

Discussion on the Teaching Path of Basketball for Physical Education Majors in Colleges and Universities from the Perspective of the Integration of Physical Education and Sports

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Abstract: The integration of sports and education, as an important national strategy to promote the coordinated development of sports and education, provides a new perspective for the teaching reform of physical education majors in colleges and universities. Basketball, as an important part of physical education teaching in colleges and universities, has a direct impact on the quality of training of sports professionals. Starting from the core connotation of the integration of sports and education, this paper analyzes the problems existing in the current basketball teaching of sports majors in colleges and universities, and explores the optimization path of basketball teaching from the perspective of the integration of sports and education, aiming to provide a reference for cultivating compound sports talents with both sports skills and comprehensive qualities.

Keywords: Integration of sports and education; College physical education; Basketball teaching

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1. Background of the Reform of Basketball Teaching for Physical Education Majors in Colleges and Universities from the Perspective of Integration of Physical Education and Sports

The integration of sports and education aims to break down the barriers between traditional sports and education and combine the two organically to form a comprehensive education system^[1]. In the teaching of basketball in physical education majors in colleges and universities, the integration of physical education means establishing a brand-new teaching model. In the classroom teaching process, teachers can combine the characteristics of basketball to design educational games or games, allowing students to enjoy the fun of basketball and learn important life values such as respecting opponents, abiding by rules, and bravely facing challenges. At the same time, encourage students to participate in basketball refereeing work, understand and be familiar with basketball rules, and enhance their own sense of rules, which helps to cultivate students' meticulous attitude^[2]. From the perspective of curriculum design, the integration of sports and education requires the construction of a more scientific and reasonable curriculum system. This means that in addition to traditional basketball skills and tactics training, there are also related courses such as sports theory knowledge, mental

health counseling, and career planning. Such a curriculum arrangement allows students to have a deeper understanding of basketball, recognizing that it is not just a sport, but an important force for personal growth and social progress. In this process, both the curriculum content and the teaching methods have undergone profound changes, truly achieving a deep integration of sports and education, and contributing positive forces to the cultivation of new era college students who are well-rounded in morality, intelligence, physical fitness, aesthetics and labor.

2. Problems in basketball teaching for Physical Education Majors in Colleges and universities at present

2.1. The teaching philosophy is disconnected from the integration of physical education and sports

In current basketball teaching for physical education majors in colleges and universities, some institutions limit the goal of basketball teaching to “cultivating high-level athletes”. This competition-oriented teaching model easily leads students to receive more intense competitive training and neglects the teaching methods and communication skills^[3] required as physical education educators. In the actual teaching process, students have to deal with groups of students of different ages and physical conditions, which requires them to have flexible and diverse teaching skills. However, in current basketball teaching for physical education majors in colleges and universities, the cultivation of these practical skills is clearly insufficient.

In addition, the deviation in teaching concepts is also reflected in the neglect of students’ all-round development. The core of the integration of physical education is to promote the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics and labor, rather than merely pursuing competitive achievements. In some college basketball teaching, in order to improve game performance, a large amount of time is usually occupied for specialized training, reducing the learning opportunities of other cultural courses and affecting the overall quality development of students. Such training methods are not only detrimental to students’ personal growth, but also do not meet the modern society’s demand^[4] for versatile talents.

2.2. The curriculum lacks systematicness and integration

In terms of theoretical courses, although important knowledge points such as basketball rules and exercise physiology are covered, most of these contents remain at the purely theoretical level and are not closely integrated with practice. For example, when explaining basketball rules, teachers tend to have students memorize the terms more, lacking the application and interpretation^[5] of the rules in actual games. This teaching approach leaves students with a superficial understanding of the rules, unable to deeply grasp the strategic intentions and tactical arrangements behind them, and even more difficult to apply them flexibly in actual games.

At the same time, there is a lack of an effective connection mechanism between theoretical and practical courses. Exercise physiology, as an important theoretical foundation course, is supposed to provide a scientific basis for students’ basketball skills training, but in the actual teaching process, the connection between the two has not been given sufficient attention. After students have learned the relevant physiological knowledge, they have not effectively transformed it into practical guidance, resulting in the inability to reasonably adjust the intensity and method of training according to their own physical condition during high-intensity training or competition, thereby affecting the improvement of training effect and competitive level.

2.3. The teaching staff has a single capacity structure

The majority of basketball teachers in physical education programs in colleges and universities have excellent basketball skills. They have transformed from professional athletes and have an unparalleled advantage^[6] in technical training. However, these teachers have obvious knowledge gaps in other areas. In the field of educational psychology, many teachers have not received systematic training, which makes it difficult for them to understand students’ psychological needs and individual differences.

