

Construction and practical exploration of a curriculum integration model for preschool physical fitness in private colleges based on positive psychology

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Abstract: Currently, in the professional training of preschool education majors in private colleges, preschool physical education courses commonly suffer from problems such as content homogenization and insufficient psychological guidance, making it difficult to align with the requirement of "holistic development of body and mind" in the *Physical Activity Guidelines for Preschool Children (3-6 Years Old)*. Based on the consistency between positive psychology and physical fitness courses in cultivating such qualities as self-confidence and resilience, this study adopts literature review, questionnaire survey, and interview methods to analyze key deficiencies in theoretical integration, teaching resources, and evaluation systems. The aim is to construct a curriculum integration framework centered on the dual-dimensional goals of "motor development and psychological qualities", incorporating the PERMA model and virtue theory. Additionally, it designs practical approaches such as contextualized games and dynamic feedback mechanisms, ultimately forming a replicable "physical education–psychology integration" curriculum model to provide innovative solutions for private universities.

Keywords: curriculum integration; holistic development; PERMA model

1 Introduction

With the advancement of the "Healthy China" strategy and the promulgation of the *Physical Activity Guidelines for Preschool Children (3-6 Years Old)*, the coordinated development of children's physical and mental health has garnered significant attention. This study addresses the issues of "emphasizing physical fitness over mental well-being" and content homogenization in the preschool physical fitness courses offered by private higher education institutions. It aims to construct a curriculum integration model based on positive psychology. The research focuses on achieving theoretical integration, designing practical teaching pathways, and establishing a scientific evaluation system beyond single fitness tests. The study holds both theoretical significance in deepening the concept of "integrating physical education with psychological education" and practical value in providing an operational curriculum model.

2 Theoretical foundation and practical basis

Positive psychology, advocated by Seligman and others, shifts its focus from "repairing damage" to "building well-being", and examines the positive forces that enable individuals and societies to thrive [1]. Its PERMA model [2], together

with its theories of virtues and character strengths offer a framework for translating psychological goals into curriculum content. Preschool physical fitness courses are comprehensive activities designed for children aged 3-6, which employ games to enhance health-related fitness and motor skills [1]. The integration of these two fields has solid points of convergence. Both aim to promote holistic development and individual potential; their methods are compatible, as gamified physical activities can effectively stimulate positive emotions and foster teamwork. This study is grounded in the national *Physical Activity Guidelines for Preschool Children (Aged 3–6)*, which emphasizes "balancing physical and mental development".

3 Analysis of problems in current physical fitness courses for young children in private universities

Based on preliminary research, the current courses mainly have the following three issues:

3.1 The disconnection between theory and practice in curriculum integration

Teachers' understanding of positive psychology often remains superficial, failing to grasp its core concepts and the logic of physical fitness courses, resulting in rigid integration designs. The core challenge lies in creating activities that align with motor development while naturally incorporating psychological skills like emotional recognition and coping with setbacks.

3.2 Shortcomings in faculty strength and professional competence

Private preschool education programs face a shortage of interdisciplinary expertise. Teachers' backgrounds are predominantly in education and the arts, resulting in a notable shortage of professionals with integrated expertise in both early childhood physical education and positive psychology. This leads to challenges in balancing motor skill standardization with appropriate psychological guidance. Additionally, integrated teaching models require educators to master diverse methods, like scenario creation, which poses greater challenges to instructional design.

3.3 Insufficient scientific and comprehensive curriculum evaluation system

The current evaluation system has two main shortcomings: over-reliance on quantitative physical metrics while lacking tools to observe psychological qualities like self-confidence and cooperation; and the absence of formative, dynamic evaluation documentation creates a barrier to providing personalized guidance and tracking the dual-dimensional development of children.

4 Construction of the "positive psychology–young children's physical fitness" course integration model

In response to the aforementioned issues, this study constructs a systematic integration model spanning from theoretical design to teaching practices.

4.1 Construction of the dual-dimensional course theoretical framework: from separation to integration

The core is to establish a "movement development-psychological quality" dual-dimensional framework. This ensures scientific physical training along with targeted, sequenced, and visualized cultivation of positive psychological qualities, achieving an organic unity of "building the body" and "nurturing the mind."

4.2 Innovative design of situational course content: gamification reconstruction from training to experience

Based on the two-dimensional framework, the course content shifts from traditional "password-action" training to "situational physical fitness games" as the fundamental unit. Situational teaching plays a key role in the natural elicitation of emotions and integration of values.

4.3 "Observe–Train–Feedback" cyclical teaching: a closed-loop management from broad to precise

To ensure implementation, a closed-loop teaching pathway of "observation-training-feedback" is established. Initial

observation creates individual baseline profiles. Tiered challenges and personalized psychological scaffolds are then designed for precise intervention. As reflective practitioners, teachers maintain ongoing observational records. Finally, observation records are transformed into diverse feedback, and a growth support community is established through home-school collaboration.

4.4 Support system for teachers in private colleges: professional empowerment from weaknesses to strengths

To enhance interdisciplinary integration, a multi-dimensional support system is proposed: offering modular micro-workshops for hands-on training; creating open-source teaching resource packages; building peer-assisted learning communities; and establishing incentive mechanisms. Through systematic empowerment, this approach aims to boost teachers' confidence, capabilities, and professional satisfaction.

5 Conclusion and outlook

This study addresses the "mind-body separation" dilemma by constructing a curriculum integration model incorporating positive psychology and a dual-dimensional framework. It responds to policy requirements for holistic child development and provides a feasible path for curriculum innovation in private universities. Theoretically, it deepens the connotation of "integration of physical education and psychology". Practically, it offers an operational plan covering goal setting, content design, implementation, and teacher support. Future efforts should focus on empirical validation, developing assessment tools, tracking medium- to long-term impact, and exploring adaptive strategies for broader application. Integrating positive psychology into physical fitness courses is an inevitable trend in enhancing preschool education quality, contributing to a more scientific, comprehensive, and well-being-oriented direction for children's health education.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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