

Reflection on the Reform of Physical Education in Higher Vocational Colleges under COVID

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Abstract: COVID-19 has forced us to stop at home, and have never had any way of life and learning to help us look at the educational work from a new perspective. In order to resist COVID-19, colleges and universities at all levels have responded positively to the call of the state to delay the start of school and carry out online teaching. "Stopping classes without stopping learning" has become a hot word at all levels of education since the 2020 year. However, COVID-19 is temporary. During this period, problems exposed in Physical Education in Higher Vocational Colleges deserve our deep consideration and provide new ideas for teaching reform after the outbreak. This study aims at analyzing some problems in the process of carrying out online teaching in Higher Vocational Colleges during the period of COVID-19, and carrying out the "suspension of classes and not stopping learning", reflecting on the direction of improvement and improvement in the realization of lifelong physical education, and promoting the development of physical education reform in higher vocational colleges.

1. Introduction

"Coronavirus" and "fighting the epidemic" have become hot words at the beginning of 2020, and "no school suspension" has also become the hottest word in the education sector. The novel coronavirus pneumonia prevention and control and education reform and development work was announced clearly by the Party committee of the Ministry of education. "Colleges and universities should, in combination with the actual situation of the University, formulate an online teaching scheme of one school, one policy and one school with multiple policies according to the characteristics of different majors, different grades and different course types, carefully evaluate the effect according to the implementation, and make dynamic adjustment in time, so as to realize the effective connection between online teaching and post school teaching in special periods." Physical education in Higher Vocational Colleges actively responds to the national number to hold online teaching to ensure that students can still learn and exercise at home during the epidemic. COVID-19 is temporary. During this period, problems arising from online teaching in Higher Vocational Colleges deserve our summary and consideration, which is of great significance for promoting the development of physical education in higher vocational colleges.

2. COVID-19's problems in Physical Education in lower Vocational Colleges

2.1 Insufficient mastery of sports knowledge and weak awareness of scientific exercise

Due to the main source of students, the sports contact surface of higher vocational students is relatively narrow. Most students do not receive complete and systematic physical education. They are not able to participate in many sports. They lack the cognition of physical education knowledge. At ordinary times, fewer students will actively participate in physical training. During the COVID-19, long time prohibition of staying at home made students' leisure time increase significantly, and home exercise was also gradually concerned. With the help of the Internet, students can find a lot of relevant materials suitable for home exercise, but in the face of many exercise methods, how to choose and practice has become a difficult problem. Due to the lack of knowledge of physical exercise, many students do not know how to choose suitable exercise

content according to their own needs. It is difficult to accurately grasp the formulation of training volume and training plan in the exercise process, and the enthusiasm of students to participate in physical exercise has not been well continued. In addition, vocational college students are lack of Science in the process of participating in exercise, and do not have a deep understanding of the basic sports knowledge such as warm-up, relaxation and sports injury. Very few students will fully warm up and relax before and after sports. It is easy to cause sports injury and sports fatigue in the process of sports, and do not know how to deal with it after injury. The lack of systematic and complete basic sports knowledge makes it difficult for students to obtain good fitness effect and experience in practice, which is very disadvantageous to cultivate students' sports interest and participation enthusiasm.

2.2 High dependence on site equipment and weak social adaptability

In recent years, China's higher vocational colleges have more and more sports teaching equipment, indoor and outdoor sports venues have also increased significantly, and the teaching scene of one whistle and two balls has been very rare. With the continuous improvement of physical education teaching equipment, great changes have taken place in our teaching mode. Physical education teaching in higher vocational colleges depends more and more on sports equipment and venues. Physical education teachers are gradually used to teaching students sports skills in open stadiums with the help of rich sports equipment, such as basketball, football, volleyball, table tennis and badminton, Some new projects have also entered the classroom, such as orienteering, Gas Volleyball, dragon boat, etc. Rich sports can better meet Sports Hobbies, expand sports vision, and give students more choices. Advanced teaching facilities and sports equipment can enable students to get more practice opportunities in the classroom and play a positive role in promoting the development of physical education. The positive significance of rich field equipment to teaching has been demonstrated in many relevant studies. However, under COVID-19, students are forced to stop at home, do not have spacious sports venues and teachers' guidance, and do not group activities. They only have to exercise autonomously at home, which requires higher students' ability to participate in physical exercise. In our daily physical education in higher vocational colleges, due to the increasing abundance of equipment and venues, many physical education teachers are relatively lacking in this aspect of sports skills. The sports demand of COVID-19 students in this area can not be well satisfied. COVID-19 is temporary. It is difficult to persist in physical training after students have graduated to society and are influenced by various factors in their lives and work. Through the investigation of graduated higher vocational students, it is found that very few students can adhere to physical exercise after graduation, which generally reflects the idea of participating in exercise, but the main influencing factors are the lack of suitable sports venues, the inability to find sports partners, the high cost of gyms and their own time. After entering the society, the living environment has changed. The sports time, venue and atmosphere are obviously different from those in the school. The sports skills mastered during the school can not adapt to the changes of the social environment.

