

Research on the Reform of Sports Education Talent Training Model in Universities Based on the Background of Teacher Education Professional Certification

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Abstract: Teacher education accreditation serves as a rigorous evaluation mechanism for assessing the quality of undergraduate teacher training programs. Its primary objectives are to reform the talent cultivation framework in higher education institutions and drive high-quality development with substantive improvements in teacher education. Universities should establish robust training mechanisms guided by the accreditation principles of "student-centered, outcome-oriented, and continuous improvement" to effectively enhance educational quality. This paper examines the phased achievements and practical challenges in curriculum reform for physical education programs under accreditation frameworks. the analysis provides actionable recommendations and reference materials to support the ongoing enhancement and sustainable development of physical education programs in higher education institutions.

Keywords: Teacher Education Professional Accreditation; Physical Education Program; Teaching System Reform

In 2017, China's Ministry of Education issued the "Implementation Measures for the Accreditation of Teacher Education Programs in Regular Higher Education Institutions (Interim)", marking the beginning of teacher education accreditation in the country. Promoting high-quality development of teacher education programs has become the main theme of higher education in the new era. Therefore, universities should seize the critical opportunity of teacher education accreditation to advance the connotative development of teacher education programs. They should establish correct reform

directions based on the policy guidance of accreditation work and improve the talent cultivation system. Currently, China's higher education scale ranks among the world's top, but large-scale development does not necessarily mean high quality in talent cultivation. As President Xi Jinping pointed out in his report at the 20th National Congress of the Communist Party of China: "We must provide education that satisfies the people and accelerate the construction of a high-quality education system." This demonstrates that pursuing high-quality development and connotative construction is the new theme and inevitable path for universities' future development.

1. Effectiveness of the Reform of Professional Personnel Training

Teacher certification serves as a comprehensive evaluation of professional talent development quality. According to expert group assessments of physical education programs across [¹] universities, China's physical education majors face multiple challenges in educational philosophy, policy understanding, and alignment with basic education needs [1]. Since initiating the certification process, our university's physical education program has thoroughly studied national higher education policies, carefully examined the methods and standards of secondary teacher certification [2], clarified reform objectives, and redefined talent cultivation goals. We have established clear connections between graduation requirements and course objectives, transformed teaching philosophies, optimized instructional processes, and refined evaluation systems. Focusing on the eight primary indicators of secondary certification (as shown in Table 1), we have prioritized addressing two critical questions: "What kind of teachers should we cultivate?"

and "How should we train teacher candidates?" program toward high-quality, substantive [2], thereby driving the physical education development.

Table 1. Key Issues and Certification Indicators

the key to the question	What kind of teacher candidates should be trained	How to train teacher candidates
Secondary certification Primary indicator	1. Training Objectives 2. Graduation Requirements	3. Curriculum and Instruction 4. Cooperation and practice 5. Faculty 6. Support conditions 7. Support conditions 8. Quality assurance

(1) Implement the policy and reorient the goal of talent training

Educational objectives serve as the cornerstone of professional development and the core of academic program design. Clear and well-defined goals are fundamental to effective talent cultivation. Therefore, the establishment of educational objectives should align with national education policies and the Party's educational guidelines, meet the developmental needs of local basic education, and resonate with the institution's mission. These objectives should highlight the training process and outcomes of teacher candidates during their academic years, while demonstrating their professional growth in specialized teaching fields approximately five years after graduation.

In the evaluation of goal rationality, the teacher certification framework conducts qualitative and quantitative research on sports education professionals—including current students, graduates, faculty, industry experts, and employers—to develop a comprehensive analysis report. the findings reveal that respondents generally agree the updated talent development objectives align well with national socio-economic development and local basic education needs. These goals not only match the direction of secondary school physical education faculty development but also meet national higher education standards while highlighting regional characteristics and professional features. Furthermore, the objectives are consistent with the institution's educational positioning: cultivating high-caliber applied professionals with strong moral integrity, solid professional foundations, comprehensive competencies, practical skills, and professional ethics—individuals who demonstrate social responsibility and innovative spirit. To reflect students' expected professional capabilities and career development, the objectives are broken down into four dimensions: professional ethics,

subject expertise, educational competence, and sustainable growth.

