

## Exploration on the Integrated Regulation of Sports and Physical Fitness Training in Higher Vocational Education

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**Abstract:** In recent years, with the development of society, the living standards of the people have been continuously improved. While the material foundation has been met, attention has gradually been paid to the comprehensive development of talent education work. In the process of recruiting and cultivating talents, enterprises have also put forward specific requirements for the physical fitness of talents. As an educational base for cultivating professional talents, vocational colleges have provided a large number of professional and technical talents to the country for many years. It is even more necessary to carry out diversified teaching work to ensure the comprehensive quality of students and become builders of society. As a major component of talent cultivation, physical education (PE) teaching aims to enhance students' physical fitness to meet the needs of future positions. The proposal of the requirement of talent physical fitness has promoted the reform of the teaching system in vocational colleges, increased the importance of PE teaching, and added training content related to vocational physical fitness. Targeted efforts have been made to enhance the vocational physical fitness of vocational college students, continuously promoting the formation of an integrated vocational physical fitness training model both inside and outside of class. This article analyzes the current situation and problems of PE teaching in vocational colleges, and proposes targeted strategies to strengthen students' physical fitness training in PE teaching courses.

### 1. Introduction

The main form of physical training is to add more diversified sports in PE teaching, such as long-distance running, Push-up, Sit-up and other more difficult sports that can fully stimulate the physical potential[1]. The vocational education implemented by vocational colleges focuses on cultivating technical talents with certain specialties. With the rapid development of China's social economy, the reform of PE curriculum in vocational colleges is gradually advancing, and people are gradually shifting the focus of training to physical fitness, thus highlighting the importance of students' physical fitness training[2]. In the process of paying attention to the healthy growth of students, we emphasize their psychological fitness to adapt to different environments and their physical fitness to accept labor intensity.

Physical fitness training is the foundation and compulsory course of PE teaching. In the process of vocational PE teaching, how to promote vocational students to achieve better physical fitness to adapt to the current learning life and future career development through physical fitness training is a constructive proposition in PE teaching[3]. In terms of the actual effectiveness of PE, positive requirements have been put forward for conducting vocational physical fitness training for students. There is a higher demand for students' personal physical fitness and perseverance, particularly their physical strength. Vocational education is an important stage in cultivating students' physical fitness. Therefore, PE teachers must clarify the importance of physical fitness training for students and truly enhance their physical fitness. From the employment distribution of students in Chinese vocational colleges, it can be seen that most of them have entered small and medium-sized enterprises after graduation. These enterprises are mostly private enterprises with small scale, incomplete infrastructure, incomplete organizational structure, and short labor resources. However, the complexity of job content and high technological content require staff to have strong psychological

and physical qualities. In recent years, vocational colleges and their unique educational models have cultivated a large number of professional talents with professional qualities. However, in practical development, it has not been smooth sailing, and various sports training methods are also in the stage of practical exploration. How to identify experiences and lessons in practice, and gradually summarize the experience in development, can vocational colleges achieve better and comprehensive development in sports training[4].

The reform of PE curriculum education and teaching in higher vocational colleges in China has entered a deep water zone, and the contradiction of students' 'liking PE but not liking PE courses' is increasingly intensifying. The improvement of teaching quality and optimization of talent cultivation models in higher vocational PE colleges have encountered bottlenecks, and traditional teaching methods and methods are no longer able to meet the teaching needs of modern PE, especially those oriented towards skills and practice[5]. This requires educators to have a deeper understanding of teaching tasks and adhere to the central idea of putting people first, injecting vitality into the development of teaching work, in order to seek the comprehensive development of students. Specialized training in professional physical fitness can effectively enhance students' learning motivation, promote the efficient conduct of sports, correct erroneous ideas in a timely manner, and also become a powerful support for the development of China's sports industry[6].

## **2. The Current Situation and Existing Problems of PE Teaching in Vocational Colleges**

### **2.1 The Current Situation**

The overall structure of students in sports vocational colleges is complex, including ordinary high school sports majors who have participated in the college entrance examination, students from vocational schools, technical schools, and vocational schools, as well as registered active professional athletes. There are significant differences in students' knowledge structure, skill levels, learning interests and states, values and ideologies, learning conditions and living habits. On the one hand, PE teachers have low requirements for students. Even if students skip classes and pretend to be sick or lazy and fail to complete physical training tasks, teachers do not promptly and deeply criticize them, and students cannot recognize their own problems. On the other hand, because students are lazy and don't like sports, students' rejection and avoidance of physical training directly reduce the intensity and difficulty of physical training in PE[7].

