

An empirical study on the improvement of the five-in-one university physical education curriculum system on the demonstration ability of normal university students

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Abstract: Based on the action research method, this paper deeply discusses the influence and effect of the five-in-one university physical education curriculum system on the improvement of the demonstration ability of normal university students. Study selected two from different grades and professional students as a case, by optimizing the sports classroom teaching, strengthen extracurricular physical exercise guidance, improve the physical health testing mechanism, strengthen sports competition training and expand social sports services, such as a variety of ways, systematically implemented a three-year tracking research and intervention. The results show that the curriculum system has significantly enhanced the physical education knowledge system and sports skills of normal university students, improved their teaching organization ability and professional quality, and effectively strengthened their sense of social responsibility, and the demonstration ability of normal university students has been comprehensively and significantly improved.

1. Introduction

The 18th National Congress of the Communist Party of China clearly established "foster virtue through education" as the fundamental task of education, and this programmatic guiding principle has a profound impact on the development direction of education. Teacher education students, as the future inheritors and practitioners in the field of education, uniquely integrating the dual roles of both students and teachers in their growth trajectory. In the process of interweaving this status, they not only assume the main responsibility of absorbing professional knowledge and skills as students, but also indicate that as future teachers should shoulder the lofty responsibility of teaching and educating people. Therefore, the educational concept of "foster virtue through education" not only constitutes a direct guidance for their personal growth and professional development for normal university students, but also contains a profound influence on their future educational practice. Normal university students are not only the beneficiary group under the direct action of this concept,

but also an important force to promote the extensive dissemination and in-depth practice of this concept in the field of education. In the student stage, normal university students internalize educational information into their own values and behavior norms through continuous learning, profound reflection and active practice, so as to realize the dual improvement of personal character and ability. After entering the teaching stage, they pass on educational concepts, moral concepts and knowledge and skills to students through teaching activities, and become real knowledge imitters, value guides and behavior demonstrators. Therefore, on the road to excellent teachers, improving the demonstration ability is not only the key to establish a professional image, but also the inevitable requirement to adapt to the educational reform and the development of The Times.

Demonstration ability is a comprehensive ability, which is reflected in the demonstrators language expression, behavior and personality charm and other aspects^[1]. In order to have this ability, normal university students not only need to master solid professional knowledge, but also need to have rich practical experience, stable psychological quality, excellent language expression ability and behavior performance in line with social morality. Previous studies have shown that building a diversified curriculum system, combined with practical training and theoretical guidance, can effectively improve students comprehensive ability^[2]. College physical education course is a comprehensive curriculum system, covering physical education classroom teaching, extracurricular physical exercise, physical health test, physical competition training and social sports service and other links, aiming to promote the all-round development of college students through diversified teaching channels. Based on this curriculum system, this study explores the methods and paths for college physical education courses to effectively improve the demonstration ability of normal university students, in order to comprehensively promote the comprehensive development of physical education knowledge, sports skills, psychological quality and social responsibility of normal university students. Concurrently, it verifies the scientificity and feasibility of the five-in-one physical education curriculum system through practice, furnishing a solid empirical foundation for the reform of college physical education curricula and subsequently fostering the improvement of talent cultivation quality.

2. Research objectives

Validating the effectiveness of the five-in-one university physical education curriculum system and explore effective pathways for facilitating the development of demonstration abilities among teacher education students.

3. Research object and content

3.1. Study subjects

In this study, two normal university students from different grades and majors were selected, namely Li (female, 21) in grade 21 and Guo (female, 20) in English normal university major of grade 22. Both students participated in the study of Dancesport options in the college physical education program and are members of the school Dancesport sports team. Li is the first president of the schools Jiuyi Dancesport club, who organized and led the establishment of the club. Guo is a member of the presidium of the association, participates in the management of the association and creates a good environment for the research and collection of case materials.

3.2. Research content

3.2.1. Optimize the physical education classroom teaching

In the aspect of optimizing physical education classroom instruction, by thoroughly expanding teaching content, we aim to enhance the professionalism, interest, and artistry of sports dance classes, thereby constructing a comprehensive knowledge system for teacher education students. Concurrently, emphasis is placed on strengthening learning methodology guidance, assisting students in cultivating good study habits and improving their autonomous learning capabilities.

