

Current Situation and Optimization of the Curriculum Setting of Physical Education and Training in Colleges and Universities

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Abstract: As China's economic development enters a new normal, the development of higher education has also entered a new normal stage characterized by slower growth and higher quality. This paper analyzes the current situation and dilemma of the development of national traditional sports in ordinary colleges and universities, and studies its teaching mode under the new normal. Understanding the new normal, adapting to the new normal, and leading the new normal are the main themes of economic and social development at present and in the future. Strong will, sound personality and good social adaptability are essential for college students to adapt to the new environment and the new normal. Colleges and universities shall have innovative mechanisms, perfect the physical education system, and cultivate the development of college students' lifelong sports awareness, so that students can truly realize the importance of sports to health. This paper explores the concept of physical education teaching mode by means of investigation method and experimental method, and finds out five types of physical education curriculum setting modes in general colleges and universities: "three basic type", "integrated type" and "parallel type". "three-stage", "club type". In order to make the national traditional sports get better development in colleges and universities, it is necessary to combine their nationality and modernity, and combine the powerful conditions of many parties to promote the more effective development of national traditional sports in colleges and universities.

1. Introduction

The new normal not only brings China's economic development into a new stage, but also China's politics and culture have entered a new stage, so China's higher education development will inevitably enter a new stage of development. Colleges and universities should establish a system of independent characteristics according to their historical background, traditional culture and geographical development. This is also the fundamental and development prerequisite for the survival of colleges and universities. Based on reality, layer-by-layer analysis, every professional and every course development can find its own characteristics, in order to win a wider space. Based on the modern sports culture in the West, the globalization of sports represented by the Olympic Movement is spreading at an extremely fast speed.(Zhao,2017)The living environment of traditional sports of ethnic minorities in China is threatened and disappears to varying degrees. Sports is a compulsory course for colleges and universities. Under the new normal background, the construction of college characteristics training system can be based on the reform of physical education curriculum, so that the traditional national sports with regional and human characteristics can be truly passed down in college physical education classrooms. carry forward.

At present, China's ordinary high schools have gradually matured in the aspect of physical education. The physical education teaching model tends to explain and demonstrate the teachers first, and then let the students imitate. The long-term implementation of this model denies the student-centered teaching philosophy in the subtleties, over-promoting the test-taking projects and gold medal projects, and deviating from the progress and development of the times, ignoring the importance of applied education and innovative education. In order to comply with the general trend of China's education development in the 21st century, to enhance the physical health of college students and promote the active and healthy development of national fitness, we must first examine the current system of physical education and pay attention to the shaping of students'

perfect personality, so as to promote students' lifelong learning and lifelong health. .

2. Characteristics of National Traditional Sports

Under the new normal, we will further strengthen the study of traditional national sports in college physical education classrooms, promote the development of traditional national sports, and promote national culture. We can integrate existing competitive sports teaching models and inject new teaching content into physical education classes. To maximize the value of national traditional sports on campus. In recent years, in the physical education classes of ordinary high schools, there are fewer and fewer national traditional sports, and national treasures with rich connotations and important values are gradually disappearing. Therefore, in colleges and universities to maintain the sustainable development of national traditional sports and carry forward, not only to retain the original characteristics, but also to find a new development model to better inherit it, to achieve the unity of national sports and modern sports models, Let the national traditional sports develop better in colleges and universities. The protection and inheritance of national traditional sports in colleges and universities is the key to the development of national sports in the future, and it is also an important innovation link in the reform of college physical education curriculum.(Ma, J.,2017)

Scholars have studied different national traditional sports in different ways from different angles, and thus have reached different conclusions. However, the traditional national sports, nationality, inheritance, fitness and entertainment are basically the same.(Zhao,2017)

