

The Development and Conception of Physical Education Reform in Chinese Colleges and Universities

Jia Liu

School of Physical Education (P.E), Hexi University, Zhangye, Gansu, 734000, China

Keywords: College Sports; Reform; Development; Conception

Abstract: Over the years, China's quality education is constantly developing and reforming, and college education is also facing various challenges. College physical education is an important educational content of colleges and universities. It, based on the actual situation, student-oriented, requires continuous innovation and reform, and can promote the healthy development of college sports. Based on his own teaching experience, the author makes a detailed analysis of the current situation of college sports in China, expounds the problems existing in it, and puts forward relevant reform strategies to improve the healthy development of college sports in China and enhance the college students' physical fitness, and promote the overall improvement of comprehensive quality of college students.

1. Introduction

In the past, in the process of college sports development, there are many problems that need to be solved. For example, the neglect of college physical education, the simplification of college physical education teaching mode, etc., the existence of these problems seriously reduces the enthusiasm of students to learn sports, so that the goal of physical education can not be successfully achieved, students' learning efficiency is low, and students' physical fitness cannot be promoted. At present, the concept of quality education is constantly deepening in colleges and universities. The traditional teaching mode can no longer meet the sports education of colleges and universities. Reform is an urgent task [1].

2. Current Situation of Physical Education in Colleges and Universities in China

With the policy requirements and help of the state, the major universities in China have set up training institutions and management institutions before and after teachers have been appointed, determined the detailed teaching standards, and improved the physical education curriculum system. However, for many college students, they will not carry out physical activities after graduation. The sports content that they have studied for many years in school has become empty talk and cannot play the role of lifelong education. As a result, the physical quality of college students tends to decline. The probability of illness is much higher than in the past.

In the process of physical education from elementary school to university, the teaching content has not been effectively linked. In the primary school stage, the primary school students should focus on cultivating their physical ability and interest in learning, and develop primary school students' basic athletic ability. In the middle and high school, physical education should focus on cultivating students' non-sports special skills. At the university level, students should be established. However, due to the simplicity and repetitiveness of the current college sports curriculum, the concept of lifelong sports can only be seen on the surface. Therefore, college physical education must be reformed in order to comprehensively improve the quality of physical education and establish the concept of lifelong sports for students [2].

At the same time, although China is developing sports education in an all-round way, it lacks a solid foundation theory of sports. There are many unexplained problems. There is no clear classification of physical education, curriculum theory, etc., and there is no scientific physical education curriculum. Compared with other college disciplines, the development of college sports is

still in a backward stage. In today's fast-developing era, how to achieve effective reform of college sports has become an urgent issue.

3. The Problems in the Reform of College Sports in China

At present, the physical education materials of colleges and universities in China are basically carried out around sports competitions. The teaching content is monotonous and cannot reflect the effectiveness of physical education and lack of use value. The content of the textbooks is mainly based on teaching and individual training, which does not meet the requirements of modern physical education and the psychological needs of college students. In the preparation of teaching materials, students' hobbies, personal characteristics, strengths and personalities are not taken into consideration. Students cannot form unique sports styles and exercise habits in the process of learning. When teachers are in class, they do not take into account the individual differences of students. They often use only one teaching method to teach, which can not attract students' interest in learning, making the distance between teachers and students farther and farther. In the physical education teaching of colleges and universities in China, the evaluation criteria are based on the examination results of physical education. In the course of physical education, physical education teachers take the examination as the main purpose, and only pay attention to the external form performance and physical training of college students. Students master the use of skills, implement irrigation-based education methods in the classroom, do not consider the student's learning foundation, neglect the students' personality cultivation and comprehensive development, and can not improve students' interest in learning.