3.2.2. Strengthen extracurricular physical exercise guidance

In the realm of extracurricular physical exercise guidance, teachers support and guide teacher education students in participating in and organizing group activities within clubs. Additionally, tailored development suggestions are provided, taking into account the individual characteristics of teacher education students, with the aim of assisting them in delving deeper into their areas of interest.

3.2.3. Improve the students physical health test mechanism

According to the national physical health standards, combined with the characteristics of sports dance, we pay attention to the evaluation of flexibility, strength, endurance and other indicators, so as to provide a basis for the development of personalized exercise plan to promote the sustainable development of physical health.

3.2.4. Strengthen sports competition and training

In the realm of optimizing physical education classroom teaching, we strive to enhance the professionalism, interest, and artistry of sports dance classes through thorough expansion of teaching content, thereby constructing a comprehensive knowledge system for teacher education students. Simultaneously, we emphasize strengthening guidance on learning methodologies, helping students cultivate good study habits and enhance their autonomous learning abilities.

3.2.5. Expand social sports services

Relying on the resources and advantages of the school sports dance, we have established cooperation with communities, enterprises, social organizations and other external organizations to jointly plan and hold sports activities, competitions and public welfare projects, so as to provide students with more practical opportunities and improve their social responsibility and practical ability.

4. Data collection and effect evaluation

4.1. Data collection

4.1.1. Observation method

Two study subjects were observed for performance in course implementation and their actions were recorded.

4.1.2. Interview method

Through face-to-face communication, the two study subjects perceived the PE course, difficulties and gains in the learning process, and expectations and recommendations.

4.1.3. Document and data collection

Quantitative data were collected from two study subjects, as well as records and summary of activities participating in extracurricular physical exercise, club activities, competition training and social sports services.

4.2. Effect evaluation

4.2.1. Qualitative evaluation

The participation of teacher education students in course learning, team activities, competitive training, and social sports service activities is examined to understand their inner changes, learning experiences, and growth journeys, thereby evaluating their overall performance.

4.2.2. Quantitative evaluation

Through data comparison and analysis, the changes of the research subjects in physical performance, physical health and comprehensive quality were objectively presented.

5. Action implementation

5.1. Physical education classroom teaching

5.1.1. Skills teaching integrates motor mechanics knowledge to enhance interdisciplinary ability

As the core discipline to explore the mystery of object motion, the mechanics of motion not only profoundly reveals the dynamics, changing trend of object motion and their interaction with the environment, but also provides theoretical and practical guidance for many fields^[3]. The exquisite movement of sports dance technology is also rooted in the deep soil of mechanics. The principle of sports mechanics is not only the need of skill inheritance, but also the key measure to cultivate students interdisciplinary ability.

In the classroom teaching of physical dance, emphasis is placed on the infiltration and application of principles of sports mechanics. Through explanations of the four dimensions: "balance and center of gravity control," "force transmission and coordination," "conservation of angular momentum and rotational speed," and "friction and ground reaction force," students are guided to deeply explore the mechanical principles behind dance movements. This helps them understand how to utilize mechanical knowledge to optimize body posture, adjust force application methods, stabilize the axis of rotation, and thus achieve the refinement and optimization of rotational techniques. From the observation of the classroom effect, students not only improve their scientific cognition of dance skills, but also show their enthusiasm and interest in interdisciplinary learning. In practice, students learned how to tighten the core muscle, keep the body straight and rotate the axis steadily, thus significantly improving the stability and speed of rotation. Through the interview, students gradually realize that the knowledge of different disciplines is interlinked and integrated, and mastering the ability of interdisciplinary subjects is crucial for their future learning and development.

Record of the interviews with Li

In the course, the teacher guided me to understand how to use movement mechanics elements such as strength, speed and direction to optimize dance movements through detailed explanation and demonstration. For example, in a variety of complex rotating movements, by reasonably adjusting the body posture and force method, I can complete the movements more easily, so that I can feel more natural and coordinated body movements in the process of dancing.

I remember last month, when preparing for a dance competition, I was faced with a continuous rotation of difficult movements, repeated attempts but repeatedly frustrated. However, it was with the knowledge of motion mechanics that I began to learn to analyze the movements and adjust the rhythm, and finally successfully overcome this difficulty. It has proved the great value of movement mechanics in dance practice, and also laid a bridge leading to a higher level for my dance road.

