

Research on the Content Construction of Orienteering Special Course for Social Sports Major Under the Concept of “Lean Service”

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Abstract: Orienteering is one of the teaching content of the main course of track and field in the undergraduate major of physical education in colleges and universities. The teaching of orienteering courses is different from the traditional methods of physical education. In order to improve the teaching level of orienteering courses, it is necessary to continuously carry out teaching research, establish teaching objectives, construct a teaching skill system for orienteering courses, and prepare for the premise of truly playing the role of orienteering courses. This paper investigates and studies the teaching of orienteering courses in colleges and universities, and analyzes the problems in the process of teaching. The skills of orienteering are summarized into six categories: reading map, compass, route selection, repositioning, checkpoint capture, and distance judgment. In view of the existing problems, this paper puts forward the implementation plan of orienteering course teaching, aiming at promoting the development of orienteering course teaching for physical education majors in colleges and universities. It provides some reference basis for the development of orienteering courses for physical education majors in colleges and universities. This paper mainly discusses the feasibility of setting up orienteering for social sports majors in colleges and universities, which is of great practical significance for promoting the reform of physical education in schools and the healthy development of orienteering.

1. Introduction

Directional cross-country is an interesting and practical sport. Directional cross-country is a sport in which athletes look for several points marked on the map and found in the field by means of maps and north-pointing needles [1]. Orienteering is a very healthy and intelligent sport. It is a sport that pays equal attention to intelligence and physical strength. It can not only strengthen the body, but also cultivate people's independent thinking ability [2]. With the passage of time, schools in all regions of the country have also begun to hold initial orienteering competitions. Orienteering has also been listed as one of the important contents of specialized teaching of physical education by major universities in the country [3]. There is a difference between the teaching of orienteering courses and the traditional methods of physical education. To improve the teaching level of orienteering courses, it is necessary to conduct continuous teaching research. Participating in orienteering courses can not only improve individual physical fitness, but also increase knowledge and improve living ability. It is a combination of intelligence and physical strength [4]. Orienteering has the elements of track and field. It is a project that can cultivate students' innovative ability, adaptability, practical ability and promote students' all-round development.

As people's attention to sports has gradually increased, various types of sports have begun to become the target of people's exercise, and orienteering has gradually entered people's field of vision [5]. With the development of orienteering in the physical education curriculum in colleges and universities, the requirements of college education goals for orienteering courses are gradually improving, so that they can better adapt to the development model of modern higher education [6]. The orienteering course teaching for physical education majors has laid a solid foundation for the popularization of orienteering in schools of all levels and types in our country and the improvement of education and teaching level [7]. The vast majority of colleges and universities have superior environmental resources and sufficient teachers to meet the conditions for orienteering. It is of positive and far-reaching significance to set up orienteering courses for the development of social

sports major [8]. Therefore, the establishment of a scientific skills system for orienteering teaching has become an important problem to be urgently solved.

2. Orienteering Course Teaching System Construction

2.1. Directional off-road skill characteristics and hierarchy of skill grading in the system

The classification of various skills in the system is based on the difficulty of mastering the technology. Therefore, teachers also need to participate more in orienteering practice, understand the application of various skills, and fully understand the connotation of the characteristics of orienteering skills [9]. Since orienteering is still a relatively new course in our country, the teaching system of skills should be more detailed. Teaching objectives should also be carried out around the overall training objectives of the school. The lack of a complete understanding of skills teaching in orienteering course, due to the limitations of some traditional teaching concepts and educational training knowledge, hinders the development of orienteering course teaching and cultivates college students' interest in sports participation, which is the primary goal of setting up orienteering course [10]. It is also necessary to take into account the psychological situation of the students. The teaching objectives should include the content of improving the students' psychological quality, so that students can face some difficulties in life independently and solve problems independently. In order to meet the needs of teaching, the teaching content should reflect a certain level, and the teaching content is divided into two categories: theory and practice, and the teaching content level is divided into basic content and expansion content.

