

On the Reform of Physical Education in Higher Vocational Colleges in the New Era

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Keywords: New era, Higher vocational physical education, Education reform

Abstract: This paper discusses the higher vocational physical education teaching reform under the background of the new era, understands the relevant problems in higher vocational physical education teaching, and deeply discusses and describes the corresponding teaching reform methods, hoping to provide support for the development of relevant work and continuously improve the effect of higher vocational physical education teaching.

1. Introduction

With the development of modern society, the requirements for talents from all walks of life are also increasing, especially for higher vocational students, they not only need to have high professional quality and practical ability, but also need to have good physical quality and will character as support. This development situation also puts forward higher requirements for physical education in higher vocational colleges, but there are still many problems in physical education in some higher vocational colleges, which can't effectively meet the needs of social development through the effective development of relevant teaching activities. Therefore, higher vocational colleges need to strengthen the reform and innovation of physical education in combination with reality to improve the scientificity and effectiveness of physical education teaching, and then achieve the purpose of optimizing their talent training quality.

2. Problems in Current Physical Education in Higher Vocational Colleges

2.1 Old Educational Concept

According to the current situation of physical education teaching in higher vocational colleges, the old educational concept still exists, mainly in the following aspects. First, some teachers have deep-rooted traditional educational ideas. In teaching practice, they do not recognize the importance of students' subject status. On the contrary, they often take themselves as the center of the classroom, dominate the trend of the classroom and adopt cramming method in teaching all kinds of knowledge and skills to instill them into students. This unilateral teaching mode will not only make students' learning too passive and reduce their interest in learning, but also weaken students' subject consciousness, resulting in their inability to give full play to their thinking ability and creativity in subsequent learning. Thus, it has an adverse impact on the quality of physical education teaching. Second, influenced by exam-oriented education, many PE teachers in higher vocational colleges often take the completion of the assessment objectives as their main work during teaching. Paying too much attention to the assessment objectives, but ignoring the cultivation of students' interests and ability, leads to many students often take passing the assessment as the fundamental purpose in physical education learning, which is obviously inconsistent with the goal of physical education teaching to improve physical quality, strengthen will character and cultivate lifelong sports consciousness. In this regard, it is also necessary for higher vocational physical education teachers to make positive adjustment in teaching practice^[1].

2.2 Single Teaching Method

When it comes to physical education, many people's minds flash pictures of teachers' demonstration and explanation and students' mechanical imitation. In practice, it is also the case. In the process of implementing physical education teaching activities, many higher vocational colleges have relatively single teaching method. The explanation of various physical education knowledge and skills basically depends on teachers' decomposition and demonstration and students' repeated practice. Although this method can enable students to quickly master relevant knowledge, this passive and boring teaching method is usually difficult to stimulate students' interest in learning, resulting in students' unwillingness to conduct in-depth exploration and practice in specific learning. Therefore, their understanding of relevant knowledge floating on the surface, and it can't significantly improve their sports ability. Most importantly, the long-term application of a teaching method is not conducive to the long-term maintenance of students' learning interest, and may even make them feel tired and affect the teaching quality of teaching activities.

2.3 Lack of Connection between Teaching Content and Students' Major

As we all know, higher vocational colleges are an important place for the cultivation of applied talents. The development of various courses is to improve students' comprehensive quality, and physical education teaching is no exception. However, many higher vocational colleges do not effectively combine the actual teaching activities with students' professional needs in the process of implementing physical education teaching, resulting in physical education is only a simple way to strengthen the body, but can't promote students' professional ability, which has a certain impact on the realization of higher vocational education objectives ^[2].

2.4 Lack of Rationality in Teaching Evaluation

When some higher vocational colleges implement physical education teaching activities, there is still an unreasonable teaching evaluation system. Most of the teaching evaluation is based on teacher evaluation and summative evaluation. However, the comprehensiveness and objectivity of this teaching evaluation method are insufficient, which can't provide strong support for the reasonable optimization of physical education teaching, and has some restrictions on the improvement of physical education teaching effect.

