

Research on the Reform of Physical Education in Higher Vocational Colleges Based on the Demand of Professional Physical Fitness

Shengjun Li

Jiangxi Vocational College of Ahead Software, China

Yunlin Deng

Jiangxi Vocational College of Ahead Software, China

Abstract—On the basis of following the talent training plan of Higher Vocational colleges, the deepening reform of physical education teaching in higher vocational colleges has been carried out in full swing throughout the country. In the relevant reform of physical education, the core of our concern is to meet the needs of the society. With the gradual progress of the comprehensive deepening of economic system reform in China, the requirements of the society for the employee are also changing, and the relevant standards are constantly improving, among which professional physical fitness is one of the most prominent contents. The important task of developing students' professional physical fitness naturally falls on the curriculum of physical education and health. The reform of physical education in higher vocational colleges must focus on the social demand for professional physical fitness. In this paper, the college physical education curriculum is deeply reformed, and a curriculum system that meets the development and needs of college students is set up. At the same time, it also provides reference and reference for sports teaching in similar higher vocational colleges.

Keywords—physical education, vocational needs, teaching reform

I. INTRODUCTION

On the basis of following the talent training program of Higher Vocational colleges, the deepening reform of physical education teaching in higher vocational colleges has been carried out in full swing throughout the country. In the relevant reform of physical education [1-5], the core of our concern lies in adapting to the needs of society. With the gradual advancement of China's comprehensive deepening of economic system reform, the requirements of the society for the employee are constantly changing, and the relevant standards are constantly improving, among which professional physical fitness is one of the most prominent contents [6,7] The task of developing students' professional physical fitness naturally falls on the curriculum of sports and health [8-14]. The reform of physical education teaching in higher vocational colleges must focus on the social demand for professional physical fitness.

Higher vocational education is an education to train advanced applied technical talents, which is employment-oriented and competence-centered. Facing the market, technology and application, cultivating high-quality skilled personnel is the current direction of Higher Vocational education. Correspondingly, the reform of physical education curriculum in higher vocational colleges should also change the teaching thought [17-20], combine its own school-running characteristics and the requirements of quality education, take "educating people" as the core, take "lifelong occupation" as the main line, and combine "students' professional subject needs and future life needs" with "enhancing students' physical fitness and lifelong benefits". To stimulate students to participate in sports activities, improve their physical fitness and sports skills of consciousness and enthusiasm, and lay a solid foundation for students to adapt to future positions and lifelong sports. In the wave of teaching reform in Higher Vocational education, the reform of physical education is urgent. Physical education in higher vocational colleges is closely centered on the talent training program of Higher Vocational colleges, with social needs as the core, and on the premise of following the essence of physical education, it is necessary to reform towards the needs of enterprises and students. The key point is to integrate professional physical fitness into physical education teaching, so as to truly serve the adult talents of students.

A. Research on the Current Situation of Physical Education in Higher Vocational Colleges

1) At present, There is no physical education teaching model for Higher Vocational Education in China.

Our country's higher vocational physical education continues two kinds of teaching modes in the 1980s - undergraduate physical education teaching mode and secondary school physical education teaching mode. There is no physical education teaching mode for Higher Vocational education. There are great differences between higher vocational education and undergraduate education and secondary vocational education. The main purpose of higher vocational education is to cultivate high-level skilled personnel working in the front line, which has two characteristics: professionalism and practicality. These two characteristics are difficult to reflect in the current physical education teaching model adopted by higher vocational education.

2) The selection of teaching contents and the setting of teaching objectives are difficult to embody the characteristics of Higher Vocational education.

The goal setting of physical education teaching in higher vocational colleges is often difficult to reflect its uniqueness. With the reform of physical education, the three-dimensional goal of physical education began to be called the mainstream. However, for the higher vocational education of training vocational talents, the three-dimensional goal of students' professional physical training is neglected, and it is difficult to reflect the characteristics of Higher Vocational education. The content of physical

education in higher vocational colleges is based on various competitive sports, which has a low correlation with students' vocational education. It is difficult for students to get physical training for their professional needs in physical education class. It is difficult to highlight the characteristics of Higher Vocational education, and the combination of "occupation" and "sports" is poor. The teaching content mainly focuses on the teaching of various sports, which is less relevant to the students' future professional physical fitness needs, and students' professional physical fitness cannot be exercised.

3) Be conservative and self-confident

Ignoring the goal of talent cultivation in Higher Vocational Colleges and divorcing from the needs of enterprises, it is easy to lead students to follow the old-fashioned and self-confident ways in physical education teaching, and to follow the traditional teaching contents such as basketball, volleyball, football and track and field from primary school. In addition, the simplicity and obsolescence of the teaching methods make students have no interest in such physical education classes as "listlessness". Facing this situation, we need to analyze it from the teacher's point of view. Teachers' teaching concept is very important. At the same time, physical education teachers also need to combine the characteristics of Higher Vocational education, in-depth understanding of the teaching content of students' professional courses and the requirements of future jobs, so as to develop reasonable teaching content for students of different majors taught by themselves and adopt optimized teaching mode, so as to truly serve students.

