

Research on College Physical Education Curriculum Reform under the Background of College Students' Physique Downturn

Liang Chang¹

¹ Baicheng Normal University, Baicheng, Jilin, 137000

Keywords: Physical Education; curriculum reform; college student physique downturn

Abstract: The reform of public physical education curriculum system in colleges and universities should establish the concept of modern college curriculum system, strengthen the comprehensiveness of physical education curriculum reform, and pay attention to the practicality of physical education curriculum reform. The construction of the curriculum system should reflect the characteristics of innovation, basicness, practicality, and comprehensiveness. The practicality of public sports health courses in colleges and universities should be able to cultivate students' sports ability and promote the formation of lifelong sports views, cultivate students' interest in sports and promote the mastery of sports skills, and promote students' mastery of health knowledge and medical common sense.

1. Introduction

According to the requirements of the guidance program for physical education teaching in ordinary colleges and universities, college physical education must establish the concept of "health first", and enhance the physical and mental health of college students by enhancing their physique and developing their personalities. In the teaching process, a new type of education based on student development should be established to improve college students' interest in sports learning and sports innovation. In the reform of physical education in colleges and universities, it is necessary to break through the constraints and limitations of classroom space conditions and give students a space for individualized learning, thereby eliminating restrictions on college students in their study time, learning location, learning content, methods, and methods. Students' learning channels.

2. Status Quo of College Physical Education Curriculum System

In recent years, many college and university sports teachers and sports researchers have done a lot of work on the reform of public sports curriculum materials in colleges and universities. There have been many public sports curriculum materials in universities with different opinions, different structures, and different contents. From the information and documents that have been learned, most colleges and universities across the country still use the past sports materials. Basically, the name of the physical education curriculum has changed, but the content of the lecture has not changed. These teaching materials mainly have the following characteristics: The content of teaching materials increases, and the burden of students' learning increases relatively; The professionalism of teaching materials is too strong, the popularity of public sports is weakened, and students are difficult to complete their learning tasks; The difficulty of teaching materials is increased. Physical education courses actually include textbooks for graduate students in sports colleges. The vast majority of public sports courses are still based on the sports program system, and sports education is the main idea of editing textbooks. The main teaching methods are physical quality and technical skills. However, the fundamental flaw of these teaching materials is their lack of relevance and practicality. They have not been closely linked with the students' future lives and work, and have not combined the theory and skills of the course organically. Therefore, it is imperative to reform the content of colleges and universities' public sports curriculum system and teaching materials.

3. New Ideas for Reforming Public Sports Health Courses in Colleges and Universities

The concept of health in the World Health Organization is: Health is not only free from illness and debilitation, but it is also the perfect condition for maintaining physical, mental and social adaptation. The ability of the talents needed by society in the 21st century is the comprehensive ability of learners to create new knowledge and apply knowledge. Therefore, the reform of sports health curriculum should reflect the development of sports disciplines, social needs and student needs. In addition, the form of physical education curriculum should not only pay attention to explicit teaching, but also must strengthen the training of hidden curriculum. Such as: the maintenance of campus health environment, the organization of campus activities, and the interpersonal relationships in physical training. Then there is, in sports discipline education, the proportion of health knowledge and medical knowledge in physical education curriculum and the methods and means of application.

Cultivating students with innovative spirit and practical ability is the basic requirement for talents in social development in the new century. As a university graduate, one should be a person who can better adapt to the society and live a healthy life. They should be able to master the basic methods of fitness and motor skills, understand basic medical knowledge and necessary first-aid measures, be able to use the knowledge of the exercise to guide daily fitness activities, be able to have fun in sports, and maintain good sports interests.

4. Construction and Content Features of Public Sports Health Curriculum System

The public sports health curriculum system in colleges and universities is itself an innovation. Its content and teaching methods need innovation. The reform of physical education and health courses in colleges and universities should be closely linked with the characteristics of the physical and mental development of young people, which is the key to the innovation of the textbook. For example, due to the continuous changes in the concept of modern behavior, coupled with the influence of the social environment, college students' neutral behavior is no longer an accidental phenomenon. Therefore, we should properly guide and intensify education in this area and revamp the latest health theories that reflect the current world. To cultivate students' innovative ability, there must be innovative teachers. The focus of the innovation of physical education teachers should be teaching methods, means, and comprehensive medical and health knowledge, and they should have good operational skills. This is the basic requirement for physical education teachers.

The setting of physical education and health courses in colleges and universities, from basic theory to basic skills, must follow this principle: Learn to understand, learn to do things, learn to live with people, and learn to live. The teaching of physical education and health courses in colleges and universities is to master basic health knowledge, medical knowledge and sports basic theory. Students should have basic knowledge of basic health and basic skills in exercise so that students can exercise themselves and learn a good sports lifestyle. Such as: common physiological reactions and treatment during exercise, common first-aid measures. Understand the knowledge of the Olympic Games, the development of Chinese sports, and the correct methods of physical education teaching practice and fitness exercise.

Practices without theoretical guidance are blind; those that do not apply theory to practice are gray ones. As a sports and health course offered by colleges and universities, it is not enough to theoretically guide students to study sports. Physical education has its special methods, that is, theory and practice, and the proportion of practical lessons is very large in public sports teaching. After the formation of the new curriculum system, while enabling students to master the principles and teaching methods and methods of physical education, the content of theoretical courses has been increased. We must have corresponding practical methods for the practice of physical education courses. The important thing for the physical education curriculum is to enable students to apply theoretical knowledge to the teaching practice of sports subjects on the basis of mastering theoretical knowledge and to guide the teaching of physical education.