2.3 Insufficient information-based teaching ability and lack of teaching resource reserve

Under the COVID-19, the Ministry of education called for "suspend classes and not stop learning". Developing online teaching in such a sudden situation is a great challenge for all teachers. Although all higher vocational colleges have actively responded to the national call and set up online teaching through the network platform, the effect is undoubtedly worrying. In recent years, higher vocational colleges have actively complied with the requirements of the times, and their investment in teaching informatization has been strengthened year by year, basically realizing the requirements of teaching informatization. However, due to financial and human constraints, disciplines with strong informatization and better function realization are basically limited to professional disciplines. Although physical education is an important part of the basic disciplines of higher vocational education, under the leading idea of utilitarian teaching, the informatization realization degree and informatization quality of higher vocational physical education are not high ^[1]. Most Higher Vocational PE teachers have no practical experience in online teaching, and

need to re learn and practice in platform use, teaching habits, styles and methods. By searching the Chinese college students Mu class network, we can find that there are 125 online courses related to physical education, but none organized by higher vocational colleges. It can be seen that the development of physical education online courses in higher vocational colleges is very backward. In the context of foot prohibition, self-reliance and lack of effective communication and cooperation, it is difficult and arduous to carry out online teaching for students in a short time. Looking at the sports related micro articles and online classes taken during the epidemic, we can find that there are some problems in the quality of video shooting and text narration, such as too fragmented knowledge, unclear and accurate display of teaching content and wrong action correction, and the cited teaching resources are inconsistent with the actual situation. Teachers' years of offline teaching practice experience is difficult to give full play to online teaching, and there is a big gap between teaching quality and offline practice teaching. The daily teaching of physical education teachers in Higher Vocational Colleges focuses on offline practical teaching. They usually do not make or collect online teaching resources in line with their own actual situation. When carrying out online teaching, the original skilled course teaching often can not find good materials or methods to show students when encountering problems, which is difficult to solve the problems in the teaching process.

2.4 Team teaching consciousness is not strong and teaching ability is lack of complementarity

Physical education teachers in higher vocational colleges are mainly practical teaching. They are relatively good at teaching their specialized or minor projects. They have little problem guiding students in one or several technical actions, but not all projects are competent. Through the interview and exchange with peers, it can be seen that the construction of teaching team has not been well developed in higher vocational colleges. At present, most PE teachers in higher vocational colleges teach students according to their own fields, and the deficiencies in personal teaching ability have not been complemented and improved. During the COVID-19, online teaching was affected by venues and equipment, and the deficiencies of teachers' teaching ability also appeared. Although physical education teachers have contact with mainstream projects and have certain self-learning ability, teaching students and practicing by themselves are two different things after all. Being able to do is not being able to teach. Without a comprehensive and systematic understanding of the theoretical and practical knowledge of a sports event, it will be lack of scientificity and systematicness when teaching students. During the epidemic period, teachers actively self-study or experience some exercise methods suitable for home by referring to the images or text materials on the Internet, and then transfer knowledge to students through online teaching. Because they do not have deep contact with the sport or the group of exercise methods, it is difficult to teach knowledge to students scientifically and comprehensively during online teaching, resulting in students learning online. In practice, the essentials of technical actions are not mastered thoroughly, and wrong actions cannot be found and corrected in time. In addition, there are differences in students' own situation. It is difficult to grasp the amount and frequency of exercise during exercise. They often blindly follow the crowd and lack pertinence. Unlike offline teaching, online teaching can get the help and encouragement of teachers and students in time. In the process of practice, it is easy to cause students' confidence frustration or injury due to excessive exercise, which affects students' self-confidence and enthusiasm to participate in exercise.

3. COVID-19's reform of physical education in Higher Vocational Colleges

3.1 Cultivate scientific fitness awareness and pay attention to the cultivation of physical exercise ability

Traditional physical education focuses on teaching students sports skills, and there is a slight lack in the cultivation of students' ability to participate in physical exercise, resulting in students mistaking physical exercise as simple running and jumping. In the environment of life and work, the environment is constantly changing. Under different environmental conditions, the way of

physical exercise easy to participate will also change. For example, under the COVID-19, outdoor or collective participation exercises are basically not suitable for development. Some students who have good exercise habits in this background must change their exercise methods if they want to continue to exercise. Therefore, it is difficult for students to carry out physical exercise for life only by mastering a few sports skills. In the modern society with the rapid development of science and technology, many learning materials of sports skills can be found through the Internet. How to choose and practice scientifically is an important basic ability. In practical teaching, we should cultivate students' ability to obtain their interested physical exercise knowledge through modern means; There are some differences in students' sports ability. In classroom teaching, we should often guide students to experience what intensity of exercise is in line with their actual situation; In addition, we should also guide students how to avoid sports injuries and how to reasonably formulate exercise plans according to their own conditions, establish students' awareness of scientific exercise, and endow students with scientific sports participation ability through school physical education. Teaching fish is better than teaching fish. Only by constantly cultivating students' exercise ability in higher vocational physical education can we lay a solid foundation for the realization of lifelong physical education.