4) Single evaluation system of Physical Education Curriculum

In the process of physical education teaching in Higher Vocational colleges, the comprehensive evaluation and assessment of students is relatively simple, mainly based on the students' attainment of the standards to determine their achievements, taking the students' professional skills, physical fitness as the basic criteria for evaluation. However, students' learning attitude and sports ability at different stages in the process of learning sports skills are difficult to reflect, and it is difficult to make a scientific evaluation of the unity and cooperation, hardship and endurance, the ability to analyze and solve problems and the quality of physiology and psychology reflected in the teaching process. At the same time, in the teaching process, there is a lack of evaluation system for the teaching process and teaching ability of physical education teachers.

B. Feasibility Analysis of Constructing Physical Education Teaching Model in Higher Vocational Colleges Based on Professional Physical Fitness Demand

1) Occupational Physical Fitness is an Important Component of Occupational Ability

Higher vocational students' future work is a long-term struggle, and it is strict to cope with the physical exhaustion caused by long-term work. It is one of the important bases to measure their professional ability whether they can keep a good working condition for a long time. Therefore, students' professional ability and comprehensive competitiveness can be improved by improving their professional physical ability.

2) Different Sports have Different Exercise Value

Physical education is a course that develops all kinds of physical qualities by means of physical exercises. Professor Tian Maijiu has classified sports events into physical fitness type and skill type. Physical fitness type mainly includes fast strength type, speed type and strength type. Skills type can be divided into five types: aesthetic type, accurate type, net-separated type, fighting type and same-field type. According to the subject classification of Higher Vocational Colleges in China, although there are many kinds of specialties in Higher Vocational colleges, the sports abilities required can be classified into five categories: finger flexibility, office, standing, mobile communication and comprehensive. These classifications correspond to the sports items in the event group. Choosing the items of different event groups can develop the students' special qualities when they cultivate their overall qualities, so as to create possibilities for training their professional physical ability.

C. Purpose and Significance of Physical Education Reform in Higher Vocational Colleges

As an important part of higher education, higher vocational education, as the main position of training practical and applied senior specialized talents, has its own characteristics different from ordinary higher education. Its main feature is to meet the needs of enterprises. Therefore, the core of teaching reform in general content in higher vocational colleges is to improve students' working ability, open up students' future employment channels, enhance students' core competitiveness and meet the needs of enterprises. The reform of P. E. teaching in higher vocational colleges is based on such a concept and on the premise of following the essence of P. E. to establish a new concept of P. E. education in Higher Vocational colleges, which is integrated with higher vocational education in terms of teaching content, teaching methods and so on. Under the dual attributes of physical education in Colleges and vocational colleges, physical education teaching is not only responsible for students' physical and mental health, lifelong physical education consciousness, but also for the reserve of students' professional ability. It can be said that physical education in higher vocational colleges will play an important role in the future students' adult development, which cannot be ignored, and the relevant teaching reform is imperative.

D. Reform Measures of Physical Education Teaching in Higher Vocational Colleges

1) Change the Traditional Concept of Physical Education

Modern higher vocational colleges must change their sports education ideology, including schools, teachers and students. Firstly, schools should change their traditional concepts in a short time, resolutely and strengthen the reform of physical education, constantly remind the importance of physical education reform, actively guide and supervise the work, and promote the comprehensive popularization of physical education reform. Secondly, teachers should attach importance to and re-examine the position of physical education teachers, clarify their tasks according to teaching objectives and requirements, train social students with comprehensive quality purposefully, listen to students' interests and needs, take students as the foundation, and

take students' physical quality as the foundation. To cultivate students' sports skills and improve their physical quality in order to cope with various practical situations, Teachers should also combine their professional knowledge with physical education so as to enhance students' basic knowledge of physical exercise and provide good physical fitness for students' self-occupation. Finally, students themselves should change their concepts, attach importance to the inseparable relationship between physical education and their own specialties, make corresponding adjustments according to their own specialties, and carry out the teaching mode of combining theory with practice under the guidance of teachers. And formulate a professional training plan, to achieve students in the physical education curriculum in their own professional organic combination, pay attention to the improvement of self-comprehensive ability. For example, students majoring in tourism management should increase outdoor activities such as hiking and mountaineering to enhance their physical strength, broaden their horizons and cultivate an optimistic character.

