coach observation logs, online community discussion hotspots, regular teacher-student symposiums, etc. form a real-time feedback loop to capture new demands and pain points in the teaching process.

2.2 Design of Club Core Elements Centered on Demand

2.2.1 Project Setting and Layered Teaching

Establish basic clubs based on mainstream demand (such as basketball, badminton, fitness); Explore and support the long tail demand to establish characteristic clubs (such as frisbee, rock climbing, skateboarding). Within the club, strict implementation of tiered teaching based on skill assessment (entrance testing + phased evaluation) (such as basketball with basic classes, improvement classes, and competition classes) is carried out to ensure that the teaching content is accurately matched with individual abilities.

2.2.2 Flexible Supply of Course Content

Abandon fixed syllabus and build a course package consisting of "core modules + dynamic elective modules". Core modules ensure basic capabilities and security knowledge; The elective module is dynamically generated based on the current student demand profile (such as adding topics such as "Office Clan Neck and Shoulder Rehabilitation Training" and "Pre Competition Weight Loss Sprint" to the fitness club).

2.2.3 Personalized Learning Path Guidance

Establish electronic sports records for each student, based on their needs, physical condition, and skill level. Specialized teachers or senior teaching assistants will provide personalized suggestions for semester and year club selection and advancement paths.

2.2.4 Evaluation System for Multi Subject Collaboration

Break down the single technical assessment and build a diversified evaluation system that covers "skill progress (vertical comparison)", "classroom/activity participation contribution (coach/peer evaluation)", "healthy behavior development (check-in data)", and "internalization of sports values (self-evaluation/reflection report)", with weights dynamically adjusted according to club goals (such as competition classes focusing on skills and practical performance, fitness classes focusing on habit development and physical fitness improvement).

2.3 Support and guarantee mechanism for demand response

2.3.1 Role transformation and empowerment of the teaching staff

Promote the transformation of physical education teachers from "lecturers" to "club mentors, curriculum designers, and

resource coordinators". Provide demand analysis, layered teaching method, and training for emerging sports projects. Establish a teacher incentive system to encourage them to actively research student needs and develop distinctive curriculum modules.

2.3.2 Digital Platform Support

Build an intelligent physical education teaching management platform that integrates requirement research, course display, reservation, hierarchical management, learning files, interactive feedback, and data analysis, achieving efficient closed-loop of requirement collection, course matching, process management, and effectiveness evaluation.

2.3.3 Dynamic allocation of elastic resources

Dynamically allocate venue facilities, time slots, equipment resources, and funding support based on demand and club size. Establish a mechanism for sharing resources both inside and outside the school.

3 Conclusion and Suggestions

3.1 Conclusion

3.1.1 Clarify the current demand situation

The current demand for sports among college students in ordinary universities presents highly personalized and diversified characteristics, with interest as the primary driving force. There is a wide range of project preferences with significant gender differences, and there is a strong and deep-seated need for flexible time, ability improvement, scientific fitness, health promotion, and lifelong sports habit cultivation. There is a significant mismatch between the traditional unified teaching mode and the actual needs of students.

3.1.2 Effectiveness of Pattern Construction

The sports club teaching model based on student demand orientation has successfully achieved a paradigm shift in physical education teaching from "teaching what to learn" to "providing what is needed" through a systematic mechanism for dynamic demand collection and analysis, club project stratification centered on demand, flexible curriculum supply, personalized learning paths, and a diversified evaluation system design, supplemented by teacher qualification transformation, digital platforms, and flexible resource allocation.

3.1.3 Significant practical value

The practical application of this model effectively stimulates students' endogenous participation motivation, enhances the depth and personalized level of sports skills mastery, promotes the cultivation of healthy behavior and lifelong sports awareness, and conforms to the school sports goals of "enjoying fun, enhancing physical fitness, improving personality, and tempering willpower" in the new era. It is an effective way to solve the existing problems in college sports teaching and improve the effectiveness of education.

3.2 Suggestions

3.2.1 Deepen the dynamic mechanism of demand

Universities should establish a normalized and institutionalized system for researching and analyzing students' sports needs, fully utilizing digital platforms to achieve real-time collection, accurate profiling, and dynamic updates of needs, ensuring that club settings, course content, and resource allocation always resonate with students' real needs.

3.2.2 Promote hierarchical and classified teaching

Layered teaching based on scientific skills assessment should be widely promoted within and between clubs to meet the differentiated development needs of students with different foundations. At the same time, active exploration and support of "long tail" project clubs that meet students' interests should be provided.

3.2.3 Strengthening the construction of teacher capacity

Promote the transformation of physical education teachers' roles into "club mentors," "curriculum designers," and "resource coordinators. Strengthen professional training for teachers in areas such as needs analysis, layered teaching methods, guidance on emerging sports projects, and curriculum module development, and establish corresponding incentive mechanisms.

3.2.4 Improve the digital support platform

Continuously invest in the construction or upgrading of an intelligent sports teaching management platform that integrates demand research, course management (appointment, stratification), learning records, interactive feedback, data analysis, and other functions, to improve the efficiency and accuracy of demand response and teaching management.

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