National traditional sports is an excellent cultural heritage that integrates culture and sports formed by various ethnic groups after thousands of years of development. It reflects the history and culture of a certain period and a certain nation from different angles. It is an important part of the traditional culture of all ethnic groups and a general term for sports activities with national traditional characteristics. As an integral part of college physical education teaching content, national traditional sports not only have the competitive, fitness and cultural entertainment of modern sports, but also have some characteristics of national traditional sports and rich cultural connotations, so that participants can be both physical and psychological. Get a certain satisfaction, and finally achieve the goal of physical and mental health. At the same time, it also has certain ideological and educational significance. It not only cultivates students' spirit of active and enterprising, hard work and unity and cooperation, but also enhances students' understanding of traditional Chinese culture and deepens students' emotions towards traditional national sports culture. In addition, it can also have a sense of identity with the national cultural psychology, and play a role in cultural inheritance and strengthening national cohesion.

National traditional sports have “nationality” and are well known to us. Scholars do not disagree with the summary of the “nationality” view. In addition to the nationality, national traditional sports also have the distinctive feature of “traditionality”.(Tyler, et.al.,2004) It is precisely because of this feature that we provide a variety of colorful sports, and at the same time a variety of sports. The sports project is also a good example of the “traditionality” of traditional national sports. There are different debates in the academic world about the causes of “traditionality” Some scholars regard “regionality” as a cause of traditionality in traditional national sports. These scholars think that one

The long-term survival of a nation must be conditional, and the geographical environment of a certain region is indispensable. People gradually produce and form a constant production mode in this geographical environment, and this production method is followed from generation to generation. Significant tradition. However, most scholars will be “traditional” and

The two characteristics of “regionality” are discussed separately as two separate features. In addition to the above characteristics, “competitiveness” is also a feature of traditional national sports. However, scholars have opposite voices on the discussion of competitive characteristics. The scholars who believe that they have competitive characteristics are based on statistics and analysis of 118 traditional sports of ethnic minorities, in which the competitive category accounts for 68.6%. However, the rigor and scientific nature of this result has been questioned because this project has a big gap with the 676 items currently surveyed in China. Some scholars also demonstrate this feature from the perspective of cultural development, that is, in the process of sports activities, competition

consciousness is inevitable, that is, the characteristics of competition. The sense of human competition is born when human beings have self-awareness and collective consciousness and distinguish them.(Reade, et.al, 2009)

3. Current situation of national traditional sports teaching in university

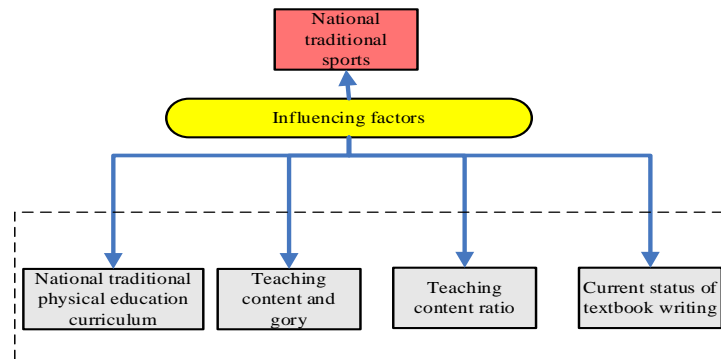


Figure 1. Influencing factors of national traditional sports teaching in colleges and universities

This paper will study the status of traditional national sports teaching in ordinary colleges and universities from four aspects, as shown in Figure 1.

