

A Study on the Content Setting Direction of Physical Education Courses in Secondary Vocational Schools in Lanzhou

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Abstract: This paper provides some theoretical reference for the expansion of physical education content in secondary vocational schools in Lanzhou towards new fields by studying the specific settings of physical education curriculum from several perspectives. In a practical sense, it helps to improve secondary vocational students' interest in cultivating good physical education and students' employability and innovation ability. It plays a positive role for physical education teachers' teaching. It also helps the physical education courses in secondary vocational schools in Lanzhou to keep moving forward.

1. Introduction

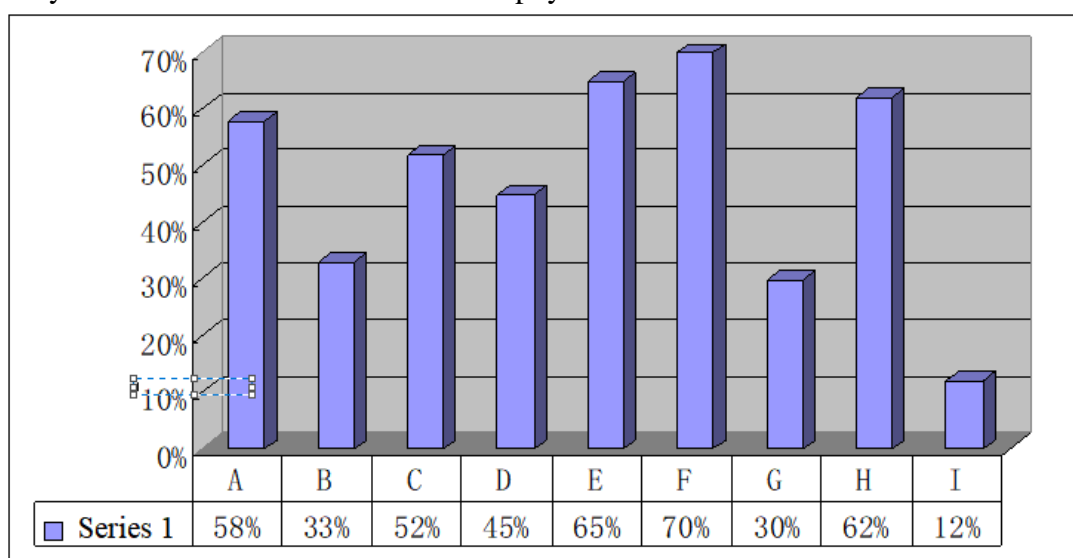
At present, the physical education courses offered by secondary schools in China are mainly about competitive sports, without considering the needs of students' future vocational work. Lack of vocational practical physical education content. The content of physical education in secondary schools should focus on skill training programs and highlight the cultivation of vocational practicality. Secondary education serves the development of national economy, and its talent cultivation mode is diversified [1]. It is market-oriented. With the goal of serving the society. It proactively adapts to the needs of the development of new industries and trades, helps students to become successful and acquire various skills quickly, and meets the needs of social and economic development [2]. Secondary schools can only focus on the development and research of vocational practical physical education course content setting. Students should be trained in the basic physical activities necessary for their future careers. Only then can students have a strong body to better adapt to their future vocational jobs [3]. Only then can they effectively prevent physical injuries caused by their occupations and better protect their health. Improving labor productivity.

2. Set the Specific Content of Physical Education Courses from Different Perspectives

2.1 From the Main Needs of Students, Set Up Sports That Meet the Characteristics of Students' Interests and Improve Self-Confidence

According to the results of the questionnaire survey on the content of physical education classes preferred by students in secondary vocational schools in Lanzhou (Figure 1): the popular ones are emerging sports, professional water or ice and snow programs and professional features materials.

