

Analysis on the Difficulties in and Strategies for PE Teaching Reform in Higher Education Institutions in New Era

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Abstract: In this heyday of education reform, some real difficulties in PE teaching reform in higher education institutions are still existing despite a certain amount of achievements that have been made. The difficulties in the PE teaching reform in higher education institutions mainly include solving problems in teaching objectives, course reform and teaching methods integration, etc. All those problems and difficulties can only be solved by innovating teaching concept, improving teaching courses and integrating teaching methods based on real situation, so as to realize the sustainable development of physical education in higher education institutes.

As we are right in the important development period for the great rejuvenation of the Chinese nation, a good PE development would definitely contribute to the rejuvenation. It is clearly proposed in *Healthy China 2030 Plan Outline* issued in 2016 by CPC Central Committee and the State Council to list “Healthy China” as one of the national strategies[1]. The PE construction in schools will absolutely play an important role in the process of achieving “Healthy China 2030” target. In the new era when country rejuvenation and human health are the important themes, students in higher education institutions serve as the main force for realizing “Healthy China 2030” target, therefore, it is more than necessary to strive for a good development of physical education in higher education institutions. This study will not only point out and carry forward the present advantages of PE teaching in higher education institutes, but also focus on the aspect of teaching reform in PE reform and further analyze the problems faced in PE teaching reform, which might contribute to solve the difficulties in the reform of physical education in higher education institutes of our country.

1. Difficulties in the PE Teaching Reform in Higher Education Institutes in New Era

1.1 Difficulty 1: on Concept Aspect: Inappropriate Teaching Objectives in Higher Education Institutions

The teaching concept is the core of physical education, which means only with right teaching concept can physical education be well developed and the needed talents be cultivated. Over these 16 years since the issuing and implementation of *Physical Education Curriculum Guiding Outline for Common Institutes of Higher Learning in China* (hereinafter referred to as the New Outline) in 2002, some problems in physical education are exposed in this new era.

Firstly, PE teaching reform concept in higher education institutes is inappropriate, because as strongly influenced by advanced foreign PE teaching concepts, ours has gradually developed into a diversified, comprehensive and lifelong concept with American and Japanese characteristics[2]. Even though the shortcomings in PE teaching in higher education institutes in our country could be modified in short term by intaking those advanced foreign concepts, imitation without considering local features would bring no long term benefit to the development of PE teaching modes with Chinese characteristics.

Secondly, teaching objective concept of PE teaching staff in higher education institutions is inappropriate. The negative effect of teaching evaluation system mentioned in New Outline also results in the fact that a part of PE teachers hold confusing and inappropriate teaching objectives, lower teaching standards and backward teaching concept[3]. Led by the student-centered

teaching evaluation system, PE teachers often set teaching objectives based on students' satisfaction and interest. The teaching concept is interpreted into the need to respect students, satisfy students' reasonable needs and design courses loved by students. Such teaching concept not only hinders teachers self-development, but also deviates from the right PE teaching reform.

Thirdly, students' self-development concept is inappropriate. Influenced by the traditional evaluation methods in higher learning institutes, students have inappropriate learning objectives which are usually test-oriented. They just focus on learning and practising those PE items required by examination and neglect the joy in sports learning and practising process. In fact, it should be the priorities in PE teaching to cultivate students will power and endurance. Those inappropriate teaching concepts and learning objectives would not be beneficial to students' comprehensive quality improvements.

1.2 Difficulty 2: On theory aspect: inappropriate PE course reform in higher education institutions

As the saying in *The Study of Physical Education* by Mao Zedong goes that physical education should be cooperated with moral education and intellectual education, and it is the foundation of moral education, which means no physical education, no moral education[4]. This indicates the importance of physical education to human's all-round development. As higher education institutions are the last place where students receive formal physical education, the scientificity, diversity and effectiveness of PE course to some extent determines students' physical and moral quality.

The physical education in higher education institutions has been undergoing reform for a period, but there is still a problem of simple and undiversified teaching contents and methods[2]. On teaching content aspect, PE courses in higher education institutions, usually set based on teachers professions and teaching outline, are mostly focused on physical ability and skills practice, with few PE courses set for psychological health and social adaptation which are proposed in New Outline. This reflects the neglect on the attention and education on psychological quality and moral health[5]. On teaching method aspect, foreign PE courses are usually blindly imitated and there is lack of efforts to develop PE teaching in higher education institutions into the one with Chinese characteristics, resulting in courses' weak regional adaptability and limited content selectivity, which indirectly impedes the PE course reform process and effectiveness.