3.1. National traditional physical education curriculum

Although some colleges and universities pay more attention to national traditional sports, they are set as compulsory courses. For example, Peking University combines martial arts with other basic contents and sets them as compulsory programs for all students. However, there are still many schools that have traditional national sports. The degree of emphasis is not enough. Usually, traditional national sports are only electives in the curriculum; and the forms of teaching are also different, some are in the form of individual clubs, while others are special items such as national sports clubs or extracurricular leisure sports clubs.(Tyler, et.al.,2004)

3.2. National traditional physical education teaching contents and categories

In the survey, it was found that most colleges and universities in China have established courses related to traditional national sports, but nearly 8% of the schools have not offered any traditional national sports programs. In terms of teaching content, almost all colleges and universities have martial arts projects, and the project has the highest coverage rate. China's vast territory, climate, ethnic culture, human environment and other factors will also have different impacts on the establishment of traditional ethnic sports in colleges and universities. For example, a small number of ethnic groups will introduce local traditional minority sports into the classroom. Of course, there are still some colleges and universities traditional sports teaching has not been fully developed, and there are few or no projects. According to the classification of the teaching content of national traditional sports in colleges and universities, it can be roughly divided into martial arts, health exercises, folk sports and minority sports; and the martial arts in all categories account for the largest proportion, followed by Minority sports, folk sports, the smallest proportion of the health practice.(Tyler, et.al.,2004)

3.3. Proportion of national traditional sports teaching content

In the above-mentioned four types of national traditional sports, there is a great disparity in the proportion of various contents. Among them, the setting of the main types of martial arts shows a big difference, among which the most extensive is Taijiquan, followed by Changquan. Next, there are junior swords, sticks, and knives. Many other projects have not been involved, such as taekwondo and gossip in traditional martial arts. In fact, the main reason for this kind of situation is that the main projects promoted in campus martial arts in recent decades are primary Changquan,

primary swords, sticks, and knives. These routines have not changed in decades, and the content lacks the sense of the times. Among other large-scale projects, ethnic minority traditional sports have the largest number of projects, but fewer schools are offered. This is because in the process of national traditional sports assessment, martial arts projects are the main assessment content. Other projects have not received sufficient attention.(Pan, 2016)

3.4. Current status of writing traditional national sports textbooks

In the actual investigation, we can know that there are four main sources of textbooks for national traditional sports: (1) the textbooks are unified, that is, the national unified textbooks; (2) the self-edited textbooks of the school, that is, the colleges and universities develop their own school-based curriculum; (3) The situation is combined with self-edited textbooks; (4) There is no uniform requirement, and the teacher masters it according to the actual situation of the school.(Pan, 2016) Among the major universities that offer national traditional sports, the proportion of national general textbooks or provincial textbooks is nearly 30%, while colleges that choose self-edited textbooks account for 30%, and schools that choose self-edited textbooks usually have larger scales. Large, long-term school, strong faculty, able to write high-quality school-based curriculum in light of their own actual situation. The content of college physical education textbooks is usually based on the general framework of sports. The main contents include athletics, ball games, gymnastics and aerobics, martial arts and other sports, with strong knowledge and comprehensiveness.

Although based on the needs of the reform of college sports concepts in the context of the new curriculum reform, both the style and the content have been broken, but there are still some shortcomings in the traditional Chinese sports textbooks, such as too much emphasis on martial arts projects, and the routine content is always Around the primary boxing three roads, primary swords, knives and other projects; and the theoretical content of martial arts can not break through the theoretical content of martial arts disciplines in physical education, and the content of traditional sports related to other ethnic groups is relatively small. Especially for some ethnic minority traditional sports, which have strong fitness, entertainment and fun, they have not been fully explored and utilized. It can be seen that this kind of textbook writing system is difficult to adapt to the needs of continuous innovation and continuous reform of college traditional sports teaching, and the cognitive ability and theoretical level of college students are relatively high. The thin and lag of the theoretical content of teaching materials and the inheritance of colleges and universities.(Ma, J.,2017) There is a certain gap between the sports culture and the teaching goal of improving the traditional physical exercise ability of the nation.