5.1.2. Physical education courses should integrate aesthetic elements to cultivate artistic accomplishment

As an important part of dance visual art, its style, color and material elements can directly affect the overall visual effect of dance. In the physical dance curriculum, knowledge of costume is integrated to guide students in better showcasing the rhythmic beauty, morphological beauty, and color beauty of dance through appropriate costume coordination. This enhances their aesthetic experience, thereby cultivating their aesthetic taste, elevating their image, demeanor, and artistic accomplishment^[4], making them more competitive in future dance performances, competitions, and employment.

Guos Study Report (Excerpt)

At first, my love of dancesport originated purely from my obsession with dance moves. However, as the course deepened, I began to realize that dance is not only the art of the body, it is also a visual feast, and dance costume is an indispensable part of this feast. In the dress class, I just wore a very decent dance dress. The teacher arranged me to do a demonstration, and the effect was very good. Since then, I have learned to choose the right costumes, tell the story and convey the emotion according to the type of the dance, the rhythm of the music and the theme of the performance. I began to understand that the real artistic creation is an all-round expression from inside to outside, and is the ultimate pursuit of every detail. I also brought the knowledge of clothing to my daily life, and learned how to show my own personality and style through clothing, so that I can grow into a more comprehensive, more appreciative and beautiful self.

5.1.3. Flipped classroom helps to improve the learning ability

In the teaching practice of sports dance, the jumping method of cha-cha dance (Cha Cha Cha) time step has always been a topic of attention, and the focus of the debate is the use of the body and the segmentation of rhythm. In order to more systematically guide students to understand and master the knowledge, the flipped classroom teaching mode, based on students autonomous learning and teachers targeted guidance, reconstruct the traditional teaching process, not only for just dance time step teaching provide new perspective and path, also can promote students in the process of autonomous learning and cooperation discussion form critical thinking, communication skills and team cooperation spirit.

In the pre-class preview stage, the researchers used the network platform to upload the video and related literature, requiring students to watch and learn independently. The content covers the basic steps of time steps, rhythm control, body posture, and the connection with other dance steps, as well as providing detailed explanations and demonstrations to help students establish a preliminary cognitive framework. Students need to record their questions and difficulties during the viewing

process to prepare for the subsequent class discussions.

In the practical discussion session, the teacher first organizes the students to review and summarize the preview content, and then guides the students to share and discuss the difficulties and doubts of the cha-cha dance time step. The teacher comments and guides the students discussions, arrange targeted exercises, correct mistakes, and guide the students to further explore in the correct direction.

In the summary stage after class, students are required to complete the study report and summarize their own learning process and harvest. The report covers preview situation, class discussion content, practice experience and self-assessment, forming a summary of learning experience.

Learning Report for Li (excerpt)

In the pre-class preview stage, I learned how to screen, compare and analyze information through video and literature, not blindly accept it, but verify it with practice. For example, for the different explanations of rhythm segmentation in time steps, I finally formed my own understanding by watching videos, trying to imitate for many times, and combining my own dance feelings. In the class discussion, I dared to put forward my own opinions and collide with different opinions. While sharing my own experiences, I also listened to and absorbed the views of other students. In the process, I understood how to express my ideas more effectively, convey my feelings clearly and accurately, and listen to and respect the opinions of others. Through communication and discussion, my language skills have been improved.

I am deeply aware of the importance of continuous learning and self-reflection. In the process of learning, I constantly examine my performance, find out my shortcomings, and make improvement plans. This habit enabled me to make continuous progress in the process of learning sports dance, and also benefited me a lot from learning in other fields.

5.2. Extracurricular physical exercise stimulates innovative thinking

Extracurricular physical exercise provides a relatively open and flexible learning environment for normal university students, encouraging them to jump out of the traditional framework of classroom teaching and try personalized sports methods. This process, in essence, is an effective stimulation of students innovative thinking, prompting them to constantly explore the unknown and challenge themselves in practice, so as to cultivate a way of thinking that dares to break through the routine and innovate.

By participating in the organization, planning and implementation of extracurricular physical exercise, normal university students can also get more practical opportunities and enhance their practical operation ability, and lay a solid foundation for their education and teaching work in the future. In the process of extracurricular physical exercise, normal university students will inevitably encounter various problems, and they need to make decisions and adjust their strategies. This process greatly exercises their ability to identify, analyze and solve problems, and cultivates their ability to adapt and adapt to complex situations.

