

Discussion on the Teaching Status and Countermeasures of College Physical Education and Health Care Class

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Abstract: The traditional physical health class is a special form of physical education for students who are suffering from chronic diseases and for some reason cannot participate in general physical education. With the vigorous development of social sports and competitive sports, sports health knowledge has become a must-have knowledge for modern college students. According to the current situation of college students' physical education teaching, the corresponding teaching strategies are studied, and some teaching methods and methods are adopted to improve the quality of sports health courses.

1. Introduction

In 2002, the “National College Physical Education Curriculum Outline” promulgated by the Ministry of Education clearly stated that: Health care courses are required courses or elective courses for individual physical abnormalities and sick and weak students. Rehabilitation and health education should be organized in a targeted manner. So far, although some colleges have set up sports health courses, the content, form and assessment methods of health care courses are relatively random. They only pay attention to imparting practical content, failing to improve the teaching of physical health care to health first and lifelong fitness. The height of the understanding, the effect is not ideal, and even some colleges do not have sports health classes. Therefore, it is very valuable to analyze and study the teaching of physical education and health care in colleges and universities.

2. The Definition of Physical Health Care Class

The Physical Health Care Class is described in the “Guidelines for the Teaching of Physical Education in General Colleges and Universities”. It is a physical education course for some special groups such as physical abnormalities, diseases, illnesses, weaknesses and individual seniors. Liu Qingli also proposed in the “Sports Education”: the Physical Health Care Class is a physical education class for students who are frail or have some chronic diseases. Mainly through the appropriate physical activities to improve the health of students, so that they can return to health early.

The introduction of the syllabus started by Xiakou University in September 2007; the Physical Health Care Course is an adaptive physical education course for students with special physical condition, using anatomy, physiology, hygiene and related The basic theory, knowledge and skills of clinical medicine, according to the characteristics of disease pathological changes and the situation of patients, arrange appropriate exercise methods and appropriate exercise to achieve the purpose of adaptive physical education, so that students can be based on their own health The state system determines the scientific exercise prescription, so as to achieve the purpose of reluctance. There is no clear definition of physical health care. However, the fundamental difference between physical health education and general physical education is that the subjects of education are different. The health education class has the characteristics of large differences in physical conditions, shortness of exercise ability, weak awareness of physical exercise and sensitivity, so the health care class has its own special characteristics. The physical health education class is a physical education course set up for the body, the body has a certain kind of disease, the body has certain defects, and individual senior students. Based on the subject knowledge of human health and

physiology, such as health care, exercise physiology, rehabilitation medicine, sports medicine, etc., the integration of health and physical therapy in the East and West is used as a teaching method to promote physical rehabilitation, so that students can independently combine their own physiological conditions, master the methods of physical education, develop exercise prescriptions, and actively use exercise to improve the state of the state, to achieve the purpose of enhancing physical fitness, disease rehabilitation and healthy development.

3. Research Status of Teaching of Physical Health Care Class

On the basis of investigating the sports teaching departments of Shanghai, Nanjing, Beijing, Tianjin, Fujian and other provinces and municipalities, as well as the provincial general higher education institutions, Lin Jianhua pointed out that the only schools in ordinary colleges and universities nationwide offer sports health classes. It is imperative to set up and perfect the sports health care class in colleges and universities. Advising on the construction of sports health curriculum, the re-education of sports health teachers, and the education of rehabilitation health sports knowledge and skills for students who have obvious obstacles to psychological education and are difficult to participate in normal physical education. Lin Zhicheng et al. conducted a statistical analysis of the number of sick, weak and disabled students in Xiamen University in one year. The results of the study were basically similar to those of Lin Jianhua, and both showed an upward trend. Wang Long [Chuan takes some universities in Jiangsu Province as the research object, analyzes the current situation of sports health courses in ordinary colleges and universities, analyzes the basic objectives, teaching organization, teaching methods and evaluation system of sports health care, and proposes corresponding countermeasures. Zhang Benchun analysis and research on the current situation of sports health courses in Henan Normal University, Zhengzhou University, Henan Institute of Science and Technology, etc., put forward the guiding ideology of "health first" in general college sports health care courses and improve the sports health care of ordinary colleges and universities. Class measures. Xu Zhigang Run survey of colleges and universities in Zhejiang Province found that the opening rate of physical health care classes is not high, the teaching documents are not sound enough, the teaching is not targeted, and the teacher level and test standards are rather confusing. It is proposed that the college sports health care class should be highly valued and the project setting should be reasonable. Zhou Yong [side of some colleges and universities in Xi'an and students who have participated in sports health classes, and only the participants believe that the current health class has a role in their own rehabilitation. The colleges that set up health care classes only account for, and the teachings are not standardized, the teaching content is not targeted, and the teachers are not up to the requirements. It is imperative to reform the sports health education in colleges and universities.

