

Application of Incentive Education in Higher Vocational Physical Education

Lin ZHONG

Jiangxi Vocational Technical College of Industry&Trade, Nanchang, Jiangxi 330038, China

zhonglin0102@163.com

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Abstract: In the process of fully implementing the reform measures of China's modern education system, higher vocational colleges attach great importance to the optimization of physical education teaching content and the improvement of teaching quality. In the process of comprehensive reform and development of physical education and teaching in higher vocational colleges, taking effective incentive education measures can not only greatly improve the quality and efficiency of physical education, but also drive the improvement of the overall teaching level of higher vocational colleges to a certain extent. Therefore, this paper makes a detailed analysis on the effective application of incentive education measures in higher vocational physical education, so as to lay a solid foundation for the further improvement of students' comprehensive quality in higher vocational colleges.

1. Introduction

Under the background of the continuous improvement of China's modern education level and the deepening of education reform, the modern teaching concept and diversified teaching measures are continuously combined with the physical education teaching in higher vocational colleges, so as to enrich the mode and content of physical education teaching in higher vocational colleges, fully meet the cognitive and information needs of students in modern society, and effectively achieve the goal of improving students' sports literacy. In this process, with its diversified advantages, incentive education measures can help students establish self-confidence in physical exercise, deeply tap students' potential ability, and enable students to improve their sense of achievement through physical exercise. Therefore, PE teachers in higher vocational colleges should correctly recognize and pay high attention to the importance of incentive education measures in improving students' sports literacy. Through the continuous improvement and enrichment of the content of incentive education measures, their role can be brought into full play in PE teaching.

2. Help Students Establish Positive and Correct Sports Spirit

In the process of carrying out specific teaching activities, PE teachers in higher vocational colleges must strengthen the active cultivation of students' self-confidence in sports. Due to the influence of external factors and their own factors, many students have a serious resistance to the physical education curriculum. Teachers should strengthen the full understanding of the psychological state of these students, take effective measures to provide students with psychological counseling, and effectively eliminate the negative feelings of students. Under the background of the popularity of modern network technology, explosive network information is flooding the students' learning and life. More and more students are logging into the Internet through mobile devices, watching short tiktok videos or indulging in all kinds of games. The situation can not only cause serious psychological impact on students, but also lead to a serious decline in their enthusiasm for taking the initiative in physical exercise. A large part of the reason why higher vocational college students have a certain fear and resistance to sports is that they will consume a lot of energy and have high risk in the process of sports. In this regard, physical education teachers must accurately grasp the key for students to resist sports. In the process of physical education and teaching, they should organize students to carry out appropriate sports activities as much as possible, do a good

job in safety protection, and gradually improve students' enthusiasm for sports. On this basis, new teaching measures can be used to establish a relaxed and happy sports atmosphere for students and give full play to the role of sports in improving students' sports literacy ^[1].

3. Strengthen the Continuous Extension and Development of Students' Personal Advantages

Due to certain differences in growth environment and ability literacy, each student presents obvious differences in personality characteristics. In the process of physical education teaching, teachers should highly respect the personality characteristics of each student and take diversified and effective measures to deeply explore these advantages, help students recognize their strengths in sports, so as to cultivate students' self-confidence in sports. For example, in the process of organizing students to carry out 1000-meter long-distance running training, some students have strong explosive power and are always in the leading position in the initial stage, and some students have good endurance and can always maintain uniform speed and catch up from behind. According to the different advantages of students, teachers should strengthen the in-depth excavation of students' advantages, and enlarge students' advantages through physical exercise. For students with strong explosive power, teachers can encourage them to participate in 100m running practice, and for students with strong endurance, teachers can encourage them to participate in small marathon practice ^[2].

In the process of physical education teaching, teachers should fully understand students' interests and hobbies, develop highly targeted physical training for students through effective communication with students, and gradually change students' traditional passive participation in physical exercise into active participation. For example, when teachers interact and communicate with students in class, they find that many male students like basketball. Therefore, after organizing students to carry out warm-up activities, teachers can use multimedia equipment to play the classic actions and professional skills of NBA basketball players to students, and then divide the students into different groups, ask students to practice these basketball skills. After students practice for a period of time, teachers can organize class students to carry out basketball match. During the competition, teachers should also actively participate in it and establish a close relationship between teachers and students. This can not only effectively improve students' sports skills, but also fully stimulate students' enthusiasm to participate in sports ^[3].

In the process of improving students' sports literacy, not only teachers should strengthen the active exploration of students' advantages and specialties and give students the necessary incentives, but also students themselves should establish positive sports self-confidence, give full play to their advantages under the full encouragement of teachers, and realize common progress through benign competition with other students. According to the actual investigation and research, at present, the physical quality of most students in higher vocational colleges in China can't meet the standard requirements, mainly because the students' living habits are unhealthy and their work and rest are lack of regularity. In order to change this situation, teachers should actively encourage students to share their daily activities and interests with other students. This can not only strengthen the friendship with students, but also help students cultivate new interests and love, establish healthy living habits and develop regular work and rest ^[4].

4. Guide Students to Fully Understand Their Own Progress

In order to improve students' sports literacy, teachers must ensure that students have a correct understanding of themselves, and clearly grasp both shortcomings and advantages. In the process of physical education teaching, teachers should not only guide students to deeply explore their own advantages, but also face up to their own shortcomings. On this basis, through incentive teaching, students can gradually make up for their shortcomings and give full play to their advantages, have a sense of achievement in physical activities, and help students build self-confidence, so as to improve students' enthusiasm to participate in sports. Teachers should encourage students to pay necessary attention to their own progress, turn each small progress into an incentive element for

students to learn actively, and use quantitative change to cause qualitative change, so that each progress can lay a foundation for improving student's self-confidence and sense of achievement [5].

Teachers should help students establish shared ideas and guide students to encourage each other in the process of mutual discussion and communication. The learning life of students in higher vocational colleges is constantly expanded driven by the overall progress of the team. In the process of classroom teaching, teachers should actively encourage students to actively participate in team activities, which can improve students' organizational ability and communication ability, effectively eliminate contradictions among students, clearly know their own advantages and disadvantages by comparing the advantages and disadvantages of other students. When using incentive education measures in the process of sharing knowledge growth and skill progress, teachers can strengthen the guidance of students in the form of quantification, and make use of the results of classes in school competitions and students' classroom performance scores to make students have an intuitive understanding of the class and themselves. Such an incentive method can not only enable students to give full play to their great potential ability, but also greatly improve students' self-confidence [6].

5. Conclusion

The rational application of incentive education measures to higher vocational physical education teaching can not only fully stimulate students' enthusiasm to participate in physical exercise, but also further improve the quality and efficiency of physical education teaching. Teachers should fully understand each student's cognitive and learning needs, adopt highly targeted incentive methods to help students understand themselves more comprehensively, so as to gradually solve their own problems in physical education teaching, improve students' self-confidence and team cooperation consciousness, and promote students' physical and mental health development.

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