At the beginning of establishing the school sports dance club, Li decided to organize a campus road show to show the charm of sports dance and recruit members. However, in the planning and implementation process of the event, Li faced a series of specific and complex challenges, especially in the choreography of the group dance. First of all, the dance foundation of the team members is uneven. Some students have solid dance skills, while others start almost from scratch. The team member also varies in height and body shape. Under the traditional judgment criteria, these factors not only affect the overall effect of the dance, but also may dampen the enthusiasm of some students and destroy the harmonious atmosphere of the team. In the face of these difficulties,

the club instructor pointed out that the charm of group dance lies not entirely in the neat and uniform movements, but in the tacit cooperation and creative expression between the team members. The teacher encouraged Li to break the rules and not stick to the framework of the traditional group dance, but to arrange unique dance programs according to the actual situation of the team members. Under the guidance of the instructor, Li began to try out new arrangement ideas. For students with poor dance foundation, she designed simple and expressive movements, which not only ensure their participation, but also avoid the frustration caused by the complicated movements. As for the difference in height and body shape, she skillfully achieves asymmetric aesthetic composition through formation changes, such as scattered position, flowing transformation, which makes the whole dance look full of layers and full of dynamic beauty. Through this activity, Li learned how to give full play to everyone's strengths in the team, create remarkable results together, and improve their innovation ability and practical ability.

5.3. Physical health test and feedback to promote the improvement of physical fitness level

Physical health test is a test method to evaluate the comprehensive condition of physical fitness in school physical education. Its fundamental purpose is to fully understand the physical health status of students through scientific and reasonable testing means, so as to provide a basis for further analysis of existing problems and put forward suggestions for improvement. Among them, the feedback mechanism is the key link to ensure that the test effect is reflected. First, after the completion of the test, the test results will be timely fed back to the subjects; second, scientific and reasonable suggestions should be put forward for the improvement of the problems existing in the test results.

Table 1: Physical fitness exercise schedule

	training objective	Training content	frequency of training	Each training session is long	intensity control
Li	Enhance cardiopulmonary function	canter	3 times a week	Each time 20 minutes	Moderate intensity, the heart rate is controlled at 60% -70% of the maximum heart rate
		bicycle	Two times a week	Each time 30 minutes	Medium strength, pay attention to skill and breathing coordination
	Increase your speed and strength	Sprint sprint	Two times a week	15 minutes each time (including interval)	High intensity, jogging recovery after a short sprint
		sit-up	3 times a week	3 sessions, 15 sessions	Medium intensity, pay attention to the movement standard
	Improve flexibility	Yoga	Two times a week	Each time 30 minutes	Low strength, focus on stretching and relaxation
		Stretch training	Every day	It takes 10 minutes each time	Mild stretching, major whole-body muscles
Guo	Keep your heart and lung healthy	cut it	3 times a week	Each time 15 minutes	Medium to low intensity, heart rate control at 50% -60% of the maximum heart rate
		swim	Once a week	Each time 45 minutes	Low to moderate intensity, focus on safety
	Improve speed and agility	Stopped to run	Two times a week	20 minutes each time (including interval)	Moderate intensity, set up simple obstacles, improve the reaction speed
		Jump practice	Two times a week	It takes 10 minutes each time	Low to moderate intensity, such as rope skipping, high jump
	Enhance flexibility and balance	Basic yoga	Two times a week	Each time 20 minutes	Low intensity, pay attention to the action and breathing coordination
		Stretch training	Every day	5-10 minutes	Mild stretching, major whole-body muscles

At the beginning of the study, two normal university students were tested for physical health. Li was deficient in core strength and endurance; excellent in strength and flexibility, but still had significant room for improvement; excellent in weight management and cardiopulmonary function. Guo has excellent weight management, but its core strength, lower limb explosive strength and endurance level are relatively weak, and its flexibility and cardiopulmonary function are relatively prominent. According to the deficiencies reflected in the physical test data, we customized the interests and strengths of students exercise programs (Table 1) and supervised the implementation.