1.3 Difficulty 3: On practice aspect: unsatisfactory integration of teaching methods in higher education institutions

The physical education method in higher education refers to the general term for the practice methods adopted to accomplish PE learning goals and tasks by teachers and students in the process of physical education[6]. Presently, there are many shortcomings to be solved in the process of reform.

Firstly, PE teaching modes in most higher education institutions are still skill-oriented with dull and tedious practice forms, leading to little interest from students and less teaching quality and effect. Secondly, affected by score-oriented teaching concept, teachers usually teach in a spoon-feed way with students receiving knowledge passively and lack of interaction between teachers and students, which eventually leads to low teachers' professional sense of achievement and strong students' psychological resistance. Thirdly, there is a problem of slow update in teaching content with little resort to network resources, resulting in the fact that a part of the knowledge and theory are outdated, which is not beneficial to students' knowledge accumulation and professional improvement.

2. Analysis on Strategies of Physical Education in Higher Education Institutions in New Era

2.1 Innovate PE Teaching Concept

Students' employment and career development should be taken as the basis for a right PE

teaching concept in higher education institutions[7]. Firstly, teaching objectives should be set considering the real situation in different schools, students' specific majors and development directions, so as to make teaching fitting different students. Secondly, teachers should transform their teaching concept, combine students' physical sports skills development and psychological and social qualities improvement and try best to stimulate students' interest, meet students' need and get students understand. Thirdly, students should change learning concept and develop the awareness to cultivate their comprehensive quality. On one hand, while focusing on professional study, students should also learn knowledge of other fields with an open view. On the other hand, while mastering professional skills, students should develop diversified interest and hobbies and try to be comprehensive talents who develop in an all-round and sustainable way.

2.2 Integrate PE courses in Higher Education Institutions

It is necessary to pay attention to the integration of teaching courses to make courses comprehensive, scientific and systematic. Firstly, psychological and moral content should be included in teaching courses with emphasis on students psychological development and moral quality for achieving objectives (physical health, psychological health, social adaptability, etc.) proposed in *Physical Education Curriculum Guiding Outline for Common Institutes of Higher Learning in China* issued in 2002[8]. Secondly, teaching methods should be set on the basis of students profession and career development. Combine advanced foreign teaching courses with the local practical teaching in order to serve students' long-term development. Last but not the least, related rules should be followed in course design, which means to cultivate comprehensive physical talents by starting from theory, emphasizing on professional skill practice and integrating social psychological, moral and professional qualities improvement.

2.3 Improve PE Teaching Methods in Higher Education Institutions

PE teaching methods in higher education institutions should be scientific, systematic and effective, with teaching form, teaching process and teaching content being well integrated, to develop a scientific and comprehensive teaching methods system.

Firstly, on teaching form aspect, traditional teaching form which are focused on professional theory and skill learning should be transformed into the one which combines more practice so as to cultivate students who can not only master knowledge but also apply theory knowledge into practice. Secondly, autonomous selection of course, time and teachers can be applied in real teaching process, putting teachers in a leading position and giving students autonomy as well, which would contribute to improve students quality and teaching quality[8]. Thirdly, teaching content should be updated timely and teaching resource should be enriched with the help of network communication. And meanwhile, use the carefully studied teaching design to promote the cultivation of physical talents.

Only by making teaching form, teaching process and teaching content well combined and cooperated can PE teaching methods develop in a diversified, optimized and modernized and initiative way[9].

3. Conclusion

In the context of the new era, General Secretary Xi Jinping proposed "Rise in education means rise of national and strong education means strong nation. " at Peking University for the first time. So, great importance should be attached to the efforts in contributing to the practice of PE reform in higher education institutions by teachers and students, schools, nation or even the whole society[10]. Starting from the teaching aspect, this study reflects on and summarizes some actual problems existing in PE teaching reform in higher education institutions and proposes some solutions from the aspects of teaching concepts, teaching courses and teaching methods for the long-term development of physical education in our country.

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