3.2 Enrich the teaching content and improve the practicability of sports skills

In Higher Vocational Physical Education, most professors' content is highly dependent on venues, equipment or participants. Under COVID-19, the limitations of these training methods are exposed. COVID-19 is temporary. However, it seems to be normal for students to reflect on their living environment after going out of school. When students go to the society, they will be influenced by leisure time, exercise partners and sports venues. The seemingly ordinary way of forging into society seems to be very luxurious. Many students who have good exercise habits in school are also difficult to stick to after entering the society. Therefore, higher vocational physical education should pay more attention to the real life in the teaching of sports skills, teach students some physical exercise methods that are not limited by space and can be carried out anytime and anywhere in the classroom, and encourage students to take advantage of recess or leisure time to participate in these exercises. In addition, strengthen students' awareness of warming up and relaxation during exercise, guide students to warm up and relax in different exercise contents, and cultivate students' understanding and handling ability of sports injuries. Only when teachers teach these basic and practical skills to students, help students practice, and lay a solid foundation for sports exercise for students through teaching, can they better break through the limitations brought by environmental changes, achieve better sports effects, effectively reduce the negative effects brought by sports injuries, and implement lifelong sports for life.

3.3 Strengthen teacher training and pay attention to the reserve of teaching resources

Information-based teaching is a modern teaching mode. Network teaching platform plays an important role in implementing online teaching and promoting students' autonomous learning. In the decision on accelerating the development of Vocational Education issued by the State Council in 2014, it was clearly proposed to improve the information-based teaching level of higher vocational teachers. Since 2010, the Ministry of education has organized and carried out the "national information-based teaching competition" for higher vocational colleges, which has promoted the deep integration of information technology and education and teaching. Higher vocational physical education teachers should also actively respond to the national call, keep pace with the times, improve their ability to use modern teaching technology, promote the integration of information teaching technology and higher vocational physical education, build rich teaching resources, and promote the development of higher vocational physical education. At present, the informatization teaching ability of higher vocational physical education teachers is still relatively weak compared with other majors, and the learning and practical application of informatization teaching technology should be continuously strengthened. Higher vocational colleges should improve the teaching evaluation and training system and pay more policy attention to physical education teachers. For example, by organizing relevant training and exchanges inside and outside

the school, improve physical education teachers' technical and theoretical knowledge and use methods of information-based teaching technology, and carry out targeted information-based teaching competitions, so that more physical education teachers can pay attention to information-based teaching technology. In addition, We should also encourage teachers to actively apply information-based teaching technology to practical teaching and strengthen their practical operation ability. Physical education teachers in higher vocational colleges should also change their ideas, recognize the important role of information-based teaching technology in solving the problems existing in traditional physical education, actively improve their application ability of information technology, innovate teaching ideas, actively apply information-based teaching technology to classroom practical teaching, and improve the effect of classroom teaching, Strengthen the practical application ability of their own information-based teaching. In addition, we should strengthen the development and accumulation of network teaching resources in our daily work, which can not be limited to the basic teaching resources such as syllabus, courseware and lesson plan. In combination with the actual situation of the school and local areas, we should develop teaching resources such as videos, pictures and question banks with their own characteristics and in line with the needs of practical teaching, so as to make teaching activities richer and more characteristic.

3.4 Build a good teaching team system

The construction of teaching team is an essential part of the construction of teachers. An excellent teaching team can form a good complement to the shortcomings of individual teachers and effectively promote the development of education. In recent years, the team of physical education teachers in higher vocational colleges has been well developed in terms of number and education background. In physical education teaching, we should give full play to our own human resources advantages, actively promote the construction of teaching team, realize the complementarity of teachers' abilities, and promote the improvement of teachers' abilities and teaching quality. To build a good teaching team, we must first determine the common goal of the teaching team, stimulate the work enthusiasm and fighting spirit of the members, and let each member of the team have a clear direction of efforts. Secondly, we should reasonably allocate personnel, fully consider the complementarity of teachers' knowledge and skills, pay attention to the combination of old, middle-aged and young people, and carry out clear division of labor and effective integration according to teaching experience, practice and scientific research ability. In addition, relevant departments should formulate perfect systems in terms of policies and give policy management and support to the construction of teaching team. Under a good teaching team construction system, teachers' ability can be brought into full play, their personal deficiencies in teaching can be made up, and their comprehensive ability to deal with various teaching situations will be effectively improved, which will play a positive role in promoting all kinds of work in Higher Vocational Physical Education.

4. Conclusion

COVID-19's Higher Vocational Colleges actively carry out the "online teaching" response to the call of the Ministry of education "suspend classes and stop learning". In the face of the new educational mode and teaching experience, educators must examine the teaching work from a new perspective. Physical education is an important part of higher vocational education. Physical education teachers should deeply summarize the educational problems existing during the epidemic period, examine the shortcomings existing in previous education, change the teaching concept of physical education, strengthen their modern teaching ability, innovate teaching methods and teaching contents, and pay attention to the cultivation of students' physical education ability. In addition, higher vocational colleges should strengthen the policy support for physical education, improve the physical education and teacher training system, build a physical education model with higher vocational characteristics, and realize the educational goal of lifelong physical education.

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