During the implementation of the exercise plan, regular testing and communication should be done every 4 weeks, and the training intensity and time should be adjusted according to the feedback. For Li, the goal is to introduce more endurance training and strength training to keep the training interesting and challenging. Guo needs to gradually increase the intensity and time of all the training to promote the overall improvement of physical fitness. Comparing the physical health test data of the two students in each year during the school period (Table 2), the results showed that their physical fitness had improved significantly ($P < 0.05$).

Table 2: Compares the physical health test data in each year during the school period

Name	Grade (total points)	Height / weight (grade)	Vital capacity (grade)	50 Meters (grade)	Standing long jump (grade)	Sit forward (grade)	800 Meters (grade)	Zhong supine sit-ups (grade)	P
Li	One (85.6)	171/52 (100)	4161 (100)	8 (85)	205 (95)	22 (85)	257 (66)	41 (74)	0.019
	Two(90.3)	171/54 (100)	5079 (100)	7.9 (85)	216 (100)	26 (100)	236 (74)	49 (85)	
	Three(89.1)	170/53 (100)	5042 (100)	7.9 (85)	215 (100)	26 (95)	251 (68)	53 (90)	
Guo	One (77.9)	163/46 (100)	3345 (90)	9.6 (66)	180 (78)	20 (80)	247 (70)	31 (64)	0.033
	Two (85.6)	162/46 (100)	3400 (100)	8.7 (76)	190 (85)	24 (95)	242 (72)	46 (80)	

5.4. Sports competition to temper the psychological quality

From the perspective of psychological literacy cultivation, sports competition has built a high-pressure practical practice field for normal university students, which contains the double test of challenging the physical limit and the uncertainty of the competition results. This process is not only an exploration of the physical limit of normal university students, but also a deep sharpening of their psychological endurance and adaptability. In this context, normal university students need to learn to keep calm under pressure, and transform the uncertainty of the result of the competition into the motivation to promote self-transcendence, so as to temper the indomitable will quality and positive psychological state. In terms of the cultivation of strain ability, the dynamics and unpredictability of sports competition require normal university students to have a high degree of flexibility and adaptability. They need to quickly understand the subtle changes in the game situation and adjust their competitive strategies flexibly to effectively respond to their opponents challenges. This process not only strengthens the immediate decision-making ability and problem-solving skills of normal university students, but also exercises their rapid response and flexible adaptability in the complex and changeable competition environment, which lays a solid psychological foundation for the emergency situation in education and teaching in the future.

In the process of research, the researchers created many sports competitions and public performance opportunities for normal university students, and provided a rich platform for practical

exercises. In daily training, we will integrate excellent competition and training resources, arrange professional training and guidance, pay special attention to cultivating the psychological state of normal university students, and enhance their courage and determination to face challenges. Pay attention to individual differences in psychological support and counseling to help them build up self-confidence. At the same time, in order to further improve the strain ability of normal university students, challenging tasks and situation simulation are also designed, such as teaching trial lecture under high pressure environment and dance performance in public, so that normal university students can constantly temper their psychological quality and strain ability in the actual simulation.

Summary of provincial Sports dance Club Competition (excerpt)

In the preliminary round of the provincial Dancesport Club league, due to a large number of players in the same field and the large displacement of the dance choreography, Li had a slight collision with other players. Although they successfully advanced to the next round, the performance was not good. While waiting, Li was depressed and anxious. A simple communication from the coach revealed that Li was worried about the following game and was not confident. The coach is clear that Li is a cheerful, professional, solid and stable excellent athlete. As long as a little guidance can help her get rid of her heart, and quickly start psychological counseling, analyzing the competition situation calmly. First, with the progress of the competition, there will be fewer and fewer athletes in the field. Secondly, the other athletes who produce the collision will also make position adjustments in the following competition, and the chance of the collision is greatly reduced again. Then, the coach gives a coping strategy: when going on the stage, first observe calmly, according to the preset route of their dance movements, and then decide the position and orientation. During the competition, avoid going too deep into the center of the field: first, stay away from the referee, it is difficult to get more attention; second, the center of the field is narrow and the moving line is not smooth. In addition, in the technical processing, pay attention to flexibly adjust the direction of travel, large displacement to the open field. Finally, the coach gave him psychological comfort and told Li not to care about the result of the game, but to focus on and complete their own movements. In the following competition, Li relied on flexible adjustment of rotation Angle to avoid many collisions. After responding calmly and playing steadily, he won the affirmation of many judges on the scene, and finally passed all the way through and won the first place in the group.