This is followed by ball games, gymnastics and ethnic folk sports, which are also favored by most students. From the survey results, it can be seen that the demand for physical education knowledge of students in secondary schools in Wuhan tends to expand towards practical life and career-oriented aspects. Therefore, the main direction of students' needs is to integrate social, ecological and natural sports activities, which will become the basis for students' choice of sports activities, especially for students of tourism, prospecting and geology in vocational schools. In order to meet the physical fitness needs of the students' majors in terms of sports expansion and to make their self-worth well realized, then it is necessary to regroup and redevelop the physical education courses in terms of time, space and organizational forms [4]. This recombination and development must be based on the poor physical quality and lack of self-confidence psychological characteristics of the current vocational school students and reform the physical education course system, is the focus and key to the reform of vocational school physical education.

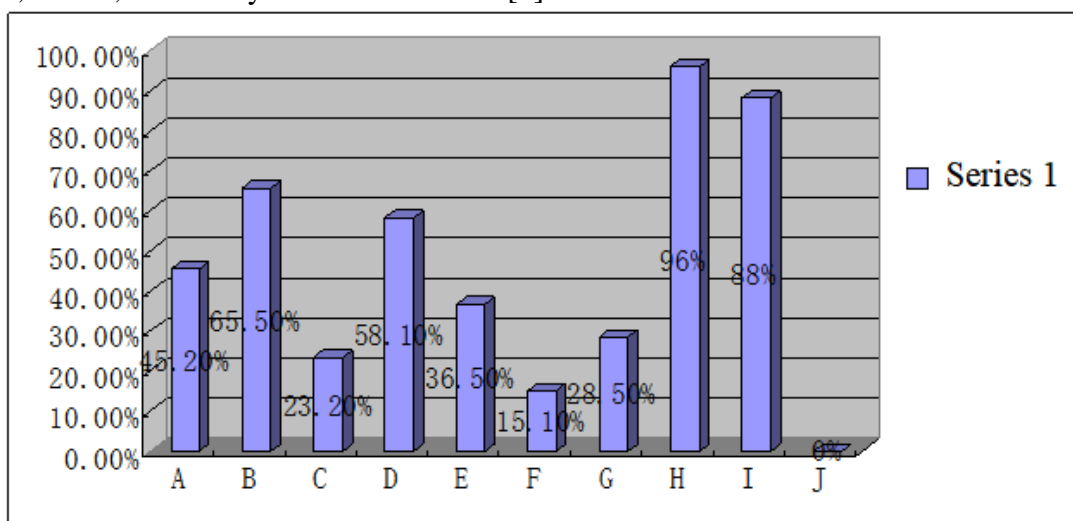


Illustrations: A ball games B athletics C gymnastics D ethnic folk sports E water or ice and snow F emerging sports G health education topics H professional features materials I other

Figure 1: Survey on the Content of Physical Education Courses Preferred by Secondary School Students in Lanzhou

Figure 2 shows that secondary schools in Lanzhou should offer more theoretical class contents that students prefer and have practical significance for them, such as setting physical exercise and health care, knowledge of prevention of occupational diseases, knowledge of physical health, and practical knowledge of occupational sports. They should also increase the knowledge of health care learning, so that students master the methods and means of fitness, common sports injury first aid methods, the principles of exercise prescription. They can teach students some basic knowledge of common physical health care, so that students can establish awareness of prevention of occupational diseases, and make students have a correct understanding of common physical diseases and carry out reasonable exercise under the guidance of teachers to treat them. Schools should highlight the transfer of lifelong knowledge to students and emphasize the development of the ability to guide theory into practice. In order to meet the needs of the students, here are several aspects to be taken into account: Firstly, to use sports contents that are interesting and easy for students to accept. Secondly, to use sports items that are new and fashionable and do not require high requirements for field equipment. Third, to choose some group sports that are conducive to improve students' emotional communication. For withdrawn personalities, group sports such as soccer, basketball, volleyball, and relay races can be chosen; for personalities who are easily impatient and impulsive,

yoga, jogging, and tai chi can be chosen; for students who are mentally weak and easily nervous, basketball, soccer, and volleyball can be chosen [5].