### **2.2 Existing Problems**

The lack of Sports venue facilities in most higher vocational colleges directly affects the exercise effect of students. Infrastructure is an important link in sports management. Sports ground and equipment with complete facilities can make sports training management more efficient. Perfect infrastructure will also make students feel different. Due to the widespread neglect of PE courses in the past, students have paid low attention to PE courses. Some students view PE courses as a time for professional relaxation after class, and even some teaching staff do the same, which poses certain obstacles to the development of PE work. Due to the lack of PE teaching talents, many schools' vocational physical fitness training is relatively one-sided and cannot truly implement professional ideas and training methods, resulting in students' difficulty in truly understanding the learning content during the learning process. And due to the differences in students' own qualities, if teaching tasks cannot be formulated according to individual differences in teaching, it will also lead to difficulty in unifying standards for the implementation of teaching tasks, which is not conducive to the long-term development of sports. The content of PE teaching courses does not have richness and diversity, and the original intention of vocational PE teaching courses is not clear, as well as the establishment of goals that conform to the development of teaching laws. This can easily lead to vocational PE teaching being too superficial and superficial, and students cannot fully appreciate the substantive role of PE teaching. The traditional form of physical training in higher vocational colleges is based on simple basic sports such as long-distance running marathon and Sit-up. Although it can improve physical fitness, students' participation and enthusiasm are not high due to

the monotonous exercise process. According to a survey, more than half of vocational college students believe that the content of PE classes is very boring, some students feel average, and only a few students think that PE classes are more interesting, as shown in Figure 1.

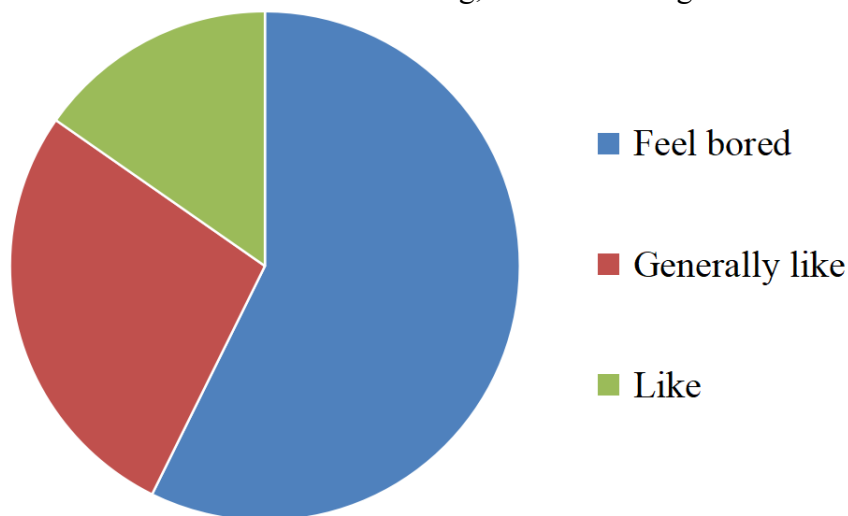


Fig.1 Survey on the Preference of PE Courses in a Vocational College

At the same time, teachers have not clearly defined corresponding training objectives and formulated effective training plans, and still use traditional training models and methods, which cannot meet the actual training needs. As a result, the training process lacks professionalism, systematicity, and scientificity, and cannot truly guide students' sports awareness, improve their sports quality level, and enhance their sports abilities. The teaching mode and content do not meet the specific requirements of modern teaching objectives, and also cannot meet the substantive needs of contemporary vocational college students for sports knowledge learning. Teachers do not understand the true needs of students, the goals and task orientation of students' participation in learning are not clear, it is difficult to actively think and explore the learning content, and there is a lack of interaction and communication between teachers and students, resulting in a separation of teaching and learning at the skill level, and the inability to form an effective classroom teaching environment[8].

### 3. Strategies for Sports Training Management in Vocational Colleges

#### 3.1 Organic Combination of Flipped Classroom and Physical Training Course

The Flipped classroom teaching is implemented in the physical training course, which enables students to obtain rich teaching resources before the class by means of physical training video action explanation, and then carry out practical operations in the class, and complete the discussion within the learning group, promoting the deep internalization of students' practical skills and the extensive expansion of theoretical knowledge, reflecting the instrumental characteristics of the application of teaching methods (as shown in Figure 2). Flipped classroom teaching always adheres to the principle of "student-centered", attaches importance to the individual differences of students, and implements differentiated teaching through reasonable arrangement of learning time and space inside and outside the classroom to promote students' collaborative and personalized learning. The physical fitness training course focuses on the five basic qualities of Physical strength, endurance, agility, speed and balance, and focuses on building the foundation of students' sports ability. Its course content is mostly the training actions in various links of the sports chain, which can effectively improve students' physical quality. The subject of teaching evaluation in Flipped classroom has changed from a single individual teacher to a teacher, a group leader and students themselves. The way and content of evaluation are diversified. There is no fundamental difference between Flipped classroom and traditional teaching mode in the composition of teaching elements. It is a scientific and reasonable targeted reorganization of teaching elements according to different

teaching subjects, purposes and contents to improve teaching effectiveness[9].