(2) Refine graduation requirements and clarify the corresponding relationship between curriculum objectives

The Physical Education major has established clear graduation requirements based on the standards of the Accreditation Implementation Measures, focusing on "One Practice, Three Learnings". By integrating the school's and program's existing talent cultivation experience, current infrastructure, and future development expectations, the program has formulated eight key aspects including professional ethics, educational passion, and disciplinary literacy. Following the principles of intuitiveness and practicality, the graduation requirements have been broken down into 18 actionable sub-indicators. These indicators effectively support talent development goals while ensuring teachability and attainability, as detailed in the table below.

Table 2. Decomposition of Professional Graduation Requirements Indicators

Graduation Requirements	Sub-indicator
Code of Ethics	Ideological belief and teacher ethics cultivation
Educational passion	Professional identity and care for students
Disciplinary Literacy	Subject knowledge, motor skills, subject integration
Teaching Skills	Teaching philosophy, teaching skills, teaching research
Class Guidance	Moral awareness and class management
Holistic Education	Discipline education, comprehensive education
Learn to reflect	Development concept, reflection and improvement
Collaboration	Teamwork and communication skills

To deepen students' understanding of graduation requirements and enhance their grasp of their essence, we will implement comprehensive promotional and educational initiatives through multiple channels, including online platforms, orientation programs, class meetings, and classroom instruction. Additionally, by leveraging collective wisdom through summarizing frontline teaching experiences of physical education faculty and collecting feedback from peer experts, we will refine the conceptual framework of graduation requirements to ensure continuous improvement. Course directors, grounded in a thorough understanding of accreditation standards and graduation requirements, establish clear alignment between curriculum objectives and specific competency indicators to ensure effective achievement of graduation requirements. For instance: In teacher ethics standards, through high-impact courses and ideological-political education with practical activities, a comprehensive educational system bridging theory and practice is developed. This enhances students' understanding of the value of teaching and nurturing, strengthens their professional commitment, and fosters ethical development. Regarding educational passion, career planning and internship programs cultivate students' professional identity and teaching enthusiasm. In disciplinary literacy, students build foundational sports theory through specialized courses and technical training, acquire "specialized skills with multiple competencies," and understand interdisciplinary connections in physical education. For teaching competence, courses like School Physical Education, Sports Pedagogy, and Sports Research Methods integrate modern teaching concepts, equipping students with curriculum design, organization, and evaluation skills for physical education and health courses. Practical experience in classroom guidance develops students' abilities in class management, event coordination, and health education, while fostering a student-centered educational philosophy. In holistic education, courses such as Sports Health Science, Exercise Anatomy, and Sports Psychology teach pedagogical approaches for secondary education, enabling students to implement effective theme-based activities that promote well-rounded development. To cultivate reflective learning, the program employs indicator-based courses

and lecture series that foster lifelong learning awareness and self-planning skills. Students develop critical thinking and innovative thinking, enabling them to address teaching challenges and achieve continuous growth after entering the workforce. For communication and collaboration, sports-themed games and interactive courses enhance teamwork awareness, division of labor skills, and communication techniques.

(3) Optimize the curriculum and change the concept of classroom teaching

Courses are the basic unit of higher education and the key link in professional talent training. Therefore, according to the unified requirements of the university and the professional standards of secondary school teachers, the curriculum of physical education majors should be optimized.

The curriculum design for physical education majors integrates teacher education, specialized training, and general education, emphasizing value-oriented guidance and knowledge transmission. General education courses cultivate students' humanistic knowledge and scientific literacy, fostering the development of theoretical frameworks and value systems. Discipline-specific courses, comprising both theoretical and technical modules, form the core of the curriculum by developing pedagogical competencies and professional skills. Teacher education courses combine theoretical instruction with practical training, focusing on cultivating teaching philosophies and instructional capabilities. Furthermore, guided by outcome-based accreditation principles and addressing the developmental needs of physical education teachers in basic education, the curriculum achieves organic integration of theory and practice, as well as compulsory and elective courses, ensuring a progressive progression in skill development. This optimized curriculum system demonstrates clear structure and strong relevance, effectively promoting the comprehensive development of knowledge, abilities, and professional qualities in teacher candidates.

