

The Rational Understanding of the Construction of College Physical Education Curriculum in China

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Abstract: Curriculum reform is the basis for the survival and development of college sports majors. How to construct the curriculum of physical education major is not only a complicated theoretical problem, but also a difficult practical problem. Starting from the reality of the physical education major in China's colleges and universities, this article discusses the meaning of physical education curriculum construction, the influencing factors of physical education curriculum construction, and the guiding ideology of physical education curriculum construction, and expounds the main content of physical education curriculum construction.

1. Introduction

The curriculum of college sports, the group of college sports, the competition of college sports, and even the culture of college sports are all the focus of college sports. Its content, value, and extended “externality” effects are all in the development of college sports. China gradually becomes more scientific and systematic. However, the role, positioning, and development of the subject, which was originally not a problem in professional sports colleges, has become a problem after putting it into the background of the university's public curriculum. Actions or measures derived from the present will have an impact on the future. Even if the reform is not known whether the reform is effective or the actions are correct, the future set of the vision should be worked towards the development and prosperity of the university sports discipline. Therefore, to pay attention to the construction of university sports disciplines, not only need to face the current problems, but also need to “stand in the future and think about the present”. At least, no matter what historical changes or unknown developments are faced, college sports should not be limited to physical culture.

The responsibilities of university sports, teaching, training, group, competition, and scientific research are undisputed. They are the foundation of university sports and the extension of connotation. However, how the sports within the university wall can be dazzling under the shining aura of the university, but it has always plagued college sports people. The university is big and the stars are shining. In terms of background, ranking, and achievement, no one can take the top spot in public sports. The cultural atmosphere brewed by the soil and air of higher institutions always reminds college sports that there must be physical and mentality. Physical education needs to express a certain “recognition” and “understanding” through rational language, which is the basic path for its development and continuation. There are more than 1,000 ordinary colleges and

universities in our country. Physical education is widespread in every university, but it may not have attracted enough attention and attention.

2. The Meaning of Physical Education Curriculum Construction

In order to carry out the curriculum construction of the sports major, we must first correctly understand what a curriculum is. "Curriculum is the sum of the subjects that school students should study and their processes and arrangements. Curriculum can be divided into broad and narrow senses. The broad sense refers to the sum of all subjects prescribed to achieve the school's training goals, or refers to students' various activities under the guidance of teachers. The sum of. It refers to a certain subject in a narrow sense. The physical education curriculum in physical education is a subject system." Starting from these understandings, we can understand the general curriculum construction of the physical education major as optimizing the teaching plan of the physical education major and establishing a reasonable curriculum structure of the physical education major; the construction of the narrow physical major curriculum is to optimize the specific courses (each subject) and improve its teaching quality. The construction of physical education courses in the broad sense is the guidance for the construction of narrow courses. An optimized teaching plan for physical education has established a reasonable course structure. It will inevitably stipulate the status and role of each course in the teaching plan. Such course construction, the direction is clear; the construction of the narrow sense of physical education is the foundation of the broad curriculum. Through the construction of specific courses, each course can achieve its own prescribed goals, and the physical education teaching plan can be implemented. The two complement each other. Indivisible. Each course has its own characteristics and attributes, and each has its own special efficiencies in realizing the training goals of the sports major. It should give full play to its role in the course construction, but it cannot be generalized. When we talk about the optimization of the teaching plan, we mean the overall optimization of the curriculum system, not that each course should have a priority in the teaching plan, and more class hours must be arranged, but according to the function of the course, in the teaching plan the appropriate status is given to each. Generally speaking, basic courses and major courses cover a wide range of areas, which are beneficial to the formation of students' professional quality and accomplishment, and the improvement of overall teaching quality. They should be constructed first as the focus. Curriculum construction can distinguish the main and the subordinate and give full play to the due role of each course, and the curriculum construction will be more effective. At present, in terms of curriculum construction in some physical education majors in China, more attention is paid to the construction of some specific courses. How to use the point of view of system science to think about curriculum construction as a whole, establish correct curriculum construction guidelines, and establish advanced curriculum construction There are still some problems in the concept of making the curriculum construction more scientific and operable. Some college physical education curriculum builders have formulated a teaching plan based on some college standards without fully understanding the professional training goals. They have forgotten one of the most critical problems, that is, they have not penetrated into the society to carry out serious Investigation and research have failed to understand the demand for the quantity and quality of talents in school sports, social sports and competitive sports, and the problem of difficulty in graduation distribution of sports majors has emerged. This is most obvious in the annual graduate supply and demand meeting. Some schools or departments need sports talents, but there is always no ideal candidate.