In college physical education, the first step of class is generally warm-up activities, while warm-up activities are generally fixed jogging, freehand exercise, double exercise or gymnastics, etc., although these projects can play a certain warm-up effect, but Unchanging content makes it easy for students to lose their enthusiasm for learning. This type of teaching mode generally pays too much attention to the structure of the classroom, with teachers as the main body and a single transfer of knowledge and skills to students, without considering the students' receiving ability and psychological needs. A single teaching mode restricts the development of students' personality, and it is impossible to teach students effectively and in accordance with their aptitude. Students' strengths cannot be effectively played. Therefore, in the process of learning, students can not experience the fun of sports learning, and can not achieve the purpose of teaching pleasure and body and mind [3].

Most people think that sport is simply a discipline that learns motor skills and enhances students' physical fitness. It does not pay much attention to the teaching and learning of sports theory knowledge. Therefore, there are very few theoretical courses in sports, which form a serious contrast with the skills curriculum. In addition, there is no independent sports knowledge theory system, lack of science and fun, and no strict examination system affects the teachers' enthusiasm for teaching, which makes physical education impossible to carry out smoothly. At the same time, physical education teachers pay attention to sports skills, but they do not do well. The reserve of relevant theoretical knowledge leads to inaccurate language expression, which seriously affects the teaching of sports theory.

4. The Development and Conception of Physical Education Reform in Chinese Colleges and Universities

4.1 Defining the Goal of Physical Education.

Physical education in colleges and universities should clarify the teaching objectives, cultivate students' lifelong sports awareness and ability, and let students realize the importance of sports. After completing the physical education teaching objectives in primary school and middle school, the physical education teaching objectives of colleges and universities can be successfully realized. In the physical education stage of colleges and universities, students should develop good physical

habits, promote the healthy development of body shape, lay a good physical foundation for students, and cultivate students' personal values, so that they can be smoothly transformed into society when they devote themselves to social work in the future. Therefore, as a physical education teacher in colleges and universities, it is necessary to cultivate students' sports goals for lifelong training, cultivate students' exercise habits and lifelong sports awareness, and improve students' psychological quality and physical health. Of course, in the physical education of colleges and universities, the most important thing is to let the students master the corresponding sports skills and projects, improve the enthusiasm of college students for sports, and thus achieve the goal of lifelong sports.

4.2 Establishing a Professional Team of Teachers.

In the teaching process, teachers are an important core force and an important implementer of education reform. In the reform of college sports, the comprehensive quality of physical education teachers affects the quality of reform. Therefore, as a physical education teacher in colleges and universities, we must keep pace with the times, constantly learn advanced teaching concepts, establish the teaching concept of lifelong physical education, constantly reflect and explore in the process of teaching, summarize our own inadequacies, and improve The quality of teaching, efforts to learn new skills, expand the theoretical base, continuously improve cultural literacy, and promote the continuous improvement of comprehensive capabilities. At the same time, colleges and universities should regularly carry out training programs for students, let teachers participate in the training, optimize the teacher's academic structure, and improve the teaching level of teachers. In addition, colleges and universities should also invest in research funds to improve students' research and innovation capabilities and cultivate a high-quality teaching team. The comprehensive quality of the teaching staff is improved, and the teachers can promptly feedback to the classroom, improve the teaching efficiency of the physical education classroom, enhance the students' enthusiasm for learning, and promote the improvement of students' sports skills.

4.3 Enhancing the Teaching of Sports Theory Knowledge.

Physical education can only exercise the physical quality of people, and it can also affect people's intelligence, thoughts, quality, and psychology. Therefore, in the process of reforming efficient sports, we must constantly update the teaching concept in light of the actual situation and realize the reform of the theory of physical education. While strengthening the physique of students, colleges and universities should also carry out cultural transmission, pleasure, physical and mental education, ideological and political education, etc., to promote the overall development of students, to cultivate students' personal values, and to lay a solid foundation for students to better integrate into society. Therefore, it is necessary for college students to understand the functions of sports from all aspects, understand that the function of sports is not only to keep fit, but also to have various types of values, to effectively link theory and practice to meet the needs of college students with different values and different functions. . Colleges and universities must form a sound physical education system, set scientific goals, select the best content, determine class hours, improve the system, etc., and constantly put forward new requirements for physical education. According to the curriculum theory, the corresponding teaching objectives are formulated, and the appropriate teaching content is selected according to the sports function and the needs of the students. At the same time, colleges and universities need to fully understand the goals, functions and functions of sports, improve the various theoretical teaching systems, set up scientific theoretical test questions, and avoid the theoretical test flow in form.