5.5. Participate in social sports services to improve the comprehensive quality

Participating in social practice activities has a promoting effect on the demonstration ability of normal university students. There is a close internal connection between demonstration ability and organization, coordination and communication ability. The demonstration ability of normal university students is not only reflected in the demonstration of professional skills, but more importantly, to effectively organize activities, coordinate resources, and communicate well with students or others in the teaching process. An excellent normal university student needs to have good organizational ability, and be able to reasonably arrange the teaching content, time and resources to ensure the smooth progress of teaching activities. By organizing various activities, normal university students can exercise their planning, task allocation and time management skills, which are an important part of the demonstration ability. Normal university students often also need to coordinate the relationship between different factors, such as teaching content and students needs, teaching methods and teaching objectives. Through coordination, normal university students can better adapt to the changes of the teaching environment, flexibly adjust the teaching strategies, so as to improve their teaching demonstration ability. Communication is an indispensable part of the teaching process. Normal university students need to communicate effectively with students, parents, colleagues and school management to ensure the accurate transmission and feedback of

teaching information. Good communication skills can help normal university students to better understand their needs, and provide personalized teaching guidance, so as to enhance their teaching demonstration effect.

During the research period, the school sports dance association and Xinghua Childrens Palace joined hands to jointly plan and implement a summer social practice project. As the president of the club, besides undertaking the task of recruiting and training team members, the biggest challenge is to communicate with the Childrens Palace, exchange ideas, receive and arrange teachers from the Childrens Palace to conduct several rounds of interviews.: Before that, she had no experience, Guo said. For this problem, community guidance teachers from "clear reception purpose", "planning reception process", "seek resources and support", "communication and coordination", "pay attention to detail and etiquette", "timely summary feedback" from several aspects, the guidance of Guo, asked her to try to develop detailed reception plan, and rehearsal and perfect (table 3). Finally, under the organization and planning of Guo, the interview was carried out smoothly, and the whole activity was successfully concluded. Guo stated that through participating in and leading this project, she not only gained enhancements in practical abilities, improvements in communication and coordination skills, exercise in team collaboration and leadership, increases in problem-solving and adaptability capabilities, but also acquired self-confidence and a sense of responsibility, as well as valuable learning and growth experiences. These acquisitions will exert a positive influence on her future academic and career development.

Table 3: Comparison of the interview reception plan formulated by Guo

The first draft	final draft
Interview arrangement	Interview and reception plan for the childrens Palace
1.Interview time On Wednesday, at 2:00 p. m	1. Reception target Ensure the smooth interview of the childrens palace experts, show the professional image and thoughtful service of the community.
2.Interview place Art Building, Dance Room 2407	2. Reception time Wednesday from 1:00 PM (the interview starts at 2:00)
3.Matters need attention At 1:30 PM, come to the dance room 2405. Wear dance clothes and dance shoes.	3. Reception location Welcome point: the main entrance of the school Waiting area: Hall of the Art Building Interview place: Art Building dance Room 2407 Rest area: free classroom on the 4th floor of Art Building (details to be determined)
4.Contact way XXXXXXXXXX	4. Reception process and personnel division of labor (1) To meet and guide
Guidance opinions and modification direction:	Responsible person: [Guo]
1.There was no mention of how to receive the external interview experts.	At 1:00, welcome the experts at the front entrance of the school, and carry the obvious signs. Guide the experts to the waiting area in the hall of the art building, where [Yan student] will take over.
2.Potential needs for rest,water,information and list access were not considered.	(2) Service in the waiting area leading official:[Y] Prepare the expert rest area, provide tea, light food and necessary reading materials. Ensure that the interview list and information are easy to access, for experts to understand the interviewer information in advance.
3.The interview and reception plan are not the interview notice and should not be confused.	(3) Prepare before the interview leading official:[J] At 1:00, the interviewer was informed to gather at 2405 of the dance room for roll call and dress check.
4.Lack of process details and personnel division.	Guide the interviewer to a brief warm-up and preparation activities. During the interview, be responsible for guiding the interviewer, if the interviewer is late, adjust the interview order in time.
5.Lack of emergency preparedness or preplans.	(4) Interview process Responsible person: [Guo] At 2:00, officially start the interview, control the interview pace and time. Clarify the