The goal of orienteering courses should be based on the versatility of physical education. The goal is to master the basic theories and knowledge, basic methods and skills of orienteering courses, and to achieve a certain level of orienteering skills. As sports become a global sunrise industry, the demand for technical and applied talents in the social sports profession will increase year by year. The ability to provide directional off-road teaching and training is undoubtedly an important weight for social talent selection. Therefore, the orienteering sport will inevitably occupy a place in social sports. The professional characteristics of social sports determine that the graduates of this major should engage in mass sports activities in the field of mass sports. As one of the contents of mass sports activities, orienteering must also be the content that the students of social sports major should master. It is very necessary to increase the thinking on orienteering in the exploration of talents training mode for social sports major students. Sports colleges and universities have developed orienteering as a key course, expanding the curriculum scope of sports colleges and universities and promoting the development of track and field sports.

Table 1 Survey on the proportion of social sports major students participating in orienteering in a university

	Have participated in		Never participated	Unclear
	Participate in school	Participate outside school		
The number of	5	23	258	14
Proportion	1.6%	7.7%	86%	4.7%

Table 2 Investigation form of social sports major students' understanding of orienteering

Cognitive level	Fei de will watch	More understanding	General knowledge	Unfavorable	Incomprehension
The number of	23	28	93	142	14
Proportion	7.7%	9.3%	31%	47.3%	4.7%

2.2. Orienteering course teaching system construction

If you want to truly play the role of orienteering course teaching, and make it a teaching course that is conducive to the healthy development of college students' physical and mental health, it is

necessary to construct a set of scientific and perfect teaching skills system for orienteering courses. When conducting a directional off-road practice class, it is necessary to be able to conduct an effective analysis according to the actual situation of the students, and different students should be treated differently. Orienteering course teaching mode should change the tendency of teaching technology teaching, promote the integrated teaching mode inside and outside the class, advocate heuristic teaching and research learning, and pay attention to the cultivation of students' innovative spirit and the improvement of practical ability. Orienteering is still a relatively new course in our country. After several years of development, orienteering has become one of the sports that most students love and like. In today's increasingly competitive society, people can cultivate strong will and the ability to think independently and solve problems through participating in directional sports, which is of great social value for success. Therefore, building a scientific and systematic orienteering teaching system will surely promote the development of orienteering.

The teaching content of orienteering course is the focus of the construction of teaching system, and the setting of teaching content should fully reflect the realization of teaching objectives. The problem of teachers in the construction of orienteering course teaching system is an important factor that affects the development of orienteering course teaching, and it is also a problem that needs to be solved urgently. The teaching level of orienteering teachers in colleges and universities is still far from meeting the needs of orienteering development. Of course, this phenomenon is common in the country, and the project is launched late, and the lack of talent is inevitable. When establishing the teaching objectives, the school should encourage students to participate in various activities carried out in the orienteering course, so that students can gain a successful sense of pleasure in the process of participating in orienteering, thus stimulating Students are interested in sports and form a habit of sports. To meet the needs of teaching, the skill teaching system should reflect a certain level, and the evaluation criteria are reasonable.

3. Establishment and Implementation of Orienteering Teaching Objectives

3.1. Construction of teaching objectives for orienteering course

The establishment of curriculum objectives is the premise for the construction of curriculum content. The training objective of physical education major is to train compound physical education talents who can be competent for school physical education and teaching work, and can be engaged in school physical education scientific research, school physical education management guidance and other work. Colleges and universities should adjust the training objectives, specialty setting and curriculum structure and reform teaching methods according to the objectives and contents of the curriculum reform of basic education. In addition, orienteering teaching methods should be selected to suit the characteristics of orienteering itself, so as to enable students to skillfully apply orienteering technology. The content of practical skills assessment includes two parts of 100-meter orientation and local personal orientation of the campus, combined with the orientation of cross-country special quality assessment and simulated orientation competition teaching. The teaching process is mainly to guide students to master the process of scientific and cultural knowledge accumulated by human beings for a long time. Oriented off-road teaching must have a certain level of professional teachers and equipment, and constantly develop and utilize venues of different difficulty and different environments. In the teaching process, it is necessary to strengthen the practical ability of students to exercise and invest in fixed teaching funds for teaching.