4.4 Establishing a Scientific Physical Education Model.

After clarifying the teaching objectives and perfecting the teaching content, college physical education should gradually form a scientific and effective teaching mode, conform to the laws of physical and mental development of college students in different periods, carry out various types of education methods, and promote the diversified development of physical education. First of all, with the development of the times, college sports programs do not have to be rigid in the past, can

be combined with the requirements of the times, increase the corresponding sports, such as gymnastics, aerobics, dance, yoga, etc., can not only keep pace with the times, but also to meet Students' physical exercise needs. Secondly, on the basis of the content of the textbook, combined with the students' interests and hobbies, the sports program is continuously improved, and extracurricular activities are carried out according to the theoretical content of the teaching. In addition, the use of multimedia teaching to attract students' attention, improve students' enthusiasm for learning, and let students experience the fun of the classroom. At the same time, there are various types of sports associations and sports-oriented associations in colleges and universities to stimulate students' interest in learning, to engage students, and to cultivate students' concept of lifelong sports [4].

4.4 Implementing a Diversified Sports Evaluation System.

College physical education should establish a diversified evaluation system, supervise the quality of physical education, continuously feedback the problems in the teaching process, and promote the improvement of teaching efficiency. According to the relevant regulations, the teaching evaluation content of sports is centered on the “teaching” of teachers and the “learning” process of students, and the results are evaluated. In the assessment, colleges and universities can not only assess the students' learning and sports skills, but also conduct a comprehensive assessment of the students' physical ability and comprehensive quality, and evaluate the students' sports performance diversified. In the evaluation, the students' self-evaluation and teacher evaluation should be combined with each other, and the teaching principles of teaching students in accordance with their aptitude should be implemented to enhance students' self-learning. At the same time, colleges and universities should also carry out teacher evaluation activities to evaluate the teacher's teaching dynamics, curriculum content, teaching mode, teaching methods and teaching results, and achieve teacher self-evaluation and mutual evaluation between teachers and teachers.

5. Conclusion

In the process of reform, college sports need to continuously combine reality, actively explore, be brave in innovation, constantly adjust teaching modes, teaching objectives and teaching content, implement a diversified teaching evaluation system, cultivate high-quality teaching staff, and promote college sports. Therefore, on the road of college physical education reform, teachers must face all the severe challenges, optimistically and positively face the problems that arise in education, combine students' physical and mental characteristics, formulate reasonable teaching models, and stimulate students' interest in learning. In order to achieve the important awareness of students to develop lifelong physical education; improve the physical and mental health of college students, cultivate their sports literacy, promote the all-round development of college students, and provide more excellent talents for China, thus laying a solid foundation for improving the overall national strength of China.

References

- [1] ZHANG Ying. Discussion on the Reform of Physical Education Curriculum in Colleges and Universities under the Concept of "Core Literacy"—Taking the Teaching Reform of Physical Education and Health Course of Chongqing University of Science and Technology as an Example[J].Journal of Southwest China Normal University(Natural Science), 2016,41(10).12
- [2] Zhou Tao. Investigation on College Students' Physical Education Cognition and Physical Education Class Behavior——Taking Henan Normal University as an Example [D].2015.45
- [3] Wang Mei. On the Reform of the Teaching Mode and Method of the Course "Sports and Teaching Theory" in Colleges and Universities——Taking Leshan Teachers College as an Example [J].Science & Technology Prospect, 2015, 25(34).98
- [4] Zhang Lin. Analysis of the Difficulties and Causes of the Reform of Physical Education in Colleges and Universities [J]. Times Education, 2016, (13).112