

Research on the Modernization of Physical Education in Higher Vocational Colleges

Zhaoyu Cheng

Jilin Technology College of Electronic Information, Jilin, Jilin, 132021, China

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Abstract: Through an in-depth analysis of the status quo of physical education in colleges and universities, as well as the modernization of physical education concepts and characteristics, it is believed that the content of physical education should be updated in a timely manner according to the characteristics and needs of students' psychological development, and the adaptability of physical education should be improved; strengthening the content of physical education and social development Connect, reflect the sense of the times, and promote the modernization of physical education. The single receptive learning method should be changed to promote the integration of students' knowledge and skills, emotional attitudes and values through reforms such as the lifestyle of physical education, the extension of physical education concepts, the diversification of sports technology, the leveling of physical education, and the miniaturization of physical education. development of.

1. Introduction

The training of talents in higher vocational education should pay attention to the unification and integration of adult education and talent education, science education and humanities education, professional education and job skill training. Physical education is an important part of higher vocational education and has a unique role in talent training. With the advancement of the modernization process of higher vocational education, how to modernize and reform physical education in higher vocational colleges to better serve vocational education has become an important topic before us.

2. The Meaning of the Modernization of Physical Education in Vocational Colleges

The modernization of the guiding ideology of physical education in higher vocational colleges means that in physical education, we must grasp the inherent laws and characteristics of the development of physical education, and establish the concept that quality education should run through the entire process of talent training, which is reflected in the humanistic quality education thought and professional quality education Ideology, health first thought, lifelong sports thought, personality education thought, etc., that is, based on people-oriented, based on the development of students' physical and psychological qualities, with the goal of cultivating healthy people in the true sense, so that students can develop lifelong participation The habit of physical exercise. Pay attention to the individual differences of students in educational practice, and fully reflect the requirements of learning subject view, behavioral practice view, potential development view, professional habit formation view, student difference view, teacher-student cooperation view, evaluation process view and other requirements.

The content of physical education in higher vocational colleges has been continuously revised and gradually improved. However, from the overall situation, it has not completely got rid of the shackles of the traditional teaching content system, and has not yet fully adapted to the requirements of people's quality of life and professional development. The modernization of the content of physical education in higher vocational colleges should include modern curriculum system, textbook content, and teaching methods and means that are compatible with modern physical education. It requires a complete content system, clear construction goals, stable structure, practical

flexibility, broad adaptability and complementarity, contains a scientific worldview and methodology, can face all students, and can effectively promote the realization of teaching goals. Compared with traditional education methods, the modernization of physical education methods is less restricted by time and space changes, which helps to expand and enrich the expressive power of educational information, make physical education more flexible, diverse, and concrete, and can better mobilize students. Improve the efficiency of learning. Due to the rapid development of science and technology, the modernization of physical education methods has become a reality. First, in recent years, modern education methods at home and abroad have been continuously updated, and teaching tools in physical education have been continuously developed in the direction of automation, miniaturization, three-dimensionality, and high technology. Television teaching and computer management have been widely adopted. The second is that physical education materials and information are becoming more and more colorful. The live broadcast of large-scale sports competitions, the duplication of various physical education materials, and the recording of sports on-site teaching have been widely used as modern teaching methods. There are also many colleges and universities that have adopted computer-assisted teaching and experiments, and have achieved gratifying results. It can be seen that the emergence of modern teaching tools breaks the restrictions of traditional teaching, changes teaching methods, fully taps the human resources in teaching, improves the quality of teaching, and creates conditions for students to firmly grasp knowledge, technology, and skills. Generally welcome.

Although some emerging sports items have been included in the content of physical education, due to the limitations of conditions, there are very few that can be offered. Physical education classes are still mainly based on ball games, track and field, martial arts, aerobics, etc. as the main content to arrange teaching activities. However, most students are continuously exposed to these contents in the teaching of physical education from elementary school to high school, which is prone to get bored, which reduces the importance of students' attention to physical education and their enthusiasm for participation, thereby weakening the importance of physical education in the entire higher education. status.

Teachers often apply traditional teaching methods such as explaining demonstration method and competition method to the immutable physical education teaching. Students lack initiative and physical training lacks vitality. For many years, they have been strictly following the mode of explanation, demonstration, and practice for physical education. Students are tired of listening to explanations, watching demonstrations, repeating exercises, and have no time to feel and experience the fun of fitness, which makes students lose their interest in sports. This is not conducive to students' mastery of sports technology and sports knowledge, is not conducive to stimulating students' enthusiasm to participate in classroom teaching, and is not conducive to achieving the expected teaching effect.

3. The Enthusiasm of Classroom Teaching is Not Conducive to Achieving the Expected Teaching Effect.

Class teaching is the main line, the first grade has public classes (multiple content, low-level repetition), the second grade upper limit of elective courses (only the first grade content is continuous), the third and fourth grades (higher grades) most schools do not offer optional physical education courses. The practice of emphasizing / compulsory 0 light / elective 0 courses is not conducive to the development of students' personality, and is not conducive to the display of students' abilities. In terms of teaching evaluation, current college physical education generally pays more attention to general evaluation, teacher evaluation, and summative evaluation in previous teaching evaluation activities. This evaluation method is unfair, ignores individual differences between students, and loses evaluation. The feedback function has little meaning for motivating students, improving learning effects, and helping teachers improve teaching.

