

# Strategy Research on the Development of Outdoor Sports Specialties in the Physical Education Program at Guiyang University

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**Abstract:** This paper takes the physical education program at Guiyang University as the research object and analyzes the significance and strategies for developing outdoor sports specialty courses. Outdoor sports, as a newly emerging and widely popular sport, introducing it into Guiyang University as a specialty course can not only enrich its professional curriculum but also broaden students' employment directions, cultivate students' willpower and quality, promote students' quality education, and foster the cultivation of outdoor sports talents. In terms of curriculum implementation, the main strategies include clarifying training objectives, reasonably arranging course content, formulating corresponding evaluation systems, strengthening course management, and enhancing the construction of the teaching staff.

**Keywords:** Guiyang University; Physical Education; Outdoor Sports

## 1 Introduction

Outdoor sports are emerging sports that have developed rapidly in recent years. Outdoor sports refer to a group of adventurous or adventure-oriented sports events held in natural environments. They encompass a rich variety of projects, covering land, water, and air sports. With their proximity to nature and the stimulating and challenging nature of challenging oneself, outdoor sports have become favored and participated in by numerous athletes in recent years. Located in Guiyang, the capital city of Guizhou Province, Guiyang University benefits from Guizhou's rich resources for outdoor sports. Guizhou has hosted numerous large-scale outdoor sports events and activities. Developing outdoor sports and promoting their development to drive related industrial economics is also an important part of sports development in Guizhou Province. The local development of outdoor sports cannot be separated from the support of relevant talents. As an important base for talent cultivation, universities should adapt to relevant policy developments and cultivate technical talents required for sports development. Based on this, this paper discusses and analyzes the significance and strategies for developing outdoor sports specialties in the physical education program at Guiyang University.

## 2 The Significance of Developing Outdoor Sports in Physical Education

### 2.1 Enriching Professional Curriculum Offerings

Outdoor sports encompass a rich variety of projects, covering different fields such as water, land, and air. Therefore, developing outdoor sports specialties can make the curriculum offerings of physical education programs more diverse, allowing students to understand and engage with different emerging sports projects, and improve their understanding and mastery of sports skills. Although the current professional practice curriculum offerings of the physical education program at Guiyang University cover track and field, ball sports, gymnastics, and traditional ethnic

sports, the overall curriculum content is relatively comprehensive. However, there is a lack of course content related to emerging sports. Therefore, developing outdoor sports projects can fill this gap. At the same time, the content of outdoor sports projects also intersects with other sports projects. For example, orienteering combines middle and long-distance running skills and cross-country running skills from track and field. The integration of these different sports skills can also improve students' mastery of sports skills and comprehensively enhance their physical fitness.

### 2.2 Broadening Students' Employment Directions

Currently, the employment directions for students in the physical education program at Guiyang University mostly focus on jobs related to primary and secondary school physical education teachers and sports fitness instructors. However, regarding the educational development of Guizhou Province, there are many universities offering physical education programs, and the number of sports-related job positions that can be provided is limited. The employment competition in physical education programs has been increasing year by year. In this employment environment, expanding the employment channels for students in physical education programs is an important issue that needs to be addressed for their current professional development. As a major outdoor sports province, Guizhou has rich outdoor sports clubs and outdoor sports industry chains. There are also many enterprises in Guiyang with considerable development scales and prospects. Their demand for outdoor sports talents is also increasing year by year. In this social context, cultivating relevant professionals can both meet the local demand for outdoor sports talents and effectively solve the employment problem for students, achieving a win-win result for both schools and enterprises. At the same time, offering outdoor sports specialties does not mean that students' employment channels can only be related to outdoors. Nowadays, primary and secondary schools in Guiyang are also paying more attention to the development of outdoor sports on campus. Cultivating students' outdoor sports skills can not only broaden their employment channels but also improve their employment competitiveness.

