

The Value Implications and Practical Pathways of Educator Spirit in Guiding the High-Quality Development of Physical Education Programs

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Abstract

The spirit of educators serves as the core guiding principle for building a high-caliber, professional teaching force in the new era, holding significant guiding significance for advancing the high-quality development of physical education programs in higher education institutions. As the spiritual foundation and cultural symbol of educational advancement, this spirit establishes fundamental guidelines and actionable pathways for achieving high-quality development in basic education during the new era. This study centers on promoting the spirit of educators and advancing the high-quality development of physical education programs. Employing literature review, interviews, and case studies, it systematically explores the value implications and practical pathways of the spirit of educators in guiding physical education program development. Findings reveal that the spirit of educators establishes the fundamental orientation of “cultivating virtue and nurturing talent” for physical education programs through four dimensions: ideals and convictions, moral character, pedagogical wisdom, and benevolence. It also positions these programs to serve national strategic priorities in the contemporary era. At the practical level, the study constructs a pathway system centered on curriculum restructuring, pedagogical innovation, faculty development, and collaborative ecosystem cultivation. It emphasizes achieving a paradigm shift from “skill transmission” to “whole-person development” through the deep integration of spiritual guidance and professional development. This research provides theoretical foundations and practical references for physical education programs to implement the “Education Powerhouse” strategy and cultivate high-caliber physical education teachers in the new era.

Keywords

School Physical Education; Educator Spirit; Physical Education Major; Talent Cultivation; Major Development.

1. Introduction

In August 2024, the “Opinions of the Central Committee of the Communist Party of China and the State Council on Promoting the Spirit of Educators and Strengthening the Development of a High-Quality, Professional Teaching Workforce in the New Era” emphasized the need to “strengthen the guiding role of the spirit of educators and enhance teachers' capabilities in teaching and nurturing students” [1]. Against the backdrop of General Secretary Xi Jinping's call to implement the Spirit of Educators Initiative for Soul-Casting and Teacher Empowerment and accelerate the development of a high-quality education system, the development of physical education programs in higher education institutions has gained new directional guidance.

Relevant policies explicitly designate teacher development as the core pillar of high-quality educational advancement, providing fundamental guidance for physical education programs to strengthen their educational orientation and elevate their standards. Guiding the development of physical education programs with the spirit of educators plays a crucial foundational role. The core tenets of the spirit of educators—embodying ideals such as “a heart for the greater good and sincere devotion to the nation”—constitute the spiritual essence for enhancing physical education teacher candidates' teaching and nurturing capabilities. They are also a crucial prerequisite for building a high-caliber, professional physical education teaching force, capable of instilling professional dedication and educational passion in future physical education teachers. In practice, physical education programs must anchor themselves in the fundamental mission of fostering virtue and cultivating talent while deeply integrating the new requirements of the educationalist spirit. This involves optimizing talent development systems by restructuring course modules and practical components; transforming teaching methodologies to strengthen the integration of “position, coursework, competition, and certification”; and precisely aligning with the demands of physical education positions in basic education to cultivate professionals who possess both specialized expertise and a passion for education. Ultimately, this approach will achieve high-quality program development, delivering robust support for building both an education powerhouse and a sports powerhouse.

2. Research Method

2.1. Literature Survey

This study systematically reviews domestic policy documents, academic monographs, and journal articles concerning the spirit of educators, physical education program development, teacher workforce construction, and high-quality educational advancement. It clarifies the core essence and contemporary characteristics of the spirit of educators, elucidates its theoretical connection to enhancing the quality of physical education programs, and provides a theoretical foundation for constructing the value and practice analysis framework of this research.