5. Method of College Public Sports Curriculum Reform

For a long time, the physical education curriculum in Chinese colleges has placed too much emphasis on social needs and technical teaching. It only pursues the enhancement of students' physique. As a result, physical education has changed into a technical lesson and a physique lesson, and the teaching content has placed too much emphasis on the exercise load. This educational concept has played a positive role in promoting students' active participation in physical exercise and ensuring the normal development and physical fitness of college students. However, with the continuous development of society today, this educational concept has a certain degree of one-sidedness. As a result, public physical education has become a training course. However, the physical and mental health of undergraduates has been neglected, and the physical and psychological differences and characteristics of undergraduates have not been taken into account. The personality of students is not conducive to the development of physical and mental health of college students. In recent years, the CPC Central Committee and the State Council have clearly stated that school education should establish the teaching concept of "health first" and effectively strengthen the sports work in colleges and universities. At present, college sports is actively establishing the guiding principle of "health first". This is not only the positioning of public sports in colleges and universities, but also reflects the nature and essence of public sports teaching in colleges and universities, and shows the ultimate purpose of sports work in colleges and universities. The future physical education curriculum should pay more attention to the health of students, attach importance to and inspire students' interest in sports, sustainability, and individual needs of students, so that physical education courses can promote the participation of college students in sports activities, and thus develop positive results. Exercise habits.

In the traditional sense, the public sports curriculum study emphasizes the standardized curriculum structure. The ultimate goal of this standardized learning is to let the college students master and improve the "three bases" of physical education. It is necessary to insist on administering education according to the law and earnestly implement the state regulations on physical education, and cannot use physical education for any reason. In order to cooperate with public sports teaching, students should be guaranteed to spend more than an hour of physical exercise on each study day. We must actively promote the form of inter-curricular sports activities, strengthen the construction of college sports clubs and sports clubs, and organize various types of extracurricular sports activities with distinctive themes so as to continuously expand the forms and contents of college students' extracurricular sports activities. It is necessary to regularly carry out sports activities and competitions for college students that use class as a unit, so as to realize that everyone has sports programs, there are sports in class, and school and school have distinctive sports characteristics.

The limitation of the contents of sports teaching materials has caused teachers to choose the content of textbooks to be quite random. Local textbooks, self-produced textbooks, etc. also occupy a considerable proportion, and the contents of the current syllabus are too monotonous. The content of sports and lifelong sports involves too little, so the implementation is not ideal, and the content of basic technical teaching materials is too high. Therefore, in conjunction with the actual preparation of new textbooks for public sports, we must use the concept of "health first" as a guide, and take the development of college students' physical health, mental health, and social adaptability as the starting point, formulate suitable college students and have local characteristics. As the main body of college students, they can inspire the enthusiasm of college students, and have progressive teaching materials, and ultimately achieve the purpose of cultivating lifelong sports consciousness of college students.

Extracurricular sports activities are one of the extensions and important components of the public sports curriculum content of institutions of higher learning. Colleges and universities should incorporate extra-curricular sports activities, sports team special training and student physical fitness standards tests into the physical education curriculum. Sports departments (colleges and departments) of colleges and universities should work closely with relevant functional departments to give full play to the active role of club organizations and establish various forms of sports clubs,

so as to organically combine physical education and extracurricular sports activities. Rich and varied extra-curricular sports activities, and ensure that every student participates in at least three extra-curricular sports activities every week. College extracurricular sports activities can take the form of clubs and public electives, and can also be run in small and medium-sized competitions. Clubs should be oriented toward all students in the university. Its purpose is to develop and improve the personality, interests, hobbies, and talents of college students. Leaders of colleges and universities should directly lead the club and students' associations and sports departments should work together. In this way, the following three major tasks can be completed: First, it is possible to develop the sports specialty of college students and improve their sports skills so as to select excellent talents for various sports competitions in colleges and universities. The second is to face all college students. For fitness, fitness and entertainment purposes. The third is to pay attention to students with difficulties in sports and help them improve their basic athleticism and their interest in sports. Public elective courses should allow flexible study, that is, the provision of credits and hours, but it does not rigidly stipulate the length of study, the content of the selected courses is relatively fixed, focusing on the traditional features of colleges and universities and college students are necessary to learn and master Knowledge and skills, which belong to the teaching plan of the colleges and universities public sports curriculum. Public electives should also be oriented toward all college students. This will not only allow students to learn sports knowledge, skills, and skills on the basis of normal teaching, but also enable students to re-educate their students in their spare time, so that students can further to learn sports knowledge and technology, so as to lay a more solid lifelong sports. Similarly, small competitions can not only stimulate the enthusiasm for learning among college students, but also activate the amateur sports culture in colleges and universities.

6. Conclusion

The public physical education teaching in colleges and universities should closely follow the pace of modern education and teaching reform, meet the requirements of quality education, take the "health first" as the guiding ideology to improve the teaching of public physical education in colleges and universities, reform the traditional public physical education model, and constantly update teaching methods and methods. This will enable the university students to truly grasp the methods of scientific exercise so as to effectively raise the awareness of lifelong sports and truly benefit from it.

References

- [1] Ruan Dingbang, Dong Lin, Nie Dongfeng. Current Situation Analysis and Countermeasures Research on Physical Education Teaching Reform in Chinese Colleges and Universities[J]. Journal of Beijing Sport University, 2006(09).
- [2] Wang Shouwen. Some Reflections on the Reform of Physical Education in Colleges and Universities[J]. Chinese Higher Education, 2007(05).
- [3] Meng Jun. An Analysis of Physical Education Curriculum Reform in Ordinary Colleges in Guangxi [J]. New Curriculum Research, Vocational Education, 2008(08).
- [4] Xu Li. Exploration of the Development of School-based Curriculum for Public Physical Education in Newly Upgraded Undergraduate Colleges——A Case Study of Qinzhou University[J]. Reform and Opening, 2010(06).