3. Methods of Physical Education Reform in Higher Vocational Colleges under the Background of the New Era

3.1 Innovate Educational Ideas

For the reform of physical education, the educational concept is the key content of the reform, because thought has an important impact on behavior. Therefore, if we want to implement the reform of physical education, we must start with the educational concept. First of all, higher vocational colleges should strengthen the guidance of physical education teachers, make physical education teachers fully realize the importance of students' subject status, enable them to take student-centered as the basic principle of teaching, implement all teaching activities with students as the center, and change the situation of students' passive learning, so as to improve their subject consciousness, make them more actively participate in physical education teaching activities, promote the smooth development and effective implementation of physical education teaching. Secondly, we should reasonably set the physical education teaching objectives, and do a good job in adjusting the teaching objectives in combination with the relevant requirements of the new curriculum standards, so as to ensure that the setting of physical education teaching objectives can meet the actual needs of physical education teaching and students' learning. For example, first have a comprehensive understanding of the situation of students, and set targeted teaching objectives according to the actual situation of students. For students with relatively poor physical education ability, the teaching goal can be to stimulate students' interest in learning and improve their physical education ability. For students with strong sports ability, the teaching goal can be to improve students' technical level and cultivate their lifelong sports consciousness and ability. Through the

reasonable setting of physical education teaching objectives, we should effectively guide the teaching practice and ensure that students' sports literacy, will ability and lifelong sports consciousness can be effectively cultivated in the learning process^[3].

3.2 Strengthen the Innovation of Teaching Methods

Strengthening the innovation of teaching methods is one of the important ways to promote the reform of physical education. Therefore, higher vocational physical education teachers must pay great attention to this work and actively implement innovative activities in combination with the actual situation.

First, apply multimedia teaching method. Multimedia teaching method has many advantages such as intuition and vividness. The application of this method can not only realize the effective innovation of traditional teaching methods, but also significantly improve the effect of physical education teaching^[4].

For example, in physical education teaching, many technical actions are completed in an instant. For these actions, even if teachers conduct repeated demonstration and detailed explanation, students often can't clearly grasp the technical points because they can't make effective observation, which also affects students' learning effect to a certain extent. In the case of not in-depth understanding of technical movements, blind practice is very easy to cause sports injury. In view of this situation, teachers can apply the multimedia teaching method, collect relevant teaching materials in combination with the classroom teaching content, and present various technical actions in the form of animation demonstration or video display. In this case, students can more intuitively understand the technical actions, watch them repeatedly, continuously deepen the understanding of technical movements, so as to improve the teaching effect.

Second, apply situational teaching method. Situational teaching method can create situations in various ways and introduce students into situations, which can not only stimulate students' interest in learning, but also effectively improve the effect of physical education teaching^[5].

For example, before teaching basketball, teachers can set up various problems and use them to stimulate students' learning enthusiasm, such as how much do you know about basketball, what is the basketball shooting action, what are the rules of basketball and so on. Teachers should effectively set up various problems to improve students' desire to explore, so that they can quickly enter the learning state and improve the efficiency of physical education teaching. After students master the relevant contents, teachers can continue to set questions, and gradually guide students' learning and understanding through the problem setting from shallow to deep, so that their sports literacy can be steadily improved.

3.3 Reform the Teaching Content

Higher vocational physical education teachers should realize that the setting of physical education teaching content is closely related to the quality of students' training. Therefore, in order to improve the effect of physical education teaching, in the process of setting the teaching content, higher vocational physical education teachers should not only refer to the syllabus, but also have a comprehensive understanding of students' situation, combine with students' majors, make reasonable arrangements for the teaching contents to ensure that students can promote their professional quality in the learning of relevant contents^[6].

For example, for majors with boring work content in the future, teachers need to focus on track and field teaching. Track and field sports can not only improve students' endurance, but also play a very positive role in the formation of students' good patience and firm will ability. For another example, for majors whose future work involves observation, various ball games can be set up to cultivate students' observation, timing ability and self-control ability. The reasonable setting of teaching content can better combine physical education teaching with students' majors, improve their comprehensive quality and better meet the actual needs of relevant posts.

3.4 Strengthen the Reform of Teaching Evaluation System

In order to promote the effective reform of physical education teaching, higher vocational

physical education teachers should also actively reform the previous teaching evaluation system. In addition to implementing the original summative evaluation, they should also pay attention to the process evaluation, including students' learning attitude and improving process. In addition, on the basis of teacher evaluation, students' self-evaluation, mutual evaluation and group evaluation should be added to improve the objectivity and comprehensiveness of teaching evaluation through rich and diverse teaching evaluation, so as to provide support for the deepening of physical education reform^[7].

4. Conclusion

To sum up, under the background of the new era, strengthening the reform of higher vocational physical education teaching can significantly improve the scientificity and effectiveness of higher vocational physical education teaching. Therefore, higher vocational colleges should pay high attention to this work and reasonably apply various reform measures in combination with reality, so as to promote the realization of relevant educational objectives.

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