4. Research Objectsand Methods of Physical Education Teaching Mode

4.1. Research object

In order to understand the current situation of the adoption of national sports teaching models in ordinary universities across the country, 43 questionnaires were sent to 23 universities in 25 provinces (municipalities) and military academies nationwide, and 40 questionnaires were collected, with a recovery rate of 93%. 40 questionnaires, the effective rate of 100%.(Wu,2017)

4.2. Research methods

4.2.1. Questionnaire

According to the research content of the subject, the questionnaires such as the “Investigation Form of Physical Education Curriculum Models in Colleges and Universities” and the “Study on the Current Situation of College Students' Sports” were designed, and 25 provinces (cities) were surveyed by random sampling method.

4.2.2. Literature research

According to the research of this subject, it is necessary to consult the literatures of relevant national professional publications from 1990 to 2000, and analyze and use them.

4.2.3. Interview

The special visit and use of the conference visited the domestic college sports experts, widely listened to the opinions, and summarized the comprehensive analysis.

4.2.4. Mathematical Statistics

All the collected questionnaires and experimental results were stored by FOX PRO database management system, and combined with EXCEL for statistical processing.

4.3. Results and analysis

In recent years, there have been many theoretical studies and experimental studies on physical education, and their concepts have different opinions from macro and micro. In this survey, 38 institutions (88.4%) agreed to use the following concepts: The physical education model is a teaching program based on a certain teaching concept, with a corresponding structure and function on the model or strategy of physical education activities, including The framework or type of curriculum, the relatively stable structure of the teaching process and the corresponding teaching method system. It is mainly reflected in the design of the curriculum, the teaching unit and the design and implementation of the teaching class. It should include teaching guidance, teaching objectives, teaching structure, teaching system, teaching content, syllabus, teaching organization, teaching methods, teaching methods, teaching effects and related conditions, etc., which are relatively independent and related to each other.

4.4. Current status of physical education curriculum setting mode

With the continuous deepening of the teaching reform in colleges and universities, physical education has become more and more popular in the country.(Reade, et.al, 2009)

In recent years, college physical education teachers and physical education workers have carried out in-depth theoretical and practical research on the physical education teaching mode of colleges and universities.(Wu,2017) They have created more than a dozen physical education teaching modes, which have promoted the development of physical education teaching mode in colleges and universities. The method can be seen in figure 2.