Because the orienteering project is still in the development stage in colleges and universities, there are few orienteering textbooks published in China, and the theoretical knowledge contained in the textbooks is more. The content of skills teaching is less involved, and there is no systematic teaching content. Maps are the most important tool for orienteering and an indispensable tool in practice. In the orientation of cross-country teaching, teachers must first select a good teaching site, and then draw according to the actual situation. However, due to the lack of professional map mapping personnel, there are fewer types of orienteering teaching maps. Since the school's funds cannot meet the teaching needs, the society should increase the publicity of orienteering in order to

attract the attention of all major enterprises in the society and obtain the sponsorship of enterprises. We should strengthen the development of the site, make full use of natural resources, and develop simple directional equipment to replace electronic equipment. In short, colleges and universities should strengthen the construction of orienteering teaching sites and the research and development of orienteering equipment, so as to optimize teaching conditions and provide basic guarantee for orienteering teaching for sports majors.

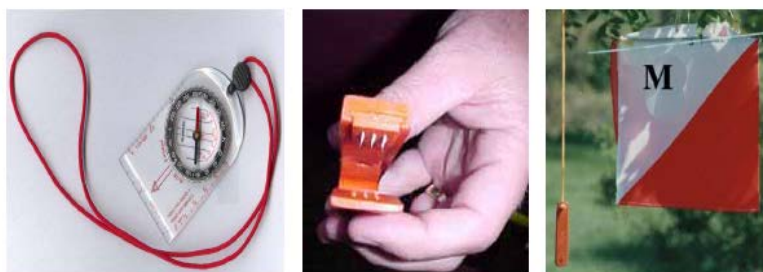


Fig.1. Shows the north-pointing needle, pincer-like marker and marker

3.2. Methods of comprehensive evaluation and evaluation of teaching effect

In the teaching process, due to the individual differences of students, some students may have a strong ability to master a certain skill. It is possible that some students have several skills that have reached the intermediate level, while other skills are still at the primary level. In this case, a directional off-road route should be completed quickly based on the characteristics of the directional off-road. Orienteering develops students' personality, which can satisfy the various sports needs of most students, and is conducive to attract more students to actively participate in sports learning and exercise. Orienteering is a course combining theory with practice. Its teaching evaluation should have relatively scientific and systematic evaluation indexes, which can truly reflect the learning process of students. At the same time, most colleges and universities have specialized teachers engaged in orienteering or participated in specialized orienteering teacher training, and have the teaching ability of orienteering course. Orienteering teachers should strengthen the teaching of orienteering theory and increase the teaching hours of theory so as to encourage students to carry out orienteering practice activities after fully mastering the theoretical knowledge of orienteering.

The selection of practice teaching site for orienteering is a very important link in the teaching process, and the selected site should have rich topography and geomorphology. The venues for practical teaching activities are mainly campus environment, track and field, park near the school and natural environment outside the school. The area of university campus and the beautiful geographical and ecological environment provide conditions for orienteering teaching. In order to meet the needs of teaching, the skill teaching system should reflect a certain level, and the evaluation criteria are reasonable. Most of the participants gave great recognition to the exercise effect of the orienteering project. Most of the students had limited contact with the orienteering project before entering the school, and they had less understanding and shallower understanding. These factors are not conducive to the development of orienteering projects. The choice of textbook content must give teachers and students the flexibility and diversity to fully realize their potential, in order to make students interested in learning. The teaching of orienteering courses should establish correct teaching and guiding ideology, carry out the teaching of orienteering courses for college physical education majors, and train more orienteering talents for China.

4. Conclusion

Orienteering is of great significance for improving people's physical and mental quality. Introducing orienteering into the classroom of colleges and universities will have an important impact on the continuous improvement of college students' comprehensive quality. The effective combination of theory and practice in orienteering course can give full play to the real utility of the

sport and stimulate students' interest in participation. To do a good job in the research of orienteering course, we need to construct a complete and effective teaching system. At present, the soft and hard conditions for orienteering in schools are not sufficient, especially the electronic information technology is not reflected in the teaching and training programs of this project. The development of directional cross-country in China's colleges and universities of physical education is still in its infancy, and has not yet formed a systematic teaching system. University leaders should strictly carry out the teaching of directional cross-country sports in sports majors according to requirements, so that directional cross-country sports are popularized in colleges and universities in Hebei Province. There are still problems in the teaching of orienteering courses in colleges and universities in China, such as lack of correct guiding ideology, weak teacher resources, and outdated teaching methods. It is suggested that diversified teaching methods and means should be adopted in practical teaching and training to integrate modern information technology into physical education.

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