### 2.3 Cultivate Students' Willpower and Character

Most outdoor sports projects possess strong excitement and challenges, playing a positive role in cultivating students' willpower and character. At the same time, the cultivation of students' willpower and character through outdoor sports is diversified, with different projects having different effects on students' willpower and character. For example, hiking can cultivate students' perseverance and endurance; mountain climbing can cultivate students' tenacity and determination to reach the peak; orienteering can cultivate students' perseverance and flexibility; rock climbing can cultivate students' courage to challenge themselves and overcome difficulties. Meanwhile, outdoor sports have the characteristics of being close to and embracing nature. In the process of students' exposure and learning of outdoor sports, they can also establish a good awareness of environmental protection and cultivate their awareness of respecting and protecting nature. The cultivation of these willpower and character not only improves students' spiritual outlook but also benefits them for life, making them more courageous and capable of facing and challenging difficulties in their future work and life. In addition, most outdoor sports also emphasize teamwork and team spirit. In outdoor environments, students need to have the spirit of trusting, helping, and working together with their classmates. Therefore, conducting outdoor sports can also help students cultivate a strong sense of teamwork, promote communication among students, and enable them to gain more growth through mutual help and support.

### 2.4 Promote Students' Quality Education

The implementation of quality education in colleges and universities not only involves imparting relevant professional knowledge to students but also conducting corresponding ideological education for students. Besides improving students' willpower and character, the education of aesthetics, interpersonal communication, humanities, and social knowledge cannot be neglected. The difference between outdoor sports and many traditional sports lies in that most of their events are conducted in outdoor environments. Therefore, the information and knowledge that students can access during outdoor teaching will be richer and more specific. Taking hiking as an example, the main professional information conveyed to students during hiking practice includes hiking equipment, hiking skills, hiking route planning, and scheduling. Besides these professional pieces of information, students can also come into contact with and learn about some geographical landforms, vegetation growth, architectural features, and other related information during the hike. Therefore, the educational information contained in outdoor sports is actually very rich. In addition, outdoor sports activities also require students to have strong abilities of division of labor and team cooperation, playing a positive role in cultivating students' interpersonal communication and interpersonal relationship handling abilities.

### 2.5 Promote the Cultivation of Talents in Outdoor Sports

As an emerging sport, outdoor sports are deeply loved and participated in by contemporary young people. However, as an emerging sport, it inevitably encounters the challenge of a lack of professional talents during its development. As a major province of outdoor sports, Guizhou Province has unique geographical advantages and natural resources for conducting outdoor sports. At

the same time, it also has many successful experiences in hosting large-scale outdoor events. Yet, in terms of talent cultivation, it lags behind relatively. Currently, there are few colleges and universities in Guizhou Province that offer outdoor sports courses, and their course construction and professional development are not perfect, providing limited professional talents for the local area. Against this background, the initiation of specialized outdoor sports courses by the Physical Education program at Guiyang University can promote the cultivation of relevant professionals, providing outdoor sports talents for the local area and promoting the development of the local outdoor sports industry. Currently, the demand for outdoor sports talents in Guiyang is diverse. Relevant outdoor clubs need guiding talents who can lead, organize, and plan outdoor sports activities. Outdoor enterprises require professional talents who are familiar with outdoor sports knowledge and possess high outdoor guiding abilities. Some primary and secondary schools need teachers who can conduct outdoor courses and organize outdoor activities. These talent needs can be met through the implementation of specialized outdoor sports courses in colleges and universities. Therefore, initiating specialized outdoor sports courses can not only improve students' professional competence and expand their grasp of professional skills but also effectively promote the cultivation of outdoor sports talents, contributing to the development of the local outdoor sports industry.

## 3 Strategies for Developing Outdoor Sports in Physical Education

### 3.1 Clarifying Training Objectives

The initial step in launching an outdoor sports specialized curriculum is to establish clear training objectives, outlining what students should learn and master through the curriculum. Specifically, these objectives should be divided into knowledge goals, skill goals, and emotional goals. The knowledge goal aims to equip students with a systematic understanding of outdoor sports-related theoretical knowledge, including basic concepts, rules, organizational processes, and learning methods, enabling them to articulate and explain these theories clearly. The skill goal is to impart outdoor sports-related skills to students, ensuring they possess a high level of athleticism to independently and smoothly complete outdoor sports activities, demonstrating strong technical proficiency in movement processes. Additionally, through learning, students should gain a certain level of organizational and management capabilities for outdoor sports events. The emotional goal involves fostering relevant sporting spirits through curriculum learning, enhancing students' willpower and providing them with a deeper understanding of sports ethics and humanities.