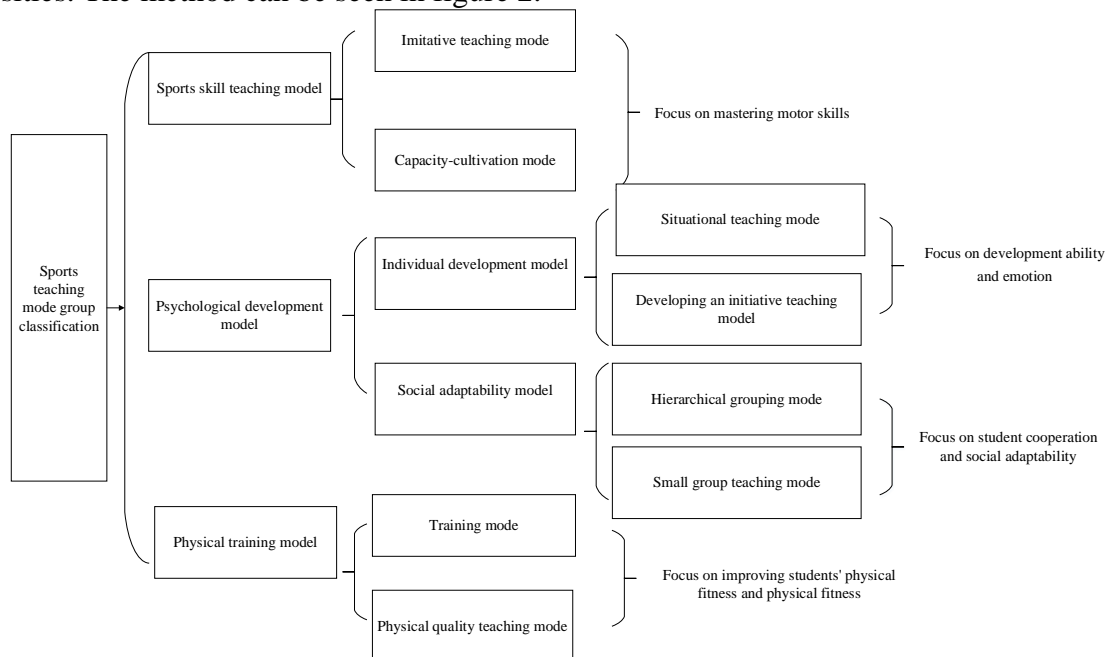


Figure 2. Classification of physical education teaching mode

At the same time, the physical education teaching model is no longer single, showing a diversified situation. At present, the physical education teaching modes adopted by various universities mainly include:

According to the current types of physical education curriculum in each school, we divide them

into five categories (Table 1).

Table 1. List of physical education teaching modes in colleges and universities

Teaching mode	N	%	Teaching guidance	Teaching organization	Effect
“Three base type” model	4	10.0	Focus on teaching basic knowledge, basic skills and skills	Based on the original teaching class	a more traditional teaching mode
“Integrated” mode	8	20.0	Focus on enhancing students' physique and cultivating students' physical exercise habits	Combine morning exercises, extracurricular sports activities and physical education classes organically	Popular among students, it is one of the more fashionable teaching modes.
“Parallel type” mode	10	25.0	Focus on mobilizing students' enthusiasm for learning and cultivating students' athletic ability, paying attention to individual differences of students and teaching students in accordance with their aptitude	Basic courses and special elective courses are offered at the same time in the first and second grades	Has been adopted by many colleges and universities, students are willing to accept
“Three-stage” mode	14	35.0	Pay attention to the students' sports foundation, the improvement of physical ability, and the cultivation of physical exercise habits	The basic course is offered in the first grade, the special elective course is offered in the second grade, and the elective course is offered in the third and fourth grade.	Has been adopted by most universities, the teaching effect is remarkable
“Club-type” mode	4	10.0	Focus on cultivating students' sports interests and improving their athletic ability.	Specialized elective courses are offered in the first grade, and teaching courses are taught in the second grade.	Although there are not many schools in use, they are diverse in form, rich in content, convenient and flexible, and are popular among college students and teachers.

4.5. Practice and theoretical analysis of the structure of physical education teaching process and corresponding teaching modes and methods

Research data and research show that according to the five laws that must be followed in the process of physical education, namely, the rules of understanding, the rules of skill, the law of load, the law of emotion and the law of communication, and the practice of physical education, the structure of physical education process can be divided into five kinds.(Wu,2017) Forms and corresponding 15 physical education teaching modes and teaching methods (Table 2).

The classification in Table 2 is the ideal structure and model Abstracted from practice in order to facilitate research. In practice, pure structure and mode are hard to see. Only in the form of a certain

structure or mode, this needs to be distinguish. In addition to the above structure and mode, there are two or more types of structures and modes combined with a comprehensive structure and mode.

Table 2. List of physical education rules and teaching process structure and teaching mode

	Physical education process structure	Corresponding physical education mode
Understanding the law	Problem Hypothesis - Experimental Exercise - Verification Exercise - Conclusion Evaluation	Discovery mode, heuristic mode
Skill law	Overall understanding - understanding learning - complete tandem - skilled consolidation	Skill transfer mode, program mode, self-learning mode, “one master multiple choice” mode
Load law	Preparatory activities - main activities - side activities - finishing activities	Training mode, active mode, self-training mode “three-self” mode
Emotional law	Preliminary experience (fun fun) - challenge learning 1 - challenge learning 2 (learning fun) - creating improvement (creating fun)	Situational teaching mode, happy teaching mode
Law of communication	Group composition - group learning - group mechanism - group dissolution	Small group model, physical classroom social model