	<p>interview order, each interviewer will interview for about 10-15 minutes. After each interview of 5 interviewees, arrange a half-time break and guide the experts to the rest area for 20 minutes.</p> <p>(5) Equipment management and emergency treatment leading official:[Li] Instruments and equipment prepared for the interview, and backup equipment.</p> <p>(6) Farewell and thanks Responsible person: [Guo] After the interview, express your thanks to the experts. Guide the experts to the school gate to ensure a safe departure.</p> <p>5. contact way Main contact person: [Guo], tel: XXXXXXXXX Spby contact: [J], tel: XXXXXXXXX</p> <p>Six, remarks Please be familiar with the reception process and their own responsibilities in advance. Check the number of experts, arrival time and special needs with the childrens Palace in advance in order to make corresponding adjustments. All reception staff should be polite and enthusiastic to show a good image of the club. During the half-time break, ensure that the rest area is quiet and comfortable.</p>
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6. Study results and analysis

6.1. Improvement of the demonstration ability of normal university students

6.1.1. Sports knowledge system and skills were significantly enhanced

The sports knowledge system and sports skills of normal university students have been significantly enhanced. Not only solid theoretical knowledge, but also outstanding skills, has won the first prize in provincial competitions for many times.

6.1.2. Significant improvement in teaching organization ability

Through participating in extracurricular physical exercise and social sports services, the teaching organization ability of normal university students has been significantly improved. They can effectively organize sports activities, provide personalized guidance for different groups of students, and use a variety of teaching methods to stimulate students interest.

6.1.3. Significant optimization of professional quality

Sports competition training and social sports service activities have had a positive impact on the professional quality of normal university students. In the competition training, normal university students can keep calm and focused in a high-pressure environment, adjust their mentality to cope with challenges, and significantly improve their ability to resist pressure and self-confidence. In the social sports service, normal university students can properly handle the interpersonal relationship, show good professional quality in the service work, and their social adaptability has been enhanced.

6.1.4 Strong sense of social responsibility

Normal university students begin to pay attention to social needs and can take the initiative to use what they have learned to provide public services. In various social practices and volunteer service activities, they not only show their excellent leadership and organizational strength, but also show their outstanding social responsibility.

6.2. Analysis of influencing factors

6.2.1. Systematic and scientific curriculum system

The systematization and scientificity of the five-in-one physical education curriculum system is an important basis for improving the demonstration ability of normal university students. The system covers five aspects of physical education classroom teaching, extracurricular physical exercise guidance, students physical health test, sports competition training and social sports service, forming an organic whole and providing a comprehensive and multi-dimensional physical education learning and practice platform for normal university students. First of all, physical education classroom teaching, as the core part of the system, provides a solid theoretical foundation and skill foundation for normal university students. Through systematic classroom learning, normal university students can master the basic principles of sports science and the basic essentials of sports skills, laying a solid foundation for the subsequent practical links. Secondly, extracurricular physical exercise guidance and social sports services provide normal university students with the opportunity to apply theoretical knowledge to practice. In these activities, normal university students can not only consolidate the knowledge learned in class, but also find out and solve problems in practice, so as to continuously improve their practical ability and innovation ability. Thirdly, students physical health test and sports competition training, through scientific evaluation and feedback mechanism, promote normal university students to constantly reflect and improve their learning and training methods. The implementation of these links will help normal university students to have a clearer understanding of their own advantages and disadvantages, so as to make targeted improvement plans and further enhance their demonstration ability.

6.2.2. Teachers professional quality and guidance ability

Teachers professional quality and guiding ability have an important influence on improving the demonstration ability of normal university students. First of all, teachers need to have a solid sports theoretical knowledge and rich practical experience, in order to provide students with accurate and comprehensive sports knowledge and skills guidance, and help them master the correct sports methods and skills. Secondly, teachers need to have innovative teaching ideas and flexible teaching methods, in order to stimulate students interest and enthusiasm in learning, and help them to better understand and master sports knowledge and skills. Third, teachers need to have good ethics and professional quality, with their own behavior for students to set an example, to win the respect and trust of students, in order to "kiss their teachers, believe in their way; respect their teachers, serve their teaching".