2.2. Interview Method

To deeply explore the value implications and practical pathways of the educator spirit in guiding the high-quality development of physical education programs in higher education, this study employed semi-structured interviews with physical education faculty, scholars specializing in the educator spirit, and higher education teaching management experts. Interview topics centered on the value recognition, educational orientation, and professional leadership role of the educator spirit in physical education program development, as well as its concrete manifestations in practical pathways such as curriculum design, teaching implementation, faculty development, and evaluation mechanisms. Additionally, in-depth interviews were conducted with 5 universities and 10 education experts to analyze, from multiple perspectives, the practical challenges, resource support, and institutional safeguards involved in integrating the spirit of educators throughout the physical education curriculum. This provides empirical evidence for constructing pathways to high-quality development in physical education programs guided by the spirit of educators. [2-3]

2.3. Case Study Method

Five universities exemplifying the effective implementation of the spirit of educators in physical education program development were selected as research cases. Through systematic collection of materials including program development plans, teaching reform achievements, and faculty development mechanisms, this method deeply analyzes the integration pathways and operational mechanisms of the spirit of educators at the levels of professional culture, institutional design, and practical implementation. It distills replicable practical models and

implementation experiences, providing reference templates for program development at similar institutions.

3. Literature Sources and Selection

3.1. Literature Sources and Search Keywords

As research on the spirit of educators continues to deepen, an increasing number of scholars have begun to focus on the practical teaching issues empowered by this spirit, conducting relevant studies and discussions that have yielded substantial results. This paper collected CSSCI literature on the spirit of educators published over the past ten years (2005–October 2025). It conducted an in-depth analysis and summary of the research content, integrating existing findings with the current status of research applications. Employing a systematic review methodology, this study utilized China National Knowledge Infrastructure (CNKI), Wanfang, and VIP Journal Database as primary data retrieval sources. The primary Chinese search term was “educator spirit,” yielding a total of 388 CSSCI core journal articles.

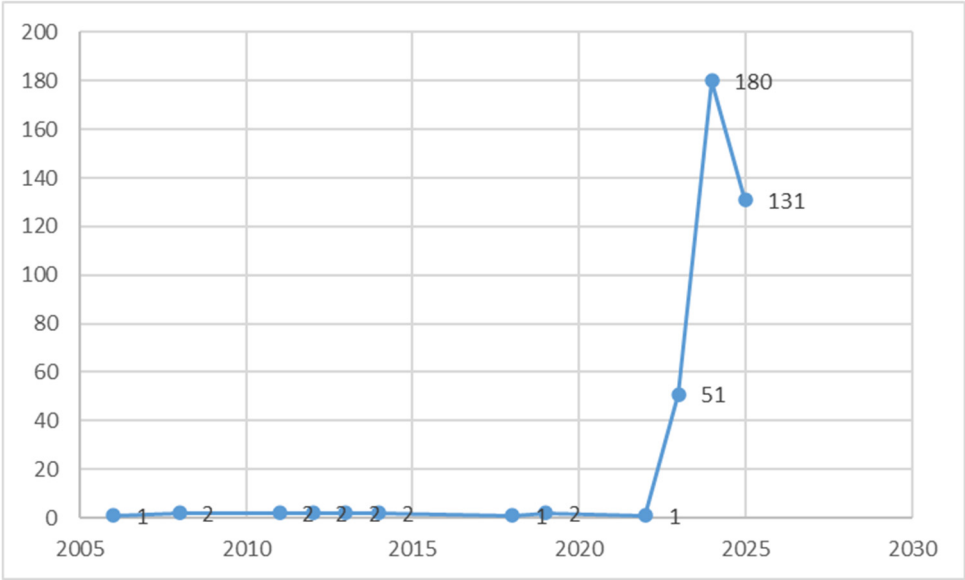


Figure 1. Publication Analysis Chart for 2005–2025

3.2. Keyword Co-occurrence Analysis

Keywords, as highly condensed representations of literature content, serve as crucial academic identifiers and guides. Those with high frequency and strong intermediary centrality collectively reflect the core issues of shared academic concern within a specific period—that is, the research hotspots in the field. Keyword co-occurrence maps and emergence maps effectively reveal the knowledge structure, thematic distribution, and developmental trends within a research domain, providing intuitive and systematic evidence for grasping its evolutionary trajectory and frontier trends. In this study, we employed CiteSpace software for keyword analysis, setting the time slice to “1 year” and node type to “keyword,” with all other parameters default. Keyword frequency and intermediary centrality data are presented in Table 1. As shown, keywords such as “educational powerhouse,” “educator,” “teacher education,” and “cultivating virtue through education” not only exhibit high frequency but also demonstrate prominent intermediary centrality. This indicates that current research on the spirit of educators primarily focuses on core issues such as the contemporary connotations and practical pathways of this spirit under the “Education Powerhouse” strategy, as well as teacher workforce development and educational mechanisms guided by “teacher education” and “cultivating virtue through education.” Additionally, keywords like “rural teachers,” “teacher

