

Research on College Physical Education Teaching Module and Talent Training Mode

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Abstract: In order to further improve the quality of talent training in China, colleges and universities are supposed to combine the development needs of the times and social changes to optimize and improve the teaching module and talent training mode in the actual process of their development. This can be regarded to be the key to improving the quality of physical education in higher vocational colleges. In this context, this paper conducted a specific study on the physical education module and talent training mode in higher vocational colleges, with the hope to further promote the quality of physical education and the effect of talent training.

1. Introduction

As an indispensable part of China's higher education system, higher vocational colleges have a significant task -- transferring skilled professionals to various fields in China, which plays a great role in the development of social economy. In the process of continuous social development nowadays, more and more attention has given to the importance of physical education, and how to improve the quality of physical education has become one of the most important issues in the development of higher vocational colleges. The following is the analysis of the physical education module and talent training mode of higher vocational colleges:

2. Characteristics of the physical education module and talent cultivation mode

The physical education module in higher vocational colleges is a new type of teaching mode, which can be considered to be one of the goals pursued by the vocational education community. The teaching module itself refers to a teaching unit, and this teaching unit can be an aspect of a course or even a branch of the content of this aspect. In the process of talent cultivation, a relatively independent and complete teaching unit formed around a specific topic, which can be a lesson or a knowledge point. The application of this teaching unit to talent development can meet the needs of students in different regions. The actual teaching is flexible and selective, focusing on the subject status of students. Compared with other teaching modes, the physical education module and talent training mode of higher vocational colleges must meet at least the following three points in order to be effectively developed.

Firstly, the main position of students in teaching should be highlighted. Regardless of any kind of teaching activity, students should be the masters of learning, while teachers are the instructors of their learning. Only the teachers who have understood the importance of students can become the guide of students' learning in the process of teaching and lead them to actively participate in independent learning. In this process, teachers are expected to help students define what they want and what they need to learn and also assist them to arrange appropriate learning materials and activities, so that they can better complete their learning tasks and accomplish their learning goals.

Secondly, it is needed to emphasize the individualization of student learning. In the implementation process of physical education modules in higher vocational colleges, it is also necessary to pay attention to the individual differences of students. Specifically, teachers should consciously provide every student with the opportunity to show themselves and make them feel the joy of success in the learning process, so as to achieve the three-dimensional (knowledge, attitude and skills) teaching objectives.

Thirdly, the module must be strongly practical. The implementation of the physical education module in higher vocational colleges is inherently practical. It can effectively transform the way students learn, stimulate their desire for knowledge and enable their practical ability and innovative spirit to be effectively played. To this end, in the implementation process, the physical education module must highlight the cultivation of students' practical exploration ability and adjust the teaching content according to the labor market demand. Only by comprehensively using various teaching methods to cultivate their ability of adapting to the future can students truly become applied talents.

3. The status quo of physical education modules and talent training mode

In recent years, with the continuous development of higher vocational education, the talent training mode of higher vocational colleges in China has also been significantly developed and reformed. A variety of new talent training models, such as “work-integrated learning” and “school-enterprise integration”, have become the teaching models frequently used in the teaching process of higher vocational colleges. In the teaching process, attention has also been given to the cultivation and improvement of students' practical ability and professional ability, and their comprehensive quality has become an important part of the talent cultivation.

Here takes “work-integrated learning” as an example. In the teaching process, this talent training model carry out teaching based on the effective combination of the learning activities of higher vocational college students with the characteristics of their future work, and thus its most prominent features are practical, professional and open. This teaching mode helps to effectively integrate the teaching content with the professional work content that students may engage in the future, so as to promote the improvement of their professional ability and their understanding of the relevant teaching content in the practice process. To some extent, it is an effective teaching method for cultivating high-level skilled talents. This is one of the main reasons why the mode “work-integrated learning” has received great attention in the process of physical education in higher vocational colleges.

Physical education is not only an important component in the teaching of higher vocational colleges but also an important component in the process of talent cultivation. Therefore, higher vocational colleges must also carry out appropriate reform and innovation in teaching. Only in this way can they truly realize the needs of talent training, and help students master the corresponding related knowledge and develop a healthy body on the basis of good professional competence. To achieve this goal, higher vocational colleges should reform and innovate in the physical education module and talent training mode according to the type and characteristics of different specialties as well as the needs of students. For example, teachers can teach students health knowledge related to their future careers in the teaching process. This approach will help to achieve an effective combination of physical and vocational education. However, as far as the current teaching situation of higher vocational colleges is concerned, many colleges still have problems in the teaching module and talent training mode, which directly reduces the quality and efficiency of physical education.

4. Design and implementation of physical education module and talent training mode

4.1 Design principles of physical education module

The design of modular teaching objectives should start from the content reform, implementation mechanism and structure. In the teaching process, three aspects (“knowledge and ability”, “emotional attitudes and values” and “process and method”) should be taken as the goal of curriculum design, so as to effectively improve the professional quality of students. This can not only help students to form a relatively good operational, practical and innovative ability, but is also beneficial for them to form good scientific and cultural literacy as well as good ideological and moral qualities. Therefore, some points should be noted in the goal design of physical education

module in higher vocational colleges.

(1) Teachers should teach the basic knowledge of sports and cultivate the quality of students' sports culture in teaching. The purpose of physical education is to enable students to form good physique. In the teaching, basic sports knowledge teaching is also needed to enable students to master how to develop their physique and how to improve their athletic ability. Attention should be also given to the teaching of sports culture and health care knowledge.