6.2.3. Students self-drive

Self-drive is the motivation that occurs within the individual to promote their own initiative, pursue goals and constantly improve themselves^[5]. Students with strong self-motivation are usually able to actively learn and actively explore, and constantly seek opportunities and ways for self-improvement. Such students can often take the initiative to participate in extracurricular physical exercise, actively participate in sports competitions and social sports services and other activities, and constantly improve their ability through practical exercise and experience and learning. In view of this, teachers should attach great importance to the cultivation of students self-drive in the process of education, regard it as an indispensable part of promoting students all-round development, and guide them to form a positive learning attitude and living habits.

6.2.4. Improvement of practice and feedback mechanism

In the five-in-one physical education curriculum system, practice and feedback mechanism are the core elements to promote students ability jump and sustainable growth. This mechanism deeply integrates sports theoretical knowledge with practical activities, and provides diversified and challenging practice projects to provide students with rich practical training opportunities, and consolidate and deepen their knowledge and skills. At the same time, it emphasizes the immediacy, sustainability and pertinacity of feedback mechanism. By establishing a virtuous cycle of "practice-feedback-improvement-practice", it builds a dynamic optimized, efficient and iterative learning ecosystem to promote the all-round development and sustainable growth of students.

7. Conclusion and recommendations

7.1. Study Conclusions

7.1.1. Effectiveness of the five-in-one physical education curriculum system

The five-in-one sports curriculum system encompasses five major aspects: classroom teaching in sports, guidance for extracurricular physical exercise, physical fitness testing for students, competitive sports training, and social sports services. This comprehensive and systematic cultivation system emphasizes the promotion of teacher education students' overall comprehensive qualities through the integration of theory and practice, personalized development, scientific assessment, cultivation of competitive spirit and team collaboration, as well as social service practice.

7.1.2. Significant improvement of the demonstration ability of normal university students

Through the implementation of the five-in-one physical education curriculum system, the demonstration ability of the two normal university students has been significantly improved. They not only performed well in the physical education class, mastered solid sports knowledge and skills, but also played an important leading role in the community, and participated in a number of sports dance competitions on behalf of the school, achieved excellent results and fully demonstrated their excellent demonstration ability.

7.1.3. Practical value of action research

This study analyzes the experience of the growth of two normal students through action research. Action research emphasizes the finding and solving problems in practice, and the continuous optimization of teaching strategies and methods through reflection and summary. Through this research process, it not only verifies the effectiveness of the five-in-one physical education curriculum system, but also provides practical guidance and theoretical reference for the reform of the university physical education curriculum and the cultivation of the demonstration ability of normal university students.

7.1.4. Comprehensive development of normal university students comprehensive quality

Under the cultivation of the five-in-one sports curriculum system, normal school students have achieved comprehensive development in sports knowledge, skills, psychological quality, and social responsibility. Students Li and Guo have not only excelled in sports competitions but also achieved outstanding results in learning, practice, and service. This comprehensive development model not only meets the requirements of the educational cause for normal school students in the new era but

also lays a solid foundation for their future careers.

7.2. Future research direction

With the continuous development of education and the continuous improvement of the training requirements for normal university students, the research and practice of the five-in-one physical education curriculum system will continue to deepen and improve. Future studies can be conducted from the following aspects.

7.2.1. Deepen the theoretical research of curriculum system

Further explore the theoretical basis and construction principle of the five-in-one physical education curriculum system to enrich and perfect its theoretical system. By integrating the theoretical resources of pedagogy, physical education physiology, physical education psychology, sports training and sociology, a more scientific and systematic curriculum system framework is constructed to provide more powerful theoretical support for practice.

7.2.2. Strengthen empirical research and case analysis

Future research can strengthen empirical research and case analysis, and verify the actual effect and influencing factors of the five-in-one physical education curriculum system by collecting and analyzing a large number of practical data. By comparing and analyzing the growth experience and demonstration ability performance of normal university students in different universities, different majors and different grades, we can find out the common and individual problems in the implementation of the curriculum system, and provide empirical basis for the optimization of teaching strategies and methods.

7.2.3. Pay attention to the long-term development of normal university students

Future research can focus on the long-term development of normal university students, and discuss the influence and role of the five-in-one physical education curriculum system on their future career. By tracking and investigating the graduation direction, work performance and career development of normal university students, the long-term effect of the curriculum system on the improvement of their comprehensive quality and ability level is evaluated, and feedback and suggestions are provided for the further optimization of the curriculum system.

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