4. Ways to Implement Modernization of Physical Education in Higher Vocational Colleges

The connotation of the “post-led” physical education model is based on the “healthy physical fitness” requirements of the professional posts determined by the students' professional training goals. According to the training goals of different majors, design and select sports events suitable for personal exercise. Integrate and organize the content of physical education courses with sports events as the carrier, so that students can meet the needs of professional positions for physical competence and achieve the goal of talent training in the process of completing these sports events. The “post-led” physical education model has two characteristics: (1) Designing higher vocational sports training programs aimed at the needs of the talent market, effectively realizing the organic combination of physical education, industry education, and job education, and the physical education received by students is related to the industry and position. , Social “zero distance” contact fully reflects the basic ideas and basic laws of higher vocational physical education. (2) Setting up physical teaching content aimed at the needs of professional positions, and organizing and implementing physical education teaching aimed at the formation of professional positions' ability is conducive to improving the pertinence and effectiveness of talent training, and the teaching goals are very clear.

The logical structure of the “post-led” physical education model: For example, based on the demand for “A” talents in the “A” industry, fully understand the training goals of the “A” major, and know the professional competence required by these professional positions from the training goals . The requirements of professional positions determined by “A” majors lead the selection of physical education content; the realization of “A” major training goals leads the organization and implementation of physical education; the assessment standards of professional positions lead the performance evaluation of physical education teaching . The content structure of the “post-led” physical education model: According to the characteristics of the professional positions of the students' majors, and according to the needs of future professional positions for students' physical competence, select relevant professional sports for physical exercise to achieve the professional physical competence Power requirements. 5. According to the majors opened by our college, the content structure module of “post-leading” was designed.

The study of physical education teaching model in higher vocational schools is a complex and dynamic system engineering. Actively creating a new model of higher vocational physical education is the key to establishing the guiding ideology of “health first, lifelong physical education” in higher vocational colleges in our country. Because vocational education systematically organizes teaching in accordance with the various knowledge and skills required to engage in a certain profession, it is necessary to fully consider the characteristics of “post-led” to determine the curriculum goals when implementing the physical education model. However, the physical education teaching materials and syllabus of most vocational colleges are basically copies of ordinary college textbooks, and lack operability. It is recommended that the relevant functional departments of higher vocational colleges organize experts and scholars according to the characteristics of vocational education to conduct related research and academic activities, so that the “post-led” physical education teaching model is more scientific.

The teaching content is determined with professional quality and job ability as the core, application is the purpose, and the knowledge of each subject is selected with the degree of “necessary and sufficient”. The content of teaching should be “composite” knowledge that is aimed at career positions and interdisciplinary. Professional sports skills and functional training are the main line of teaching content. Professional sports skills courses and “physical competence” courses constitute the main courses of teaching content. For example, to conduct job simulation teaching and practice in the classroom is to use the college's training base to practice professional skills, so that students can experience the professional physical quality required by the professional job field, and realize the importance of physical competence to improve students The enthusiasm for physical exercise.

The physical education assessment should make an overall assessment of the students' knowledge, abilities and qualities according to the requirements of the professional positions that the students are engaged in. It also includes the performance of the students' will and quality, the

learning attitude, the relationship with the surrounding students, the ability to solve problems independently, and the ability to learn. The creativity and other elements in the process are comprehensively evaluated and appraised. In addition, the evaluation of student learning should also be reflected in the entire teaching process. It should take physical fitness as the core to train students' will, learning attitude, skills mastery, and physical fitness improvement in each teaching unit, each teaching activity and extracurricular exercise. All factors must be evaluated objectively. The evaluation is accurate, fair, and reasonable, which is conducive to mobilizing the enthusiasm of students in learning.

5. Conclusion

The modernization of physical education should proceed from the characteristics of the physical education discipline, and select the relatively stable sports that are necessary for college students to enter the modern society to engage in production, work, study and life, and are suitable for the physical and mental characteristics of the students, and are conducive to the overall development of the students. And skills are incorporated into college physical education textbooks. In the face of highly informatized social production and social life, the ability to form a healthy lifestyle of individuals has become the basic quality of human survival. For this reason, college physical education courses should deal with the necessary relationship between the traditional basic social survival ability and the modern high-information society people's sports choice diversification and fashion development trend, and the appropriate content should be screened in a targeted manner. In the establishment of physical education curriculum, the training of students' basic athletic ability and the formation of the ability and skills to adapt to a healthy lifestyle in modern society should be one of the curriculum goals, and it should be penetrated into the physical education discipline. Enriching and transforming the original content of physical education according to the perspectives and development of modern life sciences can enrich modern knowledge of life sciences, environmental protection, healthy existence, and modern lifestyles. In addition, opening new, practical or fashionable physical education subjects is also a necessary means for modernizing the content of physical education in colleges and universities.

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