Illustrations: A sports health knowledge; B sports health knowledge; C sports humanities knowledge; D sports and nutrition; E sports items, competition rules and referee law; F sports and leisure; G sports appreciation; H professional practical sports knowledge; I occupational disease prevention knowledge; J other

Figure 2: Survey on Theoretical Knowledge That Secondary School Students in Lanzhou Think They Need to Learn

2.2 From the perspective of the purpose of school physical education, set up sports programs that are conducive to enhancing students' physical fitness and cultivating a sense of lifelong physical education

The living of physical education in vocational schools has become a developmental need for students, which in turn gradually cultivates a lifelong awareness of physical education. The content of physical education materials is reset to fitness sports as the main teaching content, the new curriculum teaching reform and school physical education are aimed at enhancing the function of students' physical health (i.e., fitness function), requiring teachers to choose those teaching materials with high exercise value that have a small difficulty factor, are convenient to carry out, and are not restricted by age in specific physical education practice classes, such as health exercises, swimming, Tai Chi, badminton, ballroom dancing, etc. [6]. In the case of restricted space conditions, those projects that do not occupy much space and do not have a large radius of activity and have a good fitness effect can be arranged, such as aerobics, sparring, basketball, dance, volleyball, taekwondo, etc. Competitive sports are one of the contents of fitness materials, while the following sports are more acceptable to students: 1. Sub-competitive sports, that is, through the adaptation of competitive sports programs to make this further suitable for youth fitness, such as soft volleyball, soft tennis, mini-soccer, etc. 2. Torophysical "trops" (first introduced by the Japanese sports sociologist Ken Kageyama). One of the characteristics of competitive sports is that the winner is decided through competition, while more emphasis is placed on synergy, cooperation and performance, which is achieved by changing the rules and designing the game. 3. Non-competitive sports, which includes games, basic gymnastics, dance, etc. Pay attention to the cultivation of students' lifelong sports awareness in teaching, so that students can independently carry out scientific and effective physical exercise regardless of time and space constraints.

2.3 Set up Sports Programs That Are Conducive to Improving Students' Social Adaptability from the Perspective of the Needs of Social Enterprises

There are many types of majors offered by secondary vocational schools in Lanzhou. Each specialty has its own characteristics, so it is impossible for any one textbook content to meet the requirements of education in different vocational schools. Nowadays, the function of physical education in vocational schools is mainly to carry out physical education activities with vocational characteristics, and the mandatory physical education course contents are arranged for students mainly according to their professional characteristics. This process is mainly based on students' vocational needs, and the course contents set may not be the most preferred by students, but are necessary for their profession. More details are shown in Table 1-3.

Table 1: Classification According to Upper and Lower Extremity Activity Characteristics and Course Reference Training Content

Vocational practical professional training course	Breakdown of categories and reference majors	Vocational practical physical training reference content	Employer's approval
Classified by the characteristics of upper and lower limb movement	Majors that focus on upper limb activities such as Fiber Optic and 3G Technology, Electronic Electrician, Laser Processing Technology, Computer, Accounting, Clothing, Home Appliance Maintenance Majors, Machining Technology, etc.	Pole climbing, push-ups, pull-ups, dumbbells, badminton, basketball dribbling, volleyball passing, handstand, gymnastics and other exercises, Auxiliary exercises: Mountain climbing, climbing, neck and shoulder activities, spine extension, upper limb massage	80.80% agree
	Majors that focus on lower limb activities, such as: Bridge Lifting, Meals and Travel Service and Management, Optometric Technology, Driving, Network and Multimedia Technology, and other majors	Jogging, brisk walking, squats, jumping rope, soccer, aerobics, climbing stairs, lunges, roller skating, cycling, etc Auxiliary exercises dumbbells, push-ups and other exercises to develop upper body strength;	

Table 2: Classification According to the Nature of Work and Course Reference Training Content