3. Influential Factors in the Construction of Physical Education Courses

3.1 National Requirements for Future Sports Professionals.

As a subsystem of society, college sports major has a close relationship with society. On the one hand, society provides the environment for the implementation of activities and the necessary material and spiritual conditions for the sports major. On the other hand, as a large system, society provides a goal for the activities of the sports major. All activities of the sports major must have It is conducive to the development of society and serves the development of society. As a constituent element of the physical education major, the physical education curriculum must also reflect the needs of the society. In fact, physical education courses are often the most sensitive reflection of society's various requirements for physical education, especially national will. This determines that the physical education major should determine its own unique curriculum construction content from the needs of the society. This is a well-known fact. In addition, in the same country, due to the different changes in the development level of productivity and political and economic conditions in different periods, the requirements for the training of sports talents cannot remain unchanged, which makes the construction of sports professional courses and teaching requirements must be reformed. At this stage, due to the continuous deepening of China's political and economic system reforms, the society's requirements for sports talents have put forward new requirements in terms of quality, knowledge, technology, skills, and ability structure. Nowadays, students majoring in sports are trained solely by schools. I admit that it is no longer possible and must be tested by the sports talent market. If we continue to cultivate modern sports professionals by continuing the previous courses, course content, teaching methods and teaching models of sports majors, they will definitely lose their competitiveness in society and eventually lead to the disintegration or even death of the major.

3.2 The Concept of the Way of Thinking of Sports Professional Managers and Sports Teachers.

The way of thinking and concepts of professional managers and physical education teachers directly affects curriculum construction and development. What we call the thinking mode of curriculum construction refers to the construction of a scientific curriculum construction target system for curriculum construction, reasonable macro, meso and micro plans for curriculum construction, operable curriculum construction implementation plans, and effective operation and supervision mechanisms, the combination of process evaluation and summative evaluation. These scientific logical thinking steps will directly affect the overall function of curriculum construction. If our physical education professional managers and physical education teachers lack this basic understanding, and only carry out the curriculum construction in the form of experience, the curriculum construction will be embarrassed. At the same time, sports professional managers and physical education teachers should have modern education and sports concepts, establish correct curriculum construction guidelines, and establish brand-new curriculum construction concepts.

3.3 The Development of Sports Science Theory is a Prerequisite Factor That Affects the Construction of Sports Courses.

From the overall view of the development of China's sports major, the construction of sports majors and the development of sports science theories are generally synchronized. At the beginning of the 1950s, our country fully introduced the former Soviet Union's sports science theory system. Especially the sports theory of the former Soviet Union was greatly influenced by Kairov's educational thought. Its center is to impart knowledge and cultivate moral qualities. Reflected in the study of sports theory, the "three basics" are the main focus. During this period, the construction of physical education courses in China also revolved around this idea. Since the reform and opening up, with the influx of advanced sports ideas, such as lifelong sports ideas, happy sports ideas, sports and health ideas, quality education ideas, etc., sports science and technology have developed

rapidly, sports knowledge update cycles have been shortened, and emerging disciplines, Marginal disciplines and comprehensive disciplines are also frequently produced. It is urgently required that the talents cultivated by college sports majors have both solid and rich knowledge, technology and skills, as well as highly developed abilities.