education students,” and “teacher culture” reflect sustained attention to dimensions such as rural education revitalization, teacher education student cultivation, and the inheritance of teacher culture, demonstrating the continuous expansion and deepening of research perspectives. [4-6]

Table 1. Keyword Frequency and Centrality of the Spirit of Educators, 2005–2025

Serial number	Frequency/time	years	Centrality	Keyword
1	63	2023	0.4	Education Powerhouse
2	24	2011	0.26	Educator
3	22	2023	0.19	Teacher Education
4	12	2023	0.11	Fostering Virtue and Cultivating Talent
5	10	2024	0.02	Rural Teachers
6	9	2023	0.11	Teaching Workforce
7	8	2024	0.03	Teacher Education Students
8	7	2024	0.02	New Era
9	6	2023	0.04	Teachers
10	5	2024	0.04	Teacher Culture

3.3. Research Review Analysis

A bibliometric analysis of publication trends and keyword data related to “educator spirit” research from 2005 to 2025 clearly outlines the developmental trajectory, core issues, and cutting-edge dynamics within this field. Overall, research in this domain exhibits distinct characteristics: a shift from prolonged dormancy to recent explosive growth, and a transition from theoretical exposition to deepening practical pathways.

3.3.1. Research Evolution: Explosive Growth Driven by Policy

Publication trend charts vividly illustrate the evolutionary stages of this research. Prior to 2015, related publications remained at a low level, with extremely low annual output, indicating that the “educator spirit” as an independent academic concept had not yet garnered widespread attention within the academic community. Post-2015, research momentum steadily increased, aligning with the national emphasis on teacher development and professional ethics. The true inflection point occurred in 2023, with publication volume exploding from dozens annually to 180 articles, projected to peak at 231 in 2024. This phenomenon is closely tied to the comprehensive deployment and advancement of the “Education Powerhouse” strategy following the 20th CPC National Congress. It signifies the rapid elevation of the “Educator Spirit” from a theoretical concept to a core guiding principle for building the teaching workforce in the new era, becoming a research hotspot where academia actively responds to national strategies and serves practical needs.

3.3.2. Research Hotspots and Knowledge Structure: A Concentric Model Centered on “Education Powerhouse”

Keyword co-occurrence frequency and centrality serve as critical indicators for identifying research hotspots. As shown in Table 1, the current knowledge structure in this field exhibits a concentric distribution pattern centered on the strategic core of “Education Powerhouse.”

1. Core Layer (Strategic Guidance and Value Foundation): “Educational Powerhouse” (Frequency 63, Centrality 0.4) occupies the absolute core position with the highest frequency and centrality. This indicates that academia generally interprets the promotion of the spirit of educators within the national strategic framework of building an educational powerhouse, exploring its role as the spiritual driving force and action guide for achieving the nation's grand

educational goals. “Educator” (frequency 24, centrality 0.26) serves as the historical and theoretical foundation, with its connotations, characteristics, and developmental patterns forming the basis of research. Meanwhile, “cultivating virtue and nurturing talent” (frequency 12, centrality 0.11) constitutes the fundamental value orientation of the spirit of educators, clarifying the ethical direction for all educational practices.

2. Intermediate Layer (Key Practical Pathways): Core issues revolve around implementing the spirit of educators. “Teacher education” (frequency 22, centrality 0.19) and “teacher workforce development” (frequency 9, centrality 0.11) are focal points, exploring how to integrate the spirit of educators throughout pre-service training and in-service professional development to forge a high-quality, professional teaching force. “Rural teachers” (frequency 10) and “teacher education students” (frequency 8) emerge as key target groups receiving heightened attention, reflecting the research's practical concern for balanced educational development and the foundational cultivation of the teaching workforce.

