

On the Countermeasures of Sustainable Development of Yoga Teaching in Colleges and Universities

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Abstract: In order to promote the sustainable development of yoga teaching in colleges and universities, it is necessary to comprehensively analyze the existing problems. According to the causes, perfect solutions are formulated to comprehensively cultivate students' sports literacy. This paper analyzes the factors that affect the sustainable development of yoga teaching in colleges and universities, and put forward reasonable suggestions according to the actual situation, so as to comprehensively improve the overall level of yoga teaching.

1. Introduction

At present, Yoga course in colleges and universities has been widely concerned by teachers and students. In order to promote its sustainable development, it is necessary to have a comprehensive understanding of it, constantly enrich the teaching content, comprehensively improve teachers' professional quality, and develop a perfect teaching plan.

2. Analysis of the Factors Influencing the Sustainable Development of Yoga Teaching in Colleges and Universities

2.1 Concept Awareness and Guiding Ideology Factors of Yoga Teaching

First of all, in the process of Yoga teaching in colleges and universities, there is a vague ideological definition. The guiding ideology of Yoga teaching fully reflects the relevant requirements and specifications of training talents. For a long time, skills teaching and system teaching have a significant impact on college physical education. It is a preliminary exploration of physical education practice to set up Yoga course in colleges and universities, which will be influenced by skills teaching and system teaching. This deviates from the guiding ideology of "health first" of physical education.

Secondly, in the aspect of Yoga teaching consciousness and concept, there are great differences among students. College students already have certain consciousness, attitude and ability in sports emotion, sports evaluation, sports knowledge and sports will. The main performance is as follows: Students present a variety of personalized sports exercise purposes; Students' demand for sports is constantly enhanced, and the degree of care, participation and interest is constantly improved; Students' sports consciousness gradually develops towards the direction of practicality; Students master the physical fitness and sports skills to meet the needs of society or future occupation. At present, the consciousness of sports evaluation is gradually improved, and the function value of college sports is judged at a higher level. As a new physical education course in colleges and universities, Yoga is easily influenced by the past physical education teaching consciousness and concept. In the process of physical education teaching, teachers often fail to pay attention to the cultivation of students' self experience, enthusiasm and the acquisition of basic adaptability and creativity in their own experience. Teachers do not fully understand the differences in students' sports awareness, such as psychological quality, sports quality, congenital conditions and sports attitude. As a result, teachers' teaching consciousness and concept are quite different from students' basic characteristics and sports consciousness^[1].

2.2 Factors Related to the Systematic Influence of Yoga Teaching in Colleges and Universities

Elements of teaching, student and teaching condition constitute the core structure of physical education teaching system. There is a close relationship between the three. Students are the main body of the classroom and teachers are the leading role of classroom teaching. Teaching conditions, as the intermediary between teachers and students, strengthen the relationship between the two. However, the teaching level of teachers needs to be improved, which can no longer meet the actual needs of the development of Yoga teaching. As the leader and organizer of classroom teaching activities, the teacher plays the leading role through teaching level, selection of teaching materials, adjustment of classroom teaching activities and innovation of classroom teaching methods. At present, many Yoga teachers were those teaching martial arts, physique, aerobics, or even track and field and ball games in previous. As a result, they do not grasp the right Yoga teaching methods and teaching materials. Because of the low level of Yoga teachers, the overall quality and effect of classroom teaching are directly influenced ^[2].

The current contents of Yoga teaching in colleges and universities are complicated, lacking standardization. Yoga teaching, as a general term, explains the basic skills, techniques and basic knowledge to college students. It mainly includes basic knowledge and technical practice, fully reflecting the systematic, scientific and extensive nature of Yoga teaching. In the early stage of Yoga development, it is usually carried out in communities and clubs. In recent years, it is gradually extended to colleges and universities. There are still many imperfections in Yoga teaching courses. The selection of teaching content is relatively weak in pertinence, rationality and scientificity. However, the selection and positioning of teaching content are quite vital in classroom teaching. According to the survey, the orientation and selection of Yoga teaching content are unscientific and unreasonable, which is a very important factor affecting the teaching quality. This kind of teaching content directly hinders the healthy development of Yoga teaching. According to the statistics, many colleges and universities lay more emphasis on technical teaching while a small part of Yoga teaching concludes both theoretical teaching and technical teaching. Based on the survey among college students, only 19.2% hold that Yoga class hours are sufficient, 30% think that Yoga courses are neither too many nor too few, and 50.8% believe that class hours are insufficient. At present, many colleges and universities carry out Yoga courses as elective courses, usually 30-36 class hours for a semester. Students do not know enough about Yoga schools, systems, appreciation and characteristics. Therefore, in Yoga teaching, excessive emphasis on external performance and motor skills is not conducive to students' lifelong benefits, which leads to the fact that Yoga teaching cannot satisfy related needs of physical education teaching.

In the process of Yoga teaching, there is a shortage of teaching materials, which are the basic conditions of classroom teaching. The content of teaching materials, as an important part of the joint investigation and research of students and teachers, plays an important role in teaching activities. Many teaching materials in China are self-made, and a small part of them adopt the way of combination of centralized compilation and self compilation. Due to the shortage of teaching materials, there is a lack of pertinence, practicality and scientificity in Yoga teaching, which directly affects the classroom teaching effect, teaching quality and the sustainable development of Yoga teaching, as well as the depth and scope of students' learning. In addition, there is a lack of innovation and novelty in the teaching methods. Due to the influence of the classroom teaching mode of traditional physical education, the practice of Yoga classroom teaching research is backward, without perfect teaching system. In applying classroom teaching methods, Yoga teachers still adopt the traditional physical education teaching mode, such as error correction, demonstration and explanation. There are not enough designs related to collaborative teaching, design teaching, situational teaching and so on. In classroom, teachers fail to apply teaching methods flexibly according to the actual situation of students and do not attach too much importance to the personalized development of students, which directly reduces students' enthusiasm to learn Yoga, and also hinders the intelligence and psychology of college students to varying degrees ^[3].