2) *Optimizing the Curriculum of Physical Education*

Different occupations have different occupational characteristics, and the demand for the required talents is also different, as shown in Table 1. Higher vocational colleges should adjust the design of physical education curriculum according to students' professional characteristics, and change the current teaching mode of unified syllabus and unified teaching content. According to the specialty of students, classified project teaching is carried out, that is to say, "self-help" teaching is selectively carried out according to the vocational characteristics of students to be engaged in. For example, the major of static sitting posture is mainly mental work, requiring continuous work and a small range of activities, but long-term sitting can easily cause shoulder, neck, waist strain, and lower body numbness and other physical discomfort. Students of this major can choose badminton, basketball, volleyball, gymnastics, jogging and other items. The working characteristics of the factory operation specialty are full participation in sports, high intensity of physical labor, reusable strength of limb weight, higher requirements for shoulder, upper limb strength, movement coordination, accuracy, balance ability and finger flexibility. It is easy to cause occupational diseases such as limb fatigue, waist strain and so on. Students of this kind of specialty should choose sensitive and attention training contents such as middle and long distance running, gymnastics, strength exercises, bodybuilding and so on. The corresponding relationship between occupational categories and occupational physical needs is shown in Figure 1.

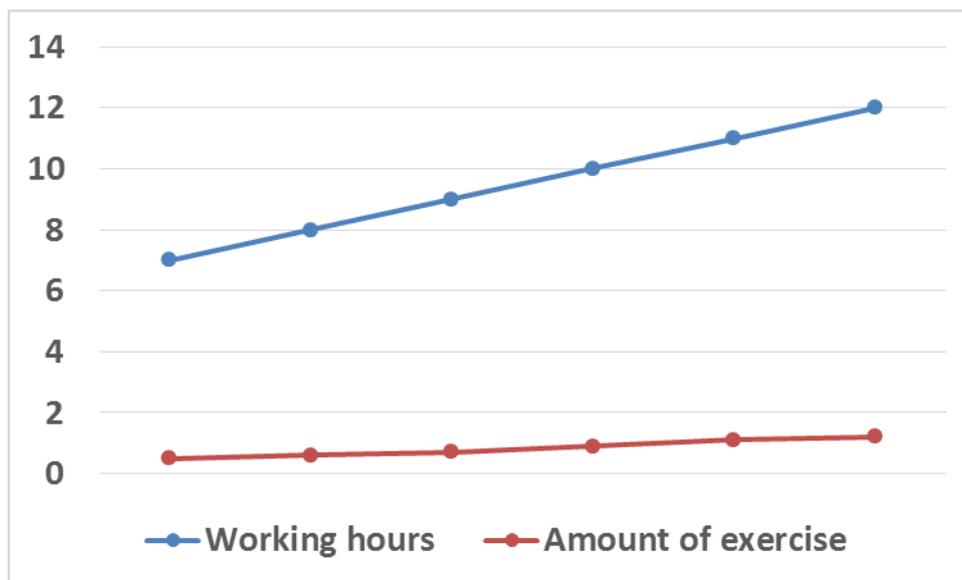


Fig. 1 Corresponding relationship between occupational category and occupational physical fitness requirement

3) *Strengthen the Integration and Utilization of Course Resources*

Rich curriculum resources can give full play to the teaching effect and improve students' interest and participation. Higher vocational physical education curriculum should fully tap and expand curriculum resources, integrate hardware and software resources inside and outside schools, actively carry out "school-enterprise cooperation", jointly cultivate talents, and strengthen students' understanding of vocational ability needs. To improve students' professional physical fitness, it is far from enough to rely solely on the classroom teaching of physical education teachers. It needs the collective efforts of various departments in Higher Vocational colleges, to provide corresponding policy support, to strengthen the overall planning of sports venues, equipment and facilities, and to provide sports space satisfying different personalities inside and outside the classroom. Ensuring different professional physical training needs of students of different majors, at the same time, using modern information means, strengthening the follow-up and guidance of students' physical exercise, and promoting students' physical quality and sports habits in all aspects, so as to meet the needs of future posts with better physical quality and physical fitness.

4) *Core Quality of Physical Education in Higher Vocational Colleges*

Higher vocational education is the last stage of learning for students to enter society. Higher vocational education is the role of social person on the ramp, and the development of College Students' reflection and self-practice ability has matured. Therefore, higher vocational sports curriculum planning is more important. Higher vocational sports curriculum should have two key points: first, the ultimate goal of physical education is to help students develop lifelong sports, and second, to make

students engage in sports activities become part of the whole-person education. In order to achieve this goal, we need to cultivate five core qualities: healthy physical fitness, sports knowledge promotion, self-health management, sports skills learning and regular sports development.

II. SUMMARY

Strong physique is the basis of all work, and abundant physical fitness is also the necessary condition to complete the work. In addition to normal physical fitness training, the teaching of physical education in higher vocational colleges should combine the teaching contents and organizational forms of physical education in Higher Vocational Colleges according to the students' needs of professional physical fitness in the future. The teaching content and organizational form of physical education curriculum in higher vocational colleges should be reorganized. At the same time, professional physical training should be strengthened to improve the vocational physical fitness and physical quality of higher vocational students and to train qualified "craftsmen".

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