4.6. Investigation and analysis of teaching methods and means

The teaching method refers to the general term for the teachers and students to complete the physical education teaching tasks, achieve the teaching objectives, and carry out the activities. The content includes the methods taught by the teachers and the methods of student learning. Through these methods, the teachers are guided to guide the students to master the theory of the system.(Zhao,2017) Knowledge, study skills, and promote the development of mind and body. The flexible use of various teaching methods can fully mobilize the enthusiasm of students, effectively complete teaching tasks and achieve good teaching results. In the teaching of national traditional sports, the way the teachers take is relatively simple. They emphasize the teacher's teaching, but ignore the dominant position of the students and lack the necessary interaction between teachers and students. This teaching method kills the enthusiasm and creativity of learning affected the teaching effect.The student’s satisfaction can be seen in figure 3.

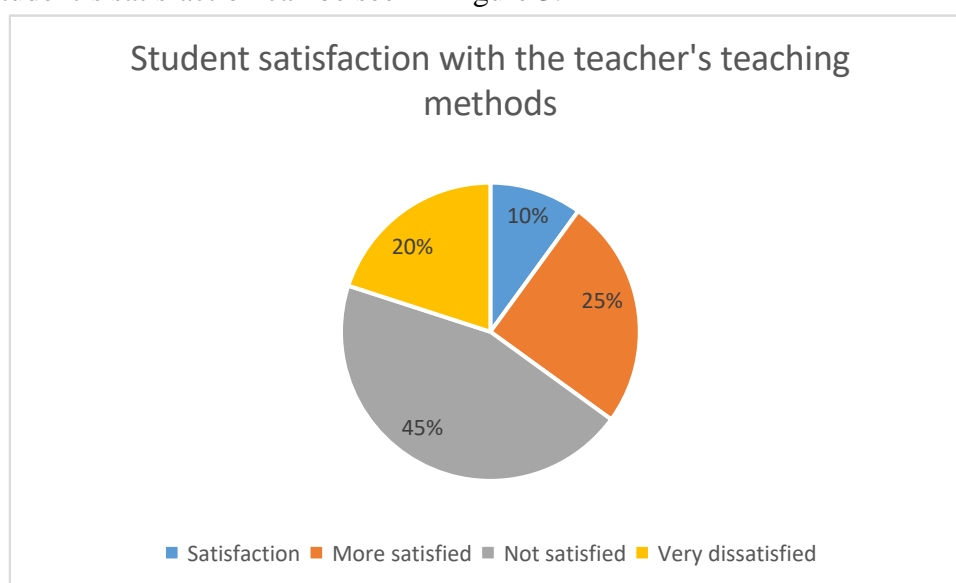


Figure 3 Survey of students' satisfaction with teachers' teaching methods

In the survey, we found that most students are dissatisfied with the teaching methods of teachers.

The number of students who are “not satisfied” and “very satisfied” with the teaching methods accounts for about 65% of the total number of students. The number of “satisfied” and “satisfactory” attitudes accounted for 35% of the total number of students. Therefore, teachers should constantly improve and update the existing teaching methods in teaching, so that they can adapt to the methods and means of contemporary college students' values, in order to better serve the teaching.

5. Conclusion

National traditional sports culture is a precious cultural heritage of mankind. It is irreversible, mysterious and irrevocable. Culture is facing various phenomena such as “differentiation and integration”, “variation and acculturation” and “rejection and adaptation”. Therefore, the establishment of national traditional sports disciplines in a timely manner, using effective methods and means to provide theoretical guidance to researchers, is of great significance to the inheritance and protection of sports cultural heritage. The development of national traditional sports in colleges and universities is directly related to the future development of traditional sports in the whole nation. Only by continuously improving the importance of the national sports, expanding the publicity, improving the level of the teaching staff, strengthening the scientific research strength, and establishing supporting teaching facilities, can the ethnic groups be The sports culture is carried forward.

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