(2) It is necessary to strengthen the cultivation of the collectivism of students. In the design of physical education module, teachers can make use of the morning exercises, class-break setting-up exercise and PE classes to teach students collective projects, so as to help them form the sense of collectivism.

(3) There is a need to help students develop lifelong sports thoughts. In the design process of physical education module, teachers also need to cultivate students' interest in sports, so that they can develop good habits of self-conscious exercise, which will have a significant effect on the formation of their lifelong sports thoughts.

(4) Great importance should be attached to the practicality of courses. In the design process, higher vocational physical education modules also need to pay attention to the daily practice of students. In the process of teaching professional sports knowledge, it is also necessary to strengthen the cultivation of students' ability and willpower of occupational health care, so as to lay a good foundation for their future career.

(5) Stress should be laid on autonomy. In the implementation process of the physical education module in higher vocational colleges, it is necessary to take classroom as the center and extracurricular activities as an aid. In the teaching process, students are the main subject to develop the learning experience. And only when students participate in the physical education can they truly grasp relevant knowledge and ability in practice, which can thereby further promote the efficiency and quality of physical education in higher vocational colleges.

4.2 Realization of the training mode of talents in higher vocational colleges

4.2.1 To effectively integrate teaching content

To effectively realize the training of talents, teachers of higher vocational colleges must effectively adjust the teaching content and improve it in light of the development needs of the times. Only when the entire teaching content becomes alive can the rationality of the training mode of physical education be truly guaranteed. Specifically, teachers need to focus on the following aspects in the process of integrating teaching content.

(1) The teaching content needs to be effectively combined with the students. To ensure the mode rationality of physical education in talent training, the teaching content must be effectively combined with the actual situation of students in the teaching process. The actual situation of students mentioned here mainly refers to their life experience and specialty literacy. Only when the content of the module effectively promote students to use and reproduce their existing knowledge can the courses truly arouse the life experience, so that they can effectively enter the module context for experience and inquiry and thereby become more interested in learning. In addition, the content of the teaching should be in line with the actual level of the students, or they may be daunted in the teaching process.

(2) The content of the textbooks should be effectively integrated with each other. In the process of physical education in higher vocational colleges, teachers can reorganize the content of textbooks to form a new teaching module. In this process, teachers can design a gradient module for students according to different specific situations, such as the specialty and learning foundation, so that they can freely choose and use proper teaching module. It can also improve their specialty literacy and emotional quality with the help of the integrated content.

(3) The content of the textbook should be integrated with extra-curricular content. To ensure the quality of teaching, teachers also need to integrate the knowledge in and outside the textbooks in the teaching process to form new modules, so that students can form better adaptability. For example, for students majoring Finance, Computer, Laboratory, etc., teachers can add some items such as

boxing and aerobics to the physical education. Most of these students may engage in long-time work in office and their spirit will be also in a state of high tension. Therefore, aerobics, boxing and some other physical exercise can further improve the pertinence of physical education.

4.2.2 To ensure the pattern rationality of the teaching

In the process of cultivating talents in higher vocational colleges, teachers also need to ensure the pattern rationality of teaching to ensure the effect of talent training. The organizational form of physical education is the key not only to carrying out teaching activities but also to improving students' literacy in all aspects. In the process of physical education, teachers can organize the teaching modules in the following ways, which can further improve the effect of talent training.

(1) Organizing teaching based on the specialty or gender. For schools owning a few PE teachers, physical education can be carried out in this form. Under this kind of teaching mode, teachers can carry out targeted training according to students' specialty or actual physique in the teaching process, thus further improving the effect of physical education.

(2) Organizing the module teaching according to existing conditions. Module organization can also be carried out according to actual conditions such as student interests, teachers, venue equipment, etc. This can further ensure the rationality and pertinence of talent training, and students can develop good study habits in the process of physical education. If students are interested in a sport, they will naturally be more enthusiastic and initiative in the learning process. When organizing physical education, the teacher can define the entire learning objectives and processes, and then combine them with the actual situation of students to choose appropriate teaching methods and approaches for them. Finally, effective summarization and evaluation can be conducted to promote the development of students' comprehensive ability and sports skills, effectively laying the foundation for their future career.

4.2.3 To ensure the rationality of the teaching evaluation system

The formation of a reasonable teaching module and talent training mode is inseparable from the guiding role of teachers and reasonable teaching evaluation. In the process of cultivating talents, teaching evaluation is also an important part. When conducting teaching evaluation activities, teachers must evaluate and analyze the formation process of student skills, participation, knowledge learning and actual practical behaviors, because it is meaningless to only focus on results without paying attention to the process. In this sense, teachers must aim to promote the realization of physical education goals in the implementation of physical education evaluation. In the evaluation process, "health first" should be taken as the guiding ideology, the improvement of students' comprehensive quality as the core of evaluation and the assessment of their learning attitude and actual progress as signs. Cultivating students' mental health and emotional health should also be the focus of teaching reform, thus effectively promoting the development and progress of their comprehensive ability.

5. Conclusion

The physical education teaching mode and talent training mode of higher vocational colleges must conform to the needs of modern physical education. Modular teaching can be carried out in combination with actual needs. With this dynamic development system, teachers can teach students sports knowledge that can meet the needs of the society, which can make the whole teaching process alive and be helpful to cultivate talents that can meet the needs of social development.

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