### 3.2 Rational Arrangement of Course Content

In organizing course content, the development of the outdoor sports specialized curriculum should be systematic and comprehensive. "Systematic" refers to the interconnected and progressively advancing nature of the curriculum, while "comprehensive" encompasses the diversity of course content. Firstly, outdoor sports, unlike other sports, constitute a collection of diverse sports types. Given this, it is impractical to include all outdoor sports in the curriculum. Therefore, the school should select representative projects that can be implemented

with available resources. Considering the current situation at Guiyang University, the outdoor sports courses that can be offered within the Physical Education major include orienteering, hiking, camping, mountaineering, and rope skills. These courses represent fundamental outdoor sports projects that the school's resources can support. In addition to these skill-based courses, corresponding theoretical foundation and safety education courses should be incorporated. The theoretical foundation course should provide students with knowledge about outdoor sports concepts, connotations, development history, characteristics, and organizational aspects. The safety education course aims to familiarize students with outdoor safety knowledge, first aid, risk avoidance, and related information.

### 3.3 Establishing Corresponding Evaluation Systems

The key to assessing the effectiveness of curriculum implementation lies in evaluation. Evaluation should encompass three aspects: the school's evaluation of curriculum implementation, teachers' evaluation of student learning, and students' evaluation of teacher instruction. Evaluation results serve as both a criterion for measuring the success of curriculum implementation and an important basis for subsequent teaching improvement and refinement. In establishing an evaluation system, this paper primarily analyzes teachers' evaluations of student learning. The construction of the evaluation system should be comprehensive and diversified, including evaluations of both students' mastery of theoretical knowledge and their sports skills. The evaluation process should cover both learning outcomes and learning processes, employing a combination of various methods to comprehensively and specifically evaluate students' learning results.

### 3.4 Strengthening Curriculum Management

Unlike other sports courses, outdoor sports courses are mostly conducted in outdoor environments, where the unknown and risky nature of the venues poses higher safety requirements for teaching. Therefore, adequate curriculum management is essential during curriculum implementation. Curriculum management is divided into two aspects: the school's management of instructors and instructors' management of students. Taking hiking, camping, mountaineering, and other courses as examples, these practical courses require instructors to organize students to venture into the wilderness. During this process, various safety factors are involved. In this scenario, the school's management of instructors involves requiring them to prepare detailed travel plans for courses, submit detailed reports on venues, weather, time, transportation, and other relevant information, develop risk response plans and

emergency contact plans, and conduct thorough risk assessments for potential hazards during curriculum implementation. Instructors' management of students involves making detailed arrangements for course content, organizational discipline, and course requirements before the curriculum begins. During the curriculum, instructors should constantly monitor students' conditions, strengthen discipline management, and eliminate all risk factors. In the event of emergencies, instructors should promptly respond to ensure students' safety.

### 3.5 Enhancing the Construction of the Teacher Team

The development and construction of a curriculum cannot be achieved without the support and contributions of teachers. To successfully implement the outdoor sports curriculum, it is first necessary to strengthen the construction of the outdoor sports teacher team. Currently, Guiyang University lacks teachers with qualifications to teach outdoor sports, and most teachers have limited knowledge of outdoor sports. Therefore, in terms of teacher team construction, the school should appropriately introduce professionals in outdoor sports based on the needs of curriculum development to enhance its teaching staff. Additionally, the school should strengthen training for existing teachers, encourage them to participate in outdoor sports-related training and further studies to improve their professional knowledge and theories. The school can also organize teachers to visit other universities with successful outdoor sports curricula to learn from their experiences, strengthen communication and exchanges between schools, and share relevant teaching resources.

## 4 Conclusion

The implementation of outdoor sports specialized courses in the physical education program at Guiyang University not only enables students to enhance their athletic skills and cultivate their willpower and character through understanding and mastering this emerging sport but also broadens their employment prospects and enhances their employment competitiveness. Furthermore, by nurturing students, the university can supply professional talent for the development of outdoor sports in Guiyang, promoting the growth of the local outdoor sports industry. During the course development process, it is crucial for the university to effectively plan and manage the courses and strengthen its teaching staff, ensuring that the outdoor sports specialized courses can genuinely achieve their intended objectives and significance, fostering highly skilled outdoor sports professionals who contribute to the advancement of outdoor sports.

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