Vocational practical professional training course	Breakdown of categories and reference majors	Vocational practical physical training reference content	Employer's approval
Classification by nature of work	Major in physical fitness, such as: Mechanical and Electrical, Construction, Numerical Control, Auto Repair, Cooking, Engineering Machinery Application and Maintenance, Subway Engineering Construction and other majors	Endurance running, upper and lower body and trunk strength exercises, various ball exercises, stair climbing, pole climbing, rope climbing, rock climbing at high altitude and in limited locations Auxiliary exercises tai chi, gymnastics, health massage or the opposite of fixed posture exercises	83.00% agree
	Dexterity-based majors, such as: Early Childhood Education, Beauty Salon, Food and Travel Service and Management, Digital Imaging Technology, etc.	gymnastics class mat exercises, aerobics, fitness running, martial arts, physical fitness, agility class sports games and other exercises. auxiliary exercises yoga, health massage and other exercises.	

Table 3: Classification and Course Reference Training Content by Characteristics of Physical Activity of Occupational Workers

Vocational practical professional training course	Breakdown of categories and reference majors	Vocational practical physical training reference content	Employer's approval
Classification by the characteristics of the physical activity of occupational workers	<p>Standing type Such as: Aviation Service, Culinary, Beauty Salon, Catering Service and Management, Costume Display and Etiquette, Petrochemical, etc.</p>	<p>Run up and down the stairs, pull-ups, push-ups, dumbbells, two-headed and other strength exercises, formation, posture, form, aerobics exercises Auxiliary exercises tai chi, squatting, aerobics, interval exercises, massage, etc.</p>	81.50% agree
	<p>Sitting type Such as: Home Appliance Maintenance, Computer Financial Management, Clothing, Financial Affairs, Secretarial, etc.</p>	<p>Dumbbells, push-ups, sit-ups, pull-ups and other upper limb and waist strength exercises. Auxiliary exercises: interval exercises, neck and shoulder activities, lumbar, spine stretching, massage, eye exercises, far-seeing, etc., fitness running, various jumping exercises, etc.</p>	
	<p>Comprehensive type Such as: Construction, Security, Auto Repair, Mechanical and Electrical, CNC, Railway Engineering, Gas Storage, Distribution and Application, etc.</p>	<p>Rock climbing, endurance running, martial arts, upper and lower body and trunk strength exercises, gymnastics, various ball exercises Auxiliary exercises: relaxation exercises such as doing exercises opposite to the fixed posture or massage</p>	

Secondary schools should focus on the cultivation and development of students' skills in order to effectively improve their social adaptability. The diversification of social needs leads to the diversification of individual skill mastery, and vocational schools should strengthen the cultivation of various skills for students through various channels. The first is physical education class. Most of its content comes from life and is colorful. Students in physical education classes mainly develop motor skills, promote the development of other related skills, and strengthen the cultivation and training of students' skills in combination with the characteristics of the school's specialties. For example, prospecting students need to offer sports such as mountain climbing and rock climbing. In order to enrich the cultural life of the campus, a variety of knowledge lectures, vocational training, extension games and various competitions reflecting professionalism are held to motivate students to participate in sports activities, thus stimulating their intelligence and creating a good learning atmosphere for them. Vocational schools mainly cultivate applied talents to meet the needs of society, and many occupations also put forward high requirements for students' physical development, such as prospecting and geology students in vocational schools, which should focus on the development and improvement of physical fitness while training students to master certain skills. In vocational schools, for example, in order to improve the general endurance of long-distance running training of prospecting, geological professional students, on the one hand to improve the students' aerobic stamina diathesis, on the other hand also to improve students' anaerobic endurance of moderate intensity exercise, moreover will also improve the students' cardiac function and strength endurance, The aim is to increase the intensity of exercise students need to adapt to mountain climbing. Such as ball games, Tai chi, aerobics, swimming and so on in the society is more practical, is more widely used public sports.

3. Conclusion

The specific setting of the content of the physical education courses in secondary vocational schools in Lanzhou should be set from the three perspectives of students, schools and society, respectively, to set sports programs that meet the characteristics of students' interests and improve their self-confidence. They should set sports programs that are conducive to enhancing students' physical fitness and cultivating lifelong sports awareness, and sports programs that are conducive to improving students' social adaptability.

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