

Research on the Situation of College Students' Physical Health and the Trend of College Physical Education Reform

Zhaoyong Zhang

Liaoning Jianzhu Vocational College, Liaoning 111000, China

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Abstract: With the development of social education background, China's colleges and universities have made continuous reform attempts in teaching guiding ideology, teaching objectives, teaching content, teaching methods and evaluation system. According to the actual situation of the University, each university has carried out different forms of reform and exploration. After several years of reform, how is the health of college students? How to deepen the next step of teaching reform according to the physical health of college students? For this reason, we have carried on the sampling survey to the physical health condition of the college students in Liaoning Province, aiming at analyzing the problems existing in the college physical education from the perspective of the physical health of the college students, and exploring the measures to improve the physical health level of the college students, so as to provide a reference for the physical education reform of the college.

1. Introduction

The health status of teenagers reflects the vigorous vitality of a nation, the prosperity of a country and the progress of social civilization. It is also an important manifestation of a country's comprehensive strength. As an important part of school education, school physical education shoulders the important responsibility of strengthening students' physique and promoting their health.

2. The Physical Health of College Students Reflects the Problems Existing in Physical Education Teaching

2.1 One Sided Guiding Ideology

The development of school physical education in our country basically follows the teaching guiding ideology of the former Soviet Union, and there is a certain one sidedness: the starting point and destination of school physical education are always in the teaching of sports technical skills and knowledge, and overemphasizing technology and skills in physical education, lively physical activities turn into boring and rigid physical exercises, ignoring the psychological development and social development of students. The cultivation of ability makes students unable to enjoy the fun of sports. From the end of last century to the beginning of this century, the introduction of College Physical Education absorbed the ideas of European and American Physical Education: on the one hand, the guiding ideology of teaching overemphasized the mental health and social adaptation, on the practical operation, ignored the influence of biological physical education concept on students' physical changes, resulting in the decline of students' physical health level [1]; on the other hand, some physical education teachers believed that college students have certain physical fitness Education related knowledge reserve can cultivate the ability of self-exercise through self-study and self-exercise, which will not strengthen the exercise in teaching, thus forming a wrong understanding of one-sided emphasis on "respect for the development of students' main body", leading to the return of school physical education teaching practice to the state of "sheep herding", leading to the lack of proper "physical exercise" for students.

2.2 Neglect the Teaching of Fitness Knowledge

Physical education teaching process is not a direct physical exercise process, physical education is not equal to fitness exercise, physical education alone can't solve the problem of physical fitness [2]. Fitness exercise is only a part of physical education. In essence, the process of physical education teaching is mainly a process of teaching and learning fitness knowledge and skills. However, some teachers ignore the strategic significance of the theoretical knowledge teaching of physical education to "enhance physical fitness" and "lifelong physical education". In the classroom, students are allowed to repeatedly practice 1-2 technical movements. The sports load continues to be at a high level, and the mechanical repetitive movements hurt the enthusiasm of students to participate in sports activities. Physical education class neglects the teaching of students' fitness related knowledge and the cultivation of fitness awareness, fitness ability and fitness habits, which results in the lack of students' understanding of physical education class, narrow knowledge, lack of basic ability of theoretical guidance and practice, and makes students have no idea what to do and what to gain. After the physical education class, they break up with physical education, which is undoubtedly the failure of physical education teaching.

2.3 Rigid Teaching Contents and Methods

The current college physical education follows the tradition of competitive sports technology teaching, with single teaching content, more complex technology, less interest and entertainment, ignoring the cultivation of students' personality, specialty and interest. Many college students have studied sports from primary school to university for more than ten years and have lost interest in physical education. The reason is that for a long time, a whole set of competitive sports items, rules and methods have bound the school physical education and extracurricular sports activities, making the students who are active in nature intimidated, unable to obtain the sports achievements corresponding to their talent, and whether the students who take the initiative to exercise decrease or increase. Although physical education in Colleges and universities has carried out many years of reform in methods and means, but with teachers as the center, students are always in the teaching mode of obeying teachers, which has not been fundamentally solved. As a result, under the unified instruction of teachers, students are tired of listening to explanations, watching demonstrations and practicing repeatedly, without time to feel and experience the fun of sports. The teaching process overemphasizes "Unity", the teaching method is single, the students lack initiative, the physical education class lacks vividness, the classroom teaching appears mechanical, rigid, thus causes the students to lose the interest in the physical education study, strengthens the physique goal also to be impossible to talk about.