In addition, college basketball teachers have fewer opportunities to interact with other educational stages or social sports institutions, which limits their access to the latest teaching methods and practical experience. There is a wealth of practical experience in primary and secondary school basketball education and community sports activities, which can provide useful references for college basketball teaching. But at present, teachers have poor communication channels with the outside world, making it difficult to bring practical experience from the front line into the classroom in a timely manner. If this continues, college basketball teaching may gradually become detached from actual needs and become closed and conservative, which is not conducive to the development of the discipline and the cultivation of talents.

2.4. The evaluation system is difficult to reflect the overall quality

In actual operation, the evaluation mainly focuses on the final skills assessment, such as the 50-meter run and the shooting proficiency test. Such assessment methods focus on assessing students' physical fitness and technical proficiency, and fail to pay sufficient attention to students' growth and development in terms of teaching ability, innovative thinking, and social responsibility.

The high proportion of skills assessment at the end of the term has led teachers and students to devote too much energy to test-oriented training. Students spend a lot of time on repetitive technical practice in order to achieve good results in the assessment, thus neglecting the improvement^[7] of their overall quality. In the context of modern society, basketball not only demands that players have excellent physical fitness and skills, but also that they have good teaching abilities. In the future career, whether as a coach or in other related work, it is necessary to be able to clearly teach basketball knowledge and formulate a scientific and reasonable training plan, which is clearly not something that can be covered by a simple skills test.

Also, social responsibility, as an important indicator of talent cultivation in the new era, has not received the attention it deserves in the evaluation of basketball teaching. Basketball, as a highly social sport, has a wide influence. Cultivating students' sense of social responsibility helps them better leverage their strengths, actively participate in social public welfare activities, and spread positive energy. However, the current evaluation system mainly focuses on individual skills and does not provide an effective guiding mechanism for the cultivation of social responsibility. Such a single evaluation model runs counter to the "education" goal advocated by the integration of sports and education, and is not conducive to promoting the all-round development of students, nor is it conducive to providing society with basketball professionals who are both virtuous and talented.

3. Optimization Paths for Basketball Teaching in Physical Education Majors in Colleges and Universities from the Perspective of Integration of Physical education

3.1. Update teaching concepts and build a "trinity" education perspective

In the context of the new era, "cultivating people, cultivating skills, cultivating abilities" has become the core orientation of basketball teaching in physical education majors in colleges and universities. The idea aims to build a teaching model that combines "skills + literacy + practice" to comprehensively enhance students' overall quality.

Basketball is not just a form of physical exercise, but an important way to shape one's character. In basketball classes, teachers can set up group confrontation sessions to give students the opportunity to face various challenges^[8] in actual games. When conflicts arise, encourage students to negotiate solutions on their own to develop their sense of rules and practical problem-solving skills. Every loss in a game is an opportunity for growth. Ask students to write reflection reports after the game to help them recognize the value of failure correctly and improve their psychological resilience. Teamwork is the soul of basketball. By participating in team events, students can learn how to collaborate with others, understand that the power of the team is far greater than that of the individual, and thus develop a good team spirit.

Competitive skills training is an essential part of basketball teaching, and for students majoring in physical education in colleges and universities, it is crucial to master solid basic skills. However, as society's demand for sports talents

changes, teaching content needs to keep up with The Times. In the case of students who will work in primary and secondary schools in the future, in addition to continuing traditional training programs such as offensive and defensive tactics and physical training, the difficulty of training should also be appropriately adjusted according to the characteristics of the profession. For future primary school teachers, “simplified tactical teaching” can be introduced to teach fun basketball games suitable for the age characteristics of primary school students, enabling them to have the ability to carry out early basketball education for children.

3.2. Optimize the curriculum system to create a modular curriculum of “basic + professional + extended”

In terms of basic modules, the curriculum covers theoretical knowledge such as the history of basketball development, rule analysis, and exercise physiology. Through the study of the history of basketball, students can understand the development of the sport from its origin to the present, and master the important events and key figures^[9] of each period. For example, teaching with NBA games as cases, delving into various situations that occur during the game, such as foul types, timeout strategies, overtime rules, etc., helps students understand the functional changes of the human body in basketball, master scientific and reasonable training methods, and prevent sports injuries.

The professional module focuses on core skills, tactical training, and physical training. In the core skills section, dribbling, passing and receiving, and shooting are essential skills that basketball players must master. In the teaching process, use methods such as decomposed action practice and repeated practice to ensure that students master these skills proficiently. In terms of tactical training, pick-and-roll plays are a common and effective offensive tool. By simulating pick-and-roll plays in different defensive situations, students’ adaptability and teamwork awareness are enhanced. Zone defense, on the other hand, requires players to cover for each other and defend actively, fostering good defensive habits in students. Physical training is crucial for basketball players. It includes strength training to enhance muscle explosive power; Endurance training ensures stamina during long, high-intensity confrontations; Agility training enhances the flexibility of players on the field and helps them start, stop and change direction more quickly.