3. Outer Layer (Cultural Implications and Contemporary Context): “New Era” (frequency 7) defines the temporal and spatial coordinates of educator spirit research, while “Teacher Culture” (frequency 5) indicates research is beginning to delve into historical depth, striving to draw nourishment from China's excellent traditional culture to achieve the creative transformation and innovative development of the educator spirit.

3.3.3. Research Trend Outlook: From Conceptual Elaboration to Systematic Construction

Based on the above analysis, future research on the “educator spirit” will exhibit the following trends: First, research will deepen and refine, shifting from macro-level conceptual elaboration to exploring practical mechanisms at meso- and micro-levels—such as implementation frameworks in specific subject teaching, teacher education student training, and rural teacher empowerment scenarios. Second, research will increasingly emphasize systematic approaches, necessitating the construction of a comprehensive theoretical-practical framework integrating value implications, standard definitions, cultivation pathways, and evaluation mechanisms. Finally, heightened focus on keywords like “teacher-cultivation culture” signals deeper historical and international comparative perspectives, aiming to solidify the cultural foundations and contemporary characteristics of the spirit of educators.

4. Research Results and Analysis

4.1. The Fundamental Essence of Educator Spirit Guiding High-Quality Development in Physical Education Programs

Against the backdrop of comprehensively advancing strategies to build China into an education powerhouse and a sports powerhouse, deeply integrating the spirit of educators into the development of physical education programs is both an inevitable choice and a core driving force for achieving high-quality development. With its rich conceptual framework, the spirit of educators charts the fundamental course for the high-quality development of physical education programs. Its core essence can be distilled into the following four interconnected dimensions.

4.1.1. Forging the Soul with Ideals and Convictions to Establish a Lofty Position for Physical Education

The spirit of educators is first manifested in the ideals and convictions of “embracing a greater sense of self and serving the nation with utmost sincerity.” For physical education programs, this means transcending the mere transmission of athletic skills and positioning professional development at the level of serving national strategies. It requires adhering to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as guidance, integrating the

original mission of “cultivating talent for the Party and nurturing talent for the nation” throughout the entire process of talent development. Specifically, physical education programs should cultivate outstanding teachers who embrace the “health first” philosophy, possess profound patriotic sentiments, and demonstrate strong social responsibility. They should guide these educators to deeply recognize physical education's unique value in enhancing students' physical fitness, developing well-rounded personalities, and strengthening willpower, as well as its strategic role in building a Healthy China and elevating national cultural soft power. This noble pursuit of values will steer the professional development in the right direction.

4.1.2. Setting an Example Through Moral Integrity to Shape Exemplary Teacher Conduct in Physical Education

Moral integrity—where words serve as a standard for scholars and actions as a model for the world—forms the foundational character of the educator's spirit. As direct influencers of students' physical education and spiritual development, physical education teachers' professional ethics and conduct are particularly crucial. The high-quality development of physical education programs must prioritize the cultivation of professional ethics as the foremost standard. This requires that during professional training, emphasis be placed not only on students' athletic skills but also on strengthening their professional ethics and moral cultivation as future educators. It involves nurturing a sports ethos characterized by fairness, adherence to rules, and a spirit of dedication. Through personal exemplification, educators transform the sports ethos—embodying perseverance, teamwork, and respect for opponents—into vivid educational materials. By inspiring students with personal charisma and influencing them through model conduct, they bring the principle of “cultivating virtue through education” to life within the athletic arena.

4.1.3. Innovating with Educational Wisdom to Strengthen the Professional Foundation of Physical Education

Educational wisdom—enlightening minds and nurturing hearts through tailored instruction—constitutes the core competency of educators. In physical education, this demands that professional development keep pace with contemporary advancements, continually innovating pedagogical philosophies and teaching models. On one hand, it requires deepening understanding of the principles underlying the integration of physical education and academic learning, exploring effective pathways to organically blend knowledge transmission, skill development, and value formation within sports instruction to achieve comprehensive educational outcomes that “cultivate intellect through sports and nurture character through athletics.” On the other hand, teaching reforms must be vigorously advanced by actively employing modern educational technologies and innovative teaching methods. Tailored instruction and assessment should be implemented based on students' physical conditions, athletic interests, and innate potential, ensuring every student gains a sense of accomplishment and achieves physical and mental development through sports activities. This approach tangibly enhances the quality and equity of physical education.