3. Countermeasures of the Sustainable Development of Yoga Teaching in Colleges and Universities

3.1 Clarify the Guiding Ideology of Yoga Classroom Teaching and Update the Concept of Physical Education in Colleges and Universities

When carrying out Yoga teaching in colleges and universities, teachers are required to set up the guiding ideology of “health first”, as well as people-oriented physical education concept with lifelong benefit, innovative teaching, and sustainable development. On this basis, students are taught with more fitness methods and professional knowledge, so as to comprehensively cultivate their consciousness of lifelong sports and cooperation and creative awareness. In the course of classroom teaching, teachers should update teaching concept in time, form correct idea of lifelong physical education learning for students, help students fully experience Yoga in class, and make students master the method and knowledge theory. In this way, the overall sports ability and basic activity ability of college students will be comprehensively improved, and good sports habits will be gradually developed. The establishment of a correct view of Yoga classroom teaching efficiency makes Yoga teaching meet the needs of the current society for talents, and achieve the sustainable development goal. Students are able to get a good learning effect through every course. In the classroom, students can experience the social function of college physical education psychologically and biologically, and gradually complete the classroom teaching tasks and teaching objectives. The sustainable development of Yoga teaching benefits college students from technology, emotion, heart, body as well as other aspects^[4].

3.2 Comprehensively Improve the Overall Level of Yoga Teachers in Colleges and Universities

Teachers play a leading role in Yoga teaching quality. Since Yoga courses were set up relatively late, many colleges and universities make use of the existing physical education teacher resources to carry out Yoga teaching activities. While many have not received professional training or learning. In order to promote the sustainable development of Yoga teaching, it is essential to pay full attention to the teaching ability and professional level of teachers. Colleges need to carry out systematic training for teachers to learn Yoga. Meanwhile, teachers should participate in training classes of Yoga organization independently to comprehensively improve the professional level and teaching ability, actively carry out learning and exchange work, and gradually improve the professional skills and technical level. In teaching, they are proposed to adopt the way of separation of examination and teaching. According to the actual situation of students in the classroom Yoga test, teachers will understand the specific learning situation of students, summarize teaching experience, optimize deficiencies in teaching process, and effectively improve the classroom teaching effect. Moreover, colleges and universities are advised to actively carry out Yoga competitions to effectively enhance the enthusiasm of students, so as to cultivate students' interest. Moreover, teachers are encouraged to actively carry out research projects related to Yoga teaching by making training plans, and gradually improve their academic level in the process of scientific research on Yoga teaching^[5].

3.3 Innovate Yoga Teaching Methods and Contents in Colleges and Universities

In order to update the teaching content of Yoga in colleges and universities, it is necessary to select common teaching materials reasonably according to students' major and college characteristics, formulate teaching materials closely related to students, fully excavate valuable guidance and action technologies, improve evaluation and design work, management and self-organization, etc., thus cultivating college students to develop lifelong sports awareness and promoting their healthy development. The content of Yoga classroom teaching should include appropriate teaching methods reasonably based on teaching objectives, curriculum objectives, teaching content and teaching objects. In physical exercise, mental health and sports technology, it is essential to fully stimulate college students' scientific thinking, initiative and independent thinking habits, fully tap the value of Yoga teaching and improve the overall efficiency by applying

the functions of encouragement, cultivation, emotion cultivation and personality development reasonably.

3.4 Optimize the Evaluation and Management of Yoga Teaching in Colleges and Universities

Teachers should make clear the tasks and purposes of Yoga teaching, reform trends and development trends, reasonably take advantage of basic theoretical knowledge of Yoga teaching to organize curriculum teaching, prepare teaching plans, carry out inspection and evaluation, implement education incentives, gradually achieve the goal of physical education and cultivate students' lifelong physical consciousness.

According to the actual situation of colleges, teachers are suggested to make perfect evaluation principles, evaluation contents, evaluation indexes, evaluation standards and related guiding ideology, irregularly or regularly carry out the starting evaluation work, final evaluation and process evaluation work, innovate the classroom teaching evaluation work, and give full play to the guiding function. Full attention needs to be paid to the theoretical knowledge of Yoga, Yoga exercises and Yoga teaching knowledge, so as to comprehensively reflect the participation degree, physical and mental health, sports quality, sports skills, innovation ability, cooperation and coordination of college students, so that teaching evaluation can give full play to its role ^[6].

4. Conclusion

To sum up, at present, many colleges and universities offer Yoga teaching courses, but there are still many deficiencies in the teaching process, which directly affects the classroom teaching effect and teaching quality, and is not conducive to the cultivation of students' lifelong sports awareness. In order to promote the sustainable development of Yoga teaching in colleges and universities, it is necessary for teachers, colleges and universities to formulate perfect solutions according to the existing deficiencies in the current teaching, and constantly optimize and improve Yoga teaching program, so as to effectively improve the overall quality of teaching and promote its sustainable development.

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