In the above research papers, the author describes and explores the physical education of sports health students from different angles, points out the importance of paying attention to the sports research of health students, which plays a positive role in promoting the development of school physical education. . At the same time, it also shows that college sports health curriculum should be highly valued by the provinces and even universities. But there are also some shortcomings. Most of the research focuses on the micro-fields such as the teaching of health care, and it is not necessary to explore how to carry out the sports work of this group from a holistic and systematic perspective. On the basis of the rules of physical education, we should fully consider the factors of sick, disabled and weak students, study the sports of sick, disabled and weak students from the level of students' needs, and strengthen the investigation of students' physical education needs, according to students' sports health care. The needs of the class should explore how to enhance the physical fitness of students and enhance the health of students from multiple perspectives. From the perspective of humanistic care, strengthen the physical education of students in sports health classes. Set up a curriculum suitable for students to learn, so that students are willing to participate, courage to participate, and physical and mental development, in order to further improve the quality of education and teaching in the physical health curriculum.

4. Factors Affecting the Development of Sports Health Courses in Colleges and Universities

The reasons that affect the development of sports health curriculum are not single. Through investigation and analysis, the lack of scientific and systematic sports health teaching materials is the main reason that affects the school sports health curriculum; the second is the lack of health teachers with rehabilitation sports health knowledge, skills and skills. Teaching materials and teachers are important guarantees for implementing physical education in schools and completing teaching tasks. The students in the physical education class are a group of students with abnormal physical conditions. Many of the textbooks in the general physical education class do not meet the physical and mental development characteristics of these students. At present, there are many reference books for college sports practice courses, and there are fewer reference books for rehabilitation sports health education courses, and there are fewer teachers with certain professional rehabilitation medical sports health knowledge and technical skills, even after the sports health care courses have been established. Schools, there are very few teachers with this professional knowledge and skills. In addition, a small number of schools have insufficient publicity on the meaning, purpose, and task of the physical health care class, teachers fail to properly guide and students have insufficient understanding of the physical health care class, and many other factors are also factors that affect the development of the physical health care class.

5. The Strategies of University Sports Health Care Teaching

The teaching of physical health care is very different from the teaching of normal students' physical education. The disabled students are different from the normal student groups in terms of body shape, physiology and mental state. Therefore, the establishment of teaching environment, the setting of teaching objectives, the design of teaching content and the establishment of student performance evaluation system should be to stimulate their interest in sports, cultivate positive and happy sports awareness, and develop self-exercise ability. The starting point is suitable for the special needs of the disabled students.

Change the teaching environment and lay the foundation for the teaching of physical health care. If teachers and students are the protagonists of physical education activities, then the teaching environment is like the stage of their activities. Without such a stage, teachers and students lose their support and foundation. Teaching activities have become passive water and wood without roots. Therefore, a good teaching environment is the basis for ensuring the teaching of physical health care. There is a basketball court, volleyball court, football field and 10,000 stadiums. The gymnasium dance room is the teaching base of the sports health class, and there are freehand sports programs for sick and disabled students, such as traditional health programs, yoga, aerobics, etc., using the surrounding sports venues, adding basketball, volleyball, badminton, and ping pong. Sports such as the ball, expand the sports interest of disabled students, and use the multimedia classrooms in the museum to enrich the theoretical teaching. This will increase the interest and awareness of health students in sports classes, so as to meet the psychological and physical needs of students with disabilities in health care classes to the greatest extent.

Improve the teaching objectives, effectively implement the goal of the physical education curriculum of the university physical education curriculum training objectives, and take into account the physical and mental characteristics and individual differences of the disabled students according to the training objectives of Jimei University's physical education curriculum, from the sports interest and movement of the disabled students The development of consciousness, athletic ability, and physical and mental health is the starting point to meet the needs of social development for the physical ability of sick and disabled students. In the process of setting teaching objectives, we should strengthen the training of knowledge, social adaptation, and comprehensive ability development, and improve the goal setting of skills and physical and mental health. Specifically, the sports goal setting is set in four aspects: sports experience, physical ability, physical health, and mental health.

Enrich the teaching content, realize the individual differences of sick and disabled students,

special needs and cognitive ability. Cultivate the teaching content is the sports knowledge and skill system chosen to achieve the goal of physical education. It is directly related to the goal of physical education and the goal of the curriculum. Elements. In order to realize the special sports needs of individual differences of sick and disabled students and strengthen the cultivation of cognitive ability, the goal of college physical education curriculum is effectively realized. It is suggested that the teaching of physical health care courses should be designed from two aspects: collective teaching content and personal elective content. The collective teaching content is the learning that every student can participate in, that is, the theoretical study and the sports that every disabled student can participate in; the personal elective content is a project based on the specific physical condition of the sick individual.

6. Conclusion

The teaching environment of sports health care class restricts and affects the teaching quality of physical health care class, affects the sports interest and the formation of cognitive ability and learning ability of disabled students. The teaching goal of sports health care course lags behind the goal of university sports training, and can not effectively correspond with it. The lack of materiality in teaching content has restricted the development and development of students with disabilities in sports interests, physical ability and physical and mental health, and cannot guarantee the realization of university physical education goals. End-of-study evaluation cannot effectively promote students' progress. And development, affecting the formation of students' sports values and their development direction.

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