The extension module focuses on developing students’ overall qualities. Youth basketball psychology courses need to guide students to focus on the mental state of teenagers during their participation in basketball activities, learn to use psychological knowledge to stimulate teenagers’ interest in basketball, and help them overcome nervousness during the game. The sports event marketing course enables students to understand the business operation model of basketball events in the context of the sports industry and master the knowledge of event planning, promotion, investment promotion, etc. The Sports Rehabilitation and First Aid course teaches students how to deal with sports injuries, such as emergency measures for sprains and strains, and how to perform simple rehabilitation training.

3.3. Strengthen the teaching staff and build a “dual-qualified” teaching team

In terms of in-school training, colleges and universities should provide diverse career development platforms for physical education teachers. By organizing teachers to participate in specialized training such as teacher qualification examination training, educational psychology courses, etc., help teachers master modern educational theories and techniques and improve the level of teaching and education. Colleges and universities should also support teachers to take up temporary positions in primary and secondary schools, go deep into the front line of basic education, understand the physical and mental characteristics and development needs of students of different ages, and accumulate rich teaching practice experience, so as to better guide the learning and development^[10] of basketball students in colleges and universities. In terms of external recruitment, colleges and universities can hire professional basketball coaches, community sports managers and sports industry practitioners as part-time teachers to bring more practical course content to colleges and universities. For example, the course “Practical Operation of Basketball Training Institutions” can be taught by professionals from basketball training institutions who can share real business operation models, marketing strategies, and youth basketball training systems, etc., to give students a clearer understanding of their future career development.

School-enterprise cooperation is one of the important ways to build a “dual-qualified” teaching team. Colleges and universities should actively establish long-term and stable cooperative relationships with local basketball clubs and sports education institutions to jointly create “teacher practice bases”. On the one hand, teachers can participate in actual teaching work or event organization and other activities in partner units, constantly honing their skills in practice; On the other hand, partner institutions can also take advantage of the talent advantage of the university to carry out research projects, staff training and other work. In this way, the problem of teachers’ lack of practical experience is solved, and the integration of industry, academia and research is promoted, achieving a good situation of resource sharing and mutual benefit.

3.4. Improve the evaluation system to achieve a comprehensive assessment of “process + pluralism”

In the evaluation system, process evaluation accounts for 60%. During this process, students are required to fully demonstrate their comprehension and creativity, actively express their personal opinions, and engage in in-depth communication with teachers and classmates. Practical performance is also an important part of the process evaluation, mainly reflected in the effect of the internship classroom and the contribution to the organization of the competition. In the practice class, students teach as prospective teachers and test their skills through actual teaching activities. In terms of event organization, students are involved in the preparation of various basketball events. Whether it is the schedule arrangement, rule explanation or handling of emergencies, they need to exert their subjective initiative to contribute to the smooth running of the events. Teamwork runs through the entire basketball teaching activity, especially in group tasks, where the role of each member is particularly crucial.

The multi-subject evaluation system breaks through the traditional single-teacher scoring model. The student peer review mechanism is fully demonstrated in scenarios such as simulated teaching, where students provide objective and true feedback to each other from different perspectives. This peer review approach is conducive to promoting mutual learning and progress among students. The partner school teachers give corresponding scores based on the students’ performance during the internship, and with their rich educational and teaching experience, they can make a comprehensive and fair assessment of the students. Social feedback is also indispensable, such as the satisfaction survey results of community students after participating in the basketball public welfare training, which directly reflects students’ social service capabilities. In addition, the setting of special bonus points further stimulates students’ motivation to enhance their comprehensive abilities. Extra bonus points are given to students who actively participate in basketball teaching competitions at or above the provincial level and achieve excellent results, or who successfully publish research papers and obtain social sports instructor certificates, in an effort to encourage more students to challenge themselves and showcase their talents on a broader platform.

4. Closing Remarks

In conclusion, the integration of sports and education provides a direction for the reform of basketball teaching in physical education majors in colleges and universities. The core of this is to return to the essence of “nurturing people” and cultivate sports talents with both professional skills and social adaptability. Colleges and universities need to break down traditional teaching barriers and build an integrated teaching system of “teaching, learning, practice, competition and application” from multiple dimensions such as concept renewal, curriculum optimization and faculty construction. In the future, as the policy of integrating sports and education is further advanced, basketball teaching in colleges and universities can further explore models such as “credit recognition” and “event connection” to promote basketball from campus to society and truly achieve the goal of “cultivating people through sports and building people through sports”.

Disclosure statement

The author declares no conflict of interest.

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