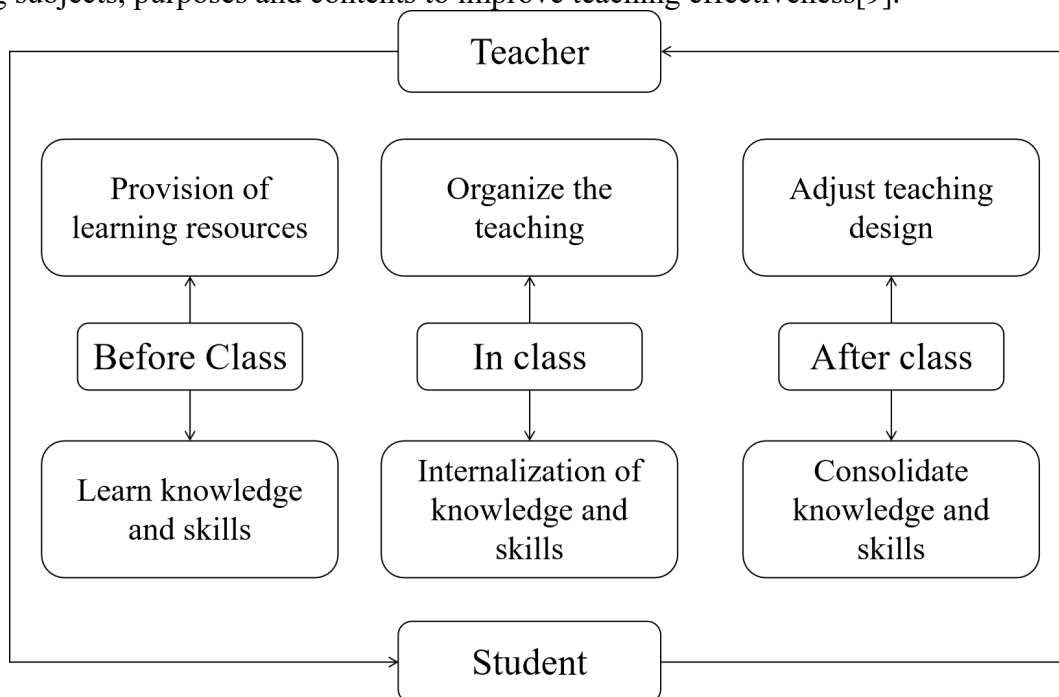


Fig.2 Implementation Steps of Flipped Teaching in Physical Fitness Courses

### 3.2 Innovative Training Forms, Combined with Students' Actual Situations

In view of the traditional PE teaching mode in higher vocational colleges, teachers must take the principle of “taking the essence and eliminating the dross” as the basis, improve and innovate the teaching mode on the original basis in line with the modern PE teaching law, improve the corresponding teaching methods and strategies according to the actual needs of higher vocational students, and actively promote the teaching curriculum based on student physical training[10]. The training form of physical fitness training should be constantly innovative, and should not stop at sports activities such as long-distance running and marathons with low interest and participation. When constructing PE teaching courses in vocational colleges, it is necessary to focus on the actual needs of students, highlight their personalized characteristics, and promote their maximum effectiveness in learning sports knowledge and mastering sports skills. It is necessary to use specific PE teaching content as a stimulating point for students' interest in PE learning around different teaching contents, so that students can choose the teaching content they are interested in on their own, so that they will naturally actively participate in physical training.

PE teachers should pay attention to the observation and understanding of students in teaching. Only by making targeted teaching plans for different students through the communication of students' scores in daily courses and after class can they effectively help students provide good Learning space. Physical fitness training is an effective way to optimize the efficiency of university PE teaching and enhance students' physical health. To effectively construct university PE teaching courses based on student physical fitness training, it is best for teachers to conduct hierarchical training based on the actual situation of students, so as to ensure that every student in the class can receive physical fitness training and development in PE classes.

### 4. Conclusions

On the basis of improving students' physical fitness training, optimizing the construction of vocational PE teaching courses is an important manifestation of meeting the needs of modern vocational PE teaching. Strengthening physical fitness training not only expands the physical fitness of vocational college students, but also cultivates their mental health development. Teachers should recognize the exercise needs of professional physical fitness, start from students' psychology and

training content, and encourage them to develop healthy eating and reasonable exercise habits. According to the needs of students to improve their physical fitness, complete theoretical content education and centralized training of some types of sports activities to improve their understanding of sports types and common knowledge. Both vocational colleges and teachers should adjust their strategies in a timely manner, strengthen the practical application of physical training while improving personal ideological awareness, and implement the strengthening of students' physical training work in practice. In the process of implementing PE programs for students, we continuously improve their knowledge level and training requirements for protecting their physical health, so that physical fitness training can play an educational role in guiding students to value personal progress and physical function. In the process of physical fitness training in vocational college PE teaching, vocational PE educators should develop scientific, standardized, and effective physical fitness training plans for students based on their specific situations. Through reasonable and effective physical fitness training, vocational students can truly become high-quality vocational skilled talents with healthy physique.

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