4.1.4. Infusing Compassion to Highlight the Humanistic Warmth of Physical Education

The compassionate spirit of “teaching with joy and dedication to students” forms the foundation of education. Physical education, with its high level of physical engagement and direct interaction, is particularly rich in emotional exchange. The high-quality development of physical education programs must prioritize cultivating future teachers' care and respect for students. Educators should be adept at discerning students' psychological states and emotional needs amidst rigorous physical training and intense competitive challenges, offering timely encouragement, care, and guidance. A classroom atmosphere of trust and support must be cultivated, enabling every student to experience the joy of movement and the warmth of community. Particular attention should be given to students with weaker physical constitutions

or movement challenges, helping them overcome fears and build confidence. This benevolent approach to education maximizes students' intrinsic motivation, transforming physical education classes into vital spaces that nourish lives and warm hearts.

4.2. The Value Implications of Educator Spirit in Guiding the High-Quality Development of Physical Education Programs

As the core ethos of the educational field, the spirit of educators embodies the profound professional dedication and noble values of educators. It encompasses unwavering commitment to the educational cause, deep understanding of the laws of nurturing talent, and ultimate concern for the holistic development of learners. This spirit spans the entire educational process, particularly in basic education, serving as a guiding compass for educational practice.

Integrating the spirit of educators into school educational practice is both inevitable and necessary. It resonates with the educational ethos of the new era, embodying the original aspiration of those dedicated to moral education and talent cultivation, and providing a practical vehicle for manifesting the contemporary essence of educational spirit.

Practicing the spirit of educators within physical education programs holds profound significance. Its integration into the development of physical education programs not only concerns the enhancement of talent cultivation quality but also carries far-reaching value implications for achieving the strategic goals of building a strong nation in education and sports. This spirit infuses the high-quality development of physical education programs with soul and momentum across three dimensions: goal orientation, practical pathways, and ecological reconstruction.

4.2.1. Goal-Oriented Value: Anchoring the Fundamental Direction of “Educating for the Party and Cultivating Talent for the Nation”

Centered on the ideal of “embracing a greater purpose and serving the nation with utmost sincerity,” the spirit of educators provides physical education programs with a value compass transcending instrumental rationality. At the practical level, it demands that physical education programs break free from the traditional trap of “prioritizing skills over nurturing” and instead take serving national strategies as their logical starting point. For instance, the “Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era” explicitly states that school physical education is a foundational project for fostering virtue and nurturing talent, with physical education teachers serving as the key implementers of this project. By integrating the spirit of educators into training objectives and graduation requirements, physical education programs can more precisely address the question of “what kind of individuals to cultivate”—namely, shaping versatile talents who possess both athletic expertise and a sense of national commitment. This orientation elevates physical education from a mere tool for physical enhancement to a vital vehicle for shaping sound personalities and tempering willpower in youth, thereby ensuring from the outset that the development of physical education programs resonates with national needs.

4.2.2. Practical Pathway Value: Building an Integrated Cultivation System of “Spiritual Nurturing + Professional Empowerment”

The spirit of educators provides an actionable practical framework for the high-quality development of physical education programs by reshaping curriculum systems and teaching methods. In curriculum design, a typology-based, tiered course structure should be established, breaking down the six dimensions of the spirit of educators (such as moral sentiment and benevolence) into measurable, evaluable graduation requirement indicators. For instance, embedding “Educator Spirit Specialized Studies” within teacher ethics courses reinforces value alignment through case studies like the Huang Danian-style teaching teams. In specialized

courses, transforming Chinese sports ethos (e.g., women's volleyball spirit, Olympic spirit) into a "Physical Education Ideological and Political Teaching Case Library" achieves deep integration of skill transmission and value guidance. In teaching methodology, the spirit of educators drives a paradigm shift from "teacher-centered" to "student-centered" approaches, emphasizing attention to individual student differences through digital empowerment and personalized guidance. This transformation not only responds to the diverse demands of students in the new era for physical education but also enhances the humanistic warmth and scientific effectiveness of physical education through the pedagogical wisdom of "enlightening minds and nurturing hearts through tailored instruction." [7-10]