Guided by the core principles of teacher certification—

"student-centered, outcome-oriented, and continuous improvement—educators must transform their pedagogical philosophies accordingly [1]. the traditional teacher-dominated approach must be replaced, with the certification framework now prioritizing students' central role in all aspects of curriculum delivery [2]. This transformation not only drives

pedagogical innovation but also charts a clear course for curriculum reform. Curriculum design should prioritize moral education as its fundamental mission, emphasizing ethical development in teaching. It must align with professional graduation requirements, focus on basic education reform, and serve regional development needs. Teaching content should cultivate students' subject-specific competencies, guided by their psychological and professional development needs, with career advancement as the key focus. Instructional methods should concentrate on addressing challenging topics, leveraging digital tools to implement blended learning approaches that boost student engagement. Assessment should move beyond simplistic grading to adopt process-oriented evaluation, establishing a diversified system that reflects the course's complexity and challenges.

(4) Focus on continuous improvement and improve the teaching quality assurance system

Continuous improvement is not only the "core concept" of teacher education accreditation, but also the "bottom line requirement". the college should not only improve the teaching quality assurance system, but also establish relevant systems for continuous improvement of the major.

First, based on the school's quality operation standards for teaching processes and achievement evaluation methods, the college formulates teaching systems and implementation guidelines. Relevant institutional documents are revised as needed, leveraging the crucial roles of the Teaching Work Committee and academic departments to regularly conduct seminars on quality assurance and curriculum development. Second, routine teaching quality inspections are conducted, with course-related information collected through multiple channels. Effective feedback is provided to instructors via screening processes. Keeping pace with developments in basic education, teachers engage in exchanges and learning about "new curriculum standards," "new technologies," and "new methodologies" to update pedagogical concepts. Through teaching supervision, information seminars, student evaluations, and achievement assessments, classroom practices are continuously improved to drive teaching reforms, gradually establishing a closed-loop mechanism for curriculum enhancement.

2. The construction of Professional Talent Training Characteristics

The program focuses on cultivating four core competencies: professional ethics, subject expertise, educational leadership, and sustainable development. Maintaining its fundamental mission of teacher education, it establishes an applied talent development framework. Serving the entire teaching process, it trains high-caliber physical education specialists capable of delivering and researching secondary school physical education and health curricula.

First, we must adhere to the fundamental mission of "cultivating virtue and nurturing talents" while adopting a holistic educational approach. This requires actively integrating ideological and political elements into professional teaching, effectively "infusing the essence of ideological education into sports programs." Such integration drives the transformation from "curriculum instruction" to "curriculum-based ideological education" and evolves "specialized education" into "talent cultivation through disciplines." This achieves organic unity between knowledge transmission, skill development, and value guidance, creating a cohesive educational framework where ideological courses and curriculum-based ideological education work in tandem to enhance educational effectiveness. For instance, martial arts courses incorporate ideological elements through carefully designed teaching modules. Traditional culture serves as a valuable educational resource: By embedding the "cultivating virtue and nurturing talents" philosophy inherent in martial arts into daily instruction, students' moral character and behavior are subtly shaped, fostering socialist builders and successors with "love for the Party and the nation." Simultaneously, technical courses cultivate teamwork spirit and collectivism, while instilling a sense of responsibility and ambition. Therefore, the educational platform of curriculum-based ideological education not only strengthens students' professional foundations and helps them master disciplinary directions to meet personalized development needs, but also enhances comprehensive qualities through practical engagement. This approach cultivates teaching reflection abilities, reinforces professional ethics, and nurtures educational passion.

Secondly, we aim to establish a competitive brand that "promotes academic ethos through morning training and evening practice, while enhancing skills via sports competitions, " achieving full participation to foster a learning culture. By improving specialized training team systems, we effectively elevate students 'professional competencies. We organize diverse sports activities such as Sunshine Campus Run, sports meets, and basketball tournaments. As key participants in these events serving as "referees, coaches, coordinators, and volunteers, " students' professional capabilities are tested, honed, and showcased. This approach significantly enhances students' abilities in "match officiating, " "training guidance, " and "competition organization. "

Thirdly, in order to highlight the requirements of applied talent training and the positioning of serving the local area, we actively carry out industry-university-research cooperation. Through the mode of university-local cooperation, students' teaching ability and communication skills have been trained, and their observation, cooperation, research and reflection ability have been promoted.

3. Conclusion

In the context of teacher education accreditation, the development of physical education professionals should align with accreditation requirements while enhancing core competencies. Institutions should tailor their approaches to institutional realities, prioritize teacher training programs, and foster sustainable faculty development. Strengthening partnerships with practice-oriented training bases and establishing a second classroom system will enhance practical application of subject knowledge. By refining evaluation systems, implementing multi-source assessments, and

effectively utilizing feedback, the program can achieve continuous improvement through comprehensive, practical feedback mechanisms.

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