2.4 Single Assessment and Evaluation Method

Under the examination mode of China's education system, the physical education evaluation system is still the traditional evaluation index of examination oriented education, with single assessment method. The unified quantitative standard is adopted for students of different levels, and the learning results of sports technology and skills are overemphasized. That is to say, the learning results of students' physical education are evaluated based on the mastery of a certain sports technology and the technical standards in a certain period. In order to achieve the goal, the students Learn from the standard and technical examination. For some students with good innate quality, the examination standard doesn't need much effort and energy for them, and they will get quite good results, but their physique hasn't been greatly improved; on the contrary, some students with poor innate quality, in the period of technical study of each sports item, even if they practice hard, and their physique and sports quality have been improved to some extent, they are hard to get excellent sports results. This evaluation model ignores the individual differences of students, and the teaching goal is far away from the "Recent Development Zone" of students [3]. It makes the input and output of students unbalanced, and the physical examination brings bad stimulation to students, restrains the enthusiasm of students' physical exercise, is not conducive to the cultivation of students' physical ability and the formation of lifelong physical consciousness, and greatly affects the

teaching effect of physical education and the improvement of students' physical health level.

3. Strategies and Measures to Improve Students' Physical Health in Physical Education

3.1 Set Up the Thought of “Health First” and “Lifelong Sports”, and Promote the Improvement of Students' Physical Health

The reform of physical education in Colleges and universities must start from the guiding ideology and boldly change the concept. In order to meet the requirements of social development for college students' physical ability and the function of physical education, college physical education must integrate the modern education concept of “people-oriented”, and set up the idea of “health first” and “lifelong physical education” as the guidance. Teachers' teaching must meet the development needs of students, and the arrangement of teachers' teaching contents must be based on students' interests and hobbies, students' practical level and students' actual situation. Physical education in Colleges and universities must integrate the past, modern and future knowledge and skills of physical education and health education, and shift the focus of teaching to the future [4], which is the basic trend of physical education reform in Colleges and universities. Physical education in Colleges and universities must take the cultivation of students' ability and habit of engaging in physical activities for life as the starting point and destination of physical education, insist on the education of “lifelong physical education” to students, take improving students' health as the goal, and shift the direction of physical education from the pursuit of external skills and short-term effects to the comprehensive pursuit of coordinated development of students' body and mind and long-term effects. This is to ensure the continuous improvement of students' physical health.

3.2 Clarify the Essential Goal of Physical Education and Strengthen the Teaching of Fitness Knowledge

Physical education serves to enhance students' physical fitness. Physical education is not only the direct goal of physical education, but also the long-term goal of physical education. The direct teaching goal should take the cultivation of students' physical habits as an important content, and the long-term goal is to cultivate students to become lifelong physical educators. According to the essential goal of strengthening physique, physical education in Colleges and universities must teach sports human science, nutrition and health care, sports rehabilitation, medical supervision and other related fields of knowledge at the same time of teaching sports technology, so that students can “self-exercise, self-supervision and self-evaluation”. The teaching goal should combine the teaching of fitness knowledge with the practice of fitness exercise, so that students can acquire knowledge at the same time, get physical exercise effect and form the habit of conscious exercise. University is an important stage of education in one's life. The formation of self-exercise consciousness will benefit one's whole life. In physical education, we should make full use of scientific fitness principles, methods, functions and other fitness knowledge, cultivate students' conscious exercise behavior, form a sense of lifelong sports, take the initiative to go to the playground, enter the nature, walk into the sun, actively participate in physical exercise, and achieve the purpose of effectively improving the physical health level.

3.3 Optimize Teaching Contents and Methods, and Cultivate Students' Habit of Independent Exercise

In terms of the arrangement of physical education content in Colleges and universities, we should make the traditional competitive sports teaching materials in accordance with the goal of enhancing physical fitness, organically combine with fitness education, pay attention to different types of interests and hobbies of students, make physical education effective and long-term [5], and coincide with the guiding ideology of health first and lifelong physical education. In the selection of sports items, according to the actual situation, we should set up more practical courses that are easy to learn, easy to practice and practical, which can benefit students for life, such as table tennis,

badminton, aerobics, roller skating, Taijiquan, etc., so that students can master practical physical exercise knowledge and skills, guide students to carry out physical exercise, and cultivate their habits of self-exercise. Physical education teaching must give full play to the enthusiasm of students' active participation, adopt "heuristic", "inductive", "inquiry" and other teaching methods, assist multimedia teaching methods, cultivate students' interest in physical education learning, and create an atmosphere conducive to students' active participation in physical activities; at the same time, incorporate purposeful, organized and planned extracurricular physical activities into the management of physical education curriculum, As a supplement and continuation of physical education, it forms an organic combination of physical activities in and out of class. Students consolidate the knowledge and sports skills learned in class through extracurricular physical activities, so as to achieve the dual purpose of cultivating students' habit of self-exercise and enhancing students' physique.

4. Conclusion

In a proper range, students are allowed to set their own starting point and goal according to the actual situation, to maximize their learning potential, so that every student can enjoy the right of sports. For the evaluation of students' learning, in addition to the evaluation of physical ability and sports skills, students' learning attitude, communication ability and cooperation spirit should also be considered, so as to stimulate students' enthusiasm for self exercise. In a certain period of time, we should constantly strengthen the test of students' physical health standards, according to the requirements of the Ministry of education, it will be included in the students' award and evaluation, which is an effective way to encourage students to consciously participate in extracurricular sports activities, enhance students' awareness of sports participation, and finally achieve the purpose of improving students' physical health level.

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