4.2.3. Ecological Reconstruction Value: Cultivating a Sustainable Ecosystem of "Respecting Teachers and Valuing Education, Collaborative Nurturing"

The spirit of educators fosters a positive ecological foundation for professional advancement by strengthening physical education teachers' occupational identity and social reputation. On one hand, it establishes moral integrity—"setting an example through words and deeds"—as the benchmark, promoting the normalization of teacher ethics and conduct. This is achieved through policies such as establishing the National Merit Award for Physical Education, optimizing professional title evaluations, and improving compensation packages, thereby enhancing the profession's appeal and dignity. On the other hand, the spirit emphasizes the pursuit of "embracing the world and cultivating people through culture," fostering synergy between physical education and societal/cultural development. For instance, the "Sports Immersion Action Plan" encourages university faculty and students to engage in grassroots service, integrating sportsmanship and China's outstanding traditional culture (such as traditional sports) into community and campus activities. This fosters a collaborative educational force among families, schools, and communities. Such ecological restructuring not only addresses the practical challenges of retaining and effectively training physical education teachers but also provides sustained momentum for the long-term development of physical education programs through cultural identification and shared values.

4.3. Practical Pathways for High-Quality Development of Physical Education Programs Guided by the Spirit of Educators

The spirit of educators provides a value compass for the high-quality development of physical education programs. Translating this into concrete action requires systematic implementation pathways. Based on the core dimensions of this spirit, practical innovation in physical education programs can unfold across four key dimensions—curriculum restructuring, pedagogical transformation, faculty development, and ecosystem cultivation—forming an actionable and assessable implementation framework.

4.3.1. Embedding the Value Genes of the Educator Spirit through Curriculum System Reconstruction

Curriculum serves as the core vehicle for spiritual inheritance. Physical education programs must break through the barrier of "prioritizing skills over nurturing" by constructing a categorized, tiered curriculum structure. The six dimensions of the Educator Spirit—political character, moral integrity, core competencies, professional attitude, professional ethics, and visionary perspective—should be integrated throughout the entire talent cultivation process. Specifically: 1. Refine curriculum objectives and graduation requirements: Under the outcomes-based framework of teacher education accreditation, translate the educator spirit into measurable graduation requirements. For instance, within the moral character dimension, specify that future physical education teachers must demonstrate competencies such as fair officiating, adherence to rules, and respect for opponents, with assessment through course evaluations and practical practice. 2. Promote integrated curriculum design: Strengthen the Chinese sports spirit and traditional culture (e.g., etiquette and ethics in archery and chariot

driving) within general education courses; embed sports-themed ideological and political case studies into specialized courses, integrating elements like teamwork and perseverance with skill instruction; deepen experiential learning of “benevolence” and “pursuit of virtue” through practical courses involving volunteer services and rural sports teaching support. 3. Innovate textbook and resource utilization: Shift from merely teaching with textbooks to teaching through textbooks, selecting resources that embody sports culture and educational values. For example, emphasize the ethical principle of “martial arts grounded in virtue” through teaching traditional ethnic sports (like martial arts), achieving synchronized skill acquisition and value formation.

4.3.2. Driving Educational Innovation to Energize the Spirit of Educators

The spirit of educators emphasizes enlightening minds and nurturing hearts through tailored instruction. This requires transforming pedagogical models into classroom vitality: 1. Digital Empowerment for Personalized Instruction: Utilizing MOOCs, virtual simulations, and other technologies to expand the boundaries of “teaching-learning-practice-competition-application,” supporting student-centered learning. For example, data analysis identifies students' athletic potential and weaknesses to develop differentiated training plans, achieving targeted education that “cultivates intellect and nurtures character through sports.” 2. Building an integrated in-class/extracurricular model: Infuse the spirit of educators into extracurricular activities. Through sports competitions and club events, guide students to experience values like fair competition and teamwork. Leverage “red sports culture” practice bases (e.g., Party-building cultural corridors, national fitness volunteer services) to strengthen patriotic sentiments and social responsibility. 3. Reforming the Evaluation Mechanism: Incorporate indicators measuring the attainment of the educator spirit into course evaluations, maintaining ongoing records of students' professional ethics and educational capabilities. For instance, during internship assessments, focus on prospective teachers' insight into students' psychological needs and their caring actions, rather than solely on the effectiveness of skill transmission.

4.3.3. Building Exemplary Standards of Educator Spirit Through Faculty Development

Teachers are the direct practitioners of educator spirit, and their exemplary role determines educational outcomes: 1. Strengthen Professional Ethics Development: Make “setting an example in speech and conduct” a core criterion for title evaluations and commendations. Enhance physical education teachers' professional ethics awareness through case libraries of exemplary conduct and specialized training. For instance, organize teachers to study the dedication of sports educators like Ma Yao-jen, reinforcing professional identity characterized by joy in teaching, love for students, and willingness to serve. 2. Establish a Teacher Development Support System: Utilize a daily immersion + project-based empowerment model (e.g., master teacher workshops, interdisciplinary teaching research) to help teachers internalize the spirit of educators into teaching competencies. Encourage teachers to participate in curriculum design reforms, transitioning from implementers to co-creators to enhance their professional autonomy. 3. Highlight exemplary leadership: Select outstanding teachers embodying the educator spirit and promote their teaching innovations (e.g., adaptive physical education curriculum development, community sports services) as model practices. This creates a spark effect, fostering collective identification.

4.3.4. Expanding the Influence of the Educator Spirit through Collaborative Ecosystem Development

Implementing the educator spirit requires breaking campus barriers and building a multi-stakeholder co-education ecosystem: 1. Deepening School-Community Collaborative Education: Fostering sports education communities between universities, K-12 schools, and communities. Through internship bases and joint teaching research projects, future teachers hone their educational skills in real-world settings. For example, organizing student participation in

adaptive physical education guidance for children with special needs deepens compassion and the wisdom of tailored instruction through practice. 2. Integrate into National Strategic Frameworks: Position physical education professional development within strategic contexts like Building an Education Powerhouse and Healthy China. Strengthen physical education teachers' social standing through policy support (e.g., credit system reforms, funding prioritization). For instance, establish mandatory physical education credits as a graduation requirement to enhance recognition of the discipline. 3. Promoting Chinese Sports Culture: Enhance students' cultural confidence and global perspective through activities like preserving intangible cultural heritage sports and international sports exchanges. For instance, incorporating traditional disciplines such as martial arts and dragon boat racing into curricula to demonstrate sports' unique role in preserving cultural heritage.

5. Conclusion

This study systematically demonstrates the intrinsic logic and implementation mechanisms by which the spirit of educators drives high-quality development in physical education programs. At the theoretical level, it elucidates the value implications of the spirit of educators across three dimensions—goal orientation, practical pathways, and ecological reconstruction—providing a theoretical foundation for its integration into physical education program development. At the practical level, it proposes a four-dimensional practical framework centered on curriculum reconstruction, driven by teaching transformation, grounded in faculty cultivation, and safeguarded by ecological development, forming an operational and scalable implementation pathway. The research demonstrates that deeply integrating the spirit of educators throughout the physical education major not only reshapes the program's educational essence and cultural character but also effectively responds to the strategic demands of the new era for physical education teacher development. Moving forward, the physical education major should further institutionalize the integration of the spirit of educators and enhance its effectiveness evaluation. Continuous exploration of specific mechanisms within curriculum implementation, faculty development, and quality assessment will provide sustained momentum for promoting the intrinsic development of the physical education major and serving the construction of both an education powerhouse and a sports powerhouse.

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