

Research on Innovation of Higher Vocational Sports Teaching Based on Employment Orientation

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Abstract: The physical education in higher vocational colleges should be developed closely around students' professional abilities, not only to cultivate students' physical abilities, but also to carry out vocational sports skills learning in combination with employment guidance, so as to further enhance their employability. At present, the physical education courses in some vocational colleges are lack of professionalism and innovation, the teaching concept is relatively traditional, and the awareness of deepening reform is not strong, they have not formed their own characteristics. The article takes the employability as the starting point, gives full play to the advantages of vocational education, innovates the higher vocational sports teaching concept, reasonably plans the teaching content, expands the teaching path, improves the curriculum evaluation system according to the characteristics of the specialty, closely combines the higher vocational physical education with the employment guidance, so that to comprehensively develop the overall quality of students.

1. The Relationship between Physical Education Curriculum and Employability of Higher Vocational Students

Employability refers to the ability of students to effectively improve their overall quality through theoretical learning and skill learning, so as to meet the social needs and realize personal value. Physical education courses in higher vocational colleges play an important auxiliary role in cultivating students' employability [1].

1.1. Health is the Cornerstone of Successful Employment

In the recruitment process, employers first require employees to have good physical fitness and be competent for the physical requirements of the post. Having a healthy physique can guarantee the development of the company and reduce the burden for the enterprise. Therefore, good physical quality is particularly important in employment. In daily teaching, teachers adopt scientific teaching methods and formulate reasonable teaching plans in combination with professional needs. Through sports, students' physical and mental quality can be effectively improved, laying a solid foundation for the improvement of students' employability.

1.2. Develop Teamwork Ability and Strengthen Competition Awareness

Employees with good team awareness and communication ability can better handle interpersonal relationships, work more efficiently, and promote the healthy development of the enterprise. At this stage, many enterprises regard communication as a part of their corporate culture, and even some enterprises include communication ability into the work assessment standards. In the physical education curriculum of higher vocational colleges, students can feel the sense of achievement brought by mutual communication and cooperation through physical education teaching, and feel the team strength through competitive sports projects or some team cooperation exercises [2]. In the exercise, on the one hand, students need to constantly communicate with each other to jointly complete the training objectives, so that students can exercise their communication ability in imperceptible influence, and gradually develop the spirit of unity and cooperation; On the other

hand, we should consciously cultivate students' competitive spirit through team competition, treat each competition as a simulated competition, guide students to give play to their team strength in the competition, use communication and cooperation to win, and then gradually develop the sense of competition, enhance self-confidence, improve the ability to overcome difficulties, which is conducive to stimulating team creativity in future work.

1.3. Cultivate the will to Bear Hardships and the Ability to Stand Hard Work

Hardworking is a very valuable spiritual quality of the Chinese nation. With this quality, students will maintain an optimistic attitude in their work posts, actively face various difficulties and challenges, rapidly improve their personal ability, and be favored by enterprises. In the physical education curriculum, the teacher gradually increases the sports load by setting training goals, adopts the encouraging teaching method, encourages students to be not afraid of hardship and tiredness in sports, insists on not giving up, and gradually improves the mental quality of being hardworking, so as to finally achieve the sports goals.

2. The Importance of Physical Education based on Employment Orientation in Higher Vocational Colleges

2.1. Innovative Teaching Concept of Physical Education Curriculum in Higher Vocational Colleges

In the development of daily physical education courses, we should adhere to the employment orientation, cultivate students' good employment outlook, make them gradually understand the characteristics and requirements of the major, formulate long-term career planning, and clarify the employment direction. Through targeted teaching methods in physical education classes, students' practical ability, social ability and environmental adaptability are cultivated, laying a solid foundation for later career development. At present, the overall teaching concept of physical education in higher vocational colleges is relatively traditional, and the teaching content is relatively limited, which is not conducive to the comprehensive development of students. Therefore, the talent training program of higher vocational colleges should closely meet the social needs, and the employment oriented teaching concept will be more consistent with the talent training program of higher vocational colleges in the new era, and effectively improve the employment competitiveness of students.

2.2. Help Students Develop in an All-round Way

The development of sports teaching based on employment orientation will help students to deeply understand the characteristics and prospects of their majors, improve the construction of knowledge system, and achieve balanced development of students' sports quality and employment ability. The talent training goal of higher vocational colleges is to cultivate high-quality skilled talents for the society, the most important of which is to cultivate students' professional ability and practical ability, and the second is to take good physical and mental quality as the basis [3]. Therefore, in the development of physical education curriculum based on employment orientation, we should guide students to establish the awareness of the common development of morality, intelligence, physique, beauty and labor, so as to comprehensively improve their physical quality and ideological and moral quality, and help students develop their comprehensive quality in an all-round way.

3. Shortcomings and Problems of Physical Education Curriculum in Higher Vocational Colleges at Present

3.1. The Education Concept is Relatively Traditional, and the Awareness of Deepening Reform is not Strong

At present, the physical education teaching in higher vocational colleges is still at the stage of

learning the knowledge and skills of mass sports, which is not fully integrated with the students' professional characteristics and neglects the cultivation of the habit of physical exercise; Students' interest in learning is not high, and the teaching effect is not obvious, which is not conducive to the improvement of students' comprehensive quality. Even though some students love some sports and have the interest and ability to exercise, they are difficult to form a good habit of lifelong sports due to the single teaching plan and assessment standard of physical education courses. In daily teaching, the traditional teaching concept makes some students only pay attention to the examination results, resulting in a narrowing of the learning width and insufficient understanding of physical education courses. In addition, some higher vocational colleges mainly focus on physical fitness test in the survey of students' sports ability level, and only inspect the traditional test data. They have not developed professional sports quality tests other than official test items, so the survey and evaluation are not comprehensive enough, and the comprehensive development of students is ignored.

3.2. The Teaching Content is Separated from the Professional Needs

The physical education curriculum in higher vocational colleges should not only cultivate students' physical and mental quality and sports skills, but also formulate practical professional sports teaching plans based on professional characteristics, guide students to understand professional characteristics, learn professional sports skills, and improve students' professional sports quality. Take the navigation major as an example. Because of its own particularity, the major will involve a variety of water sports learning content, such as rowing, swimming, rope climbing, water first aid and other special skills. If the physical education curriculum does not combine with the majors to provide such content, it will be detrimental to the professional development of students. At present, the teaching content of physical education curriculum in higher vocational colleges lacks the teaching content of the development direction of employability, and does not highlight the characteristics of physical education curriculum in higher vocational colleges. In terms of teaching focus, it only