3.4 The Specific Situation of the Student.

The needs and possibilities of students in the study of physical education are important factors that affect curriculum construction. Students of different majors and different levels in the physical education subject cannot have the same learning requirements, knowledge and abilities. This leads to obvious differences in the setting of courses and teaching requirements. The curriculum construction must be based on the actual situation of the students. Sports majors generally have a certain foundation in sports and independent thinking ability. They need to have a strong self-awareness for their own growth and work in the society after graduation. They often listen to the opinions and requirements of students, and track graduates in society. The reflection and my own feelings can also promote the construction of physical education courses.

4. The Main Content of Physical Education Curriculum Construction

4.1 Planning for the Construction of Physical Education Courses.

The construction of physical education curriculum involves many factors, so it is a long-term, systematic and complex project. It is restricted by a certain social ideology, value orientation and human, material and financial resources. In order to ensure the purposeful, planned and organized development of the physical education curriculum construction, reasonable layout, systematic arrangement, and overall planning must be carried out. Based on the theoretical knowledge of humanities, social sciences and natural sciences, combined with the actual situation of the major, a scientific, reasonable and operable curriculum construction plan should be formulated.

4.2 The Teaching Content of Physical Education.

The teaching content of physical education mainly involves three aspects: syllabus, teaching materials and teaching plan. The overall optimized teaching plan of the physical education major must reflect the requirements of modern society and the development of sports science. According to the relevant policies, policies and professional training goals of our country, the curriculum structure should be reasonably arranged, public required courses, professional basic required courses, professional limited elective courses, and majors The relationship between optional elective courses, educational internships, educational practice, social surveys, graduation thesis, etc., makes the proportions of each part reasonable, and the order of the courses of each subject conforms to the students' cognitive characteristics and the relationship between the subjects, and truly achieves people-oriented. A thick foundation, a wide range, focus on practice, development of innovative capabilities, and enhancement of adaptability requirements lay the foundation for the realization of professional goals.

4.3 The Use of Modern Education Methods and Means.

With the gradual and in-depth development of the physical education curriculum construction, the problem of physical education teaching methods has received more and more attention. People are not satisfied with traditional teaching methods. The United States complained that the traditional

teaching method “the price of lifeless conservativeness is to make students lose the initiative to learn”. “Cannot teach students to think creatively.” Russia proposed that “in order to complete the new tasks proposed by the government to educators, it is necessary to further reform the teaching methods to make them fully consistent with the content of modern education, because this is the most basic and necessary to improve teaching efficiency and cultivate creative talents. Less conditions.” Therefore, the selection and application of teaching methods must be conducive to the completion of teaching content and the realization of teaching goals. Only in this way can teaching quality be effectively improved.

The construction of physical education teachers mainly refers to: First, the age structure, title structure, and academic structure of the teachers are reasonable; the second is to strengthen the ability and quality of teachers' courses; the third is to strengthen the teaching research and scientific research of teachers. How to strengthen the construction of physical education teachers is not only a complicated theoretical problem, but also a difficult practical problem. It is also a difficult problem encountered in the development of the physical education profession. Especially the construction of sports humanities and sociology and sports human science disciplines is more difficult. The construction work in this area can be adopted: introducing relevant professional talents; ° Strengthening the rational deployment and tapping of the potential of the internal teachers of the physical education major, forming relevant course groups.

5. Conclusion

China's contemporary sports, competitive sports are developing rapidly, school sports reform is huge, mass fitness craze is higher than one wave, sports scientific research results are changing with each passing day, and society has higher and higher requirements for the quality of sports talents. In the face of this situation, how to strengthen the reform and perfection of the college sports major, which is an important resource for sports human resources, improve the quality of sports talents, and adapt it to the needs of China's social reform and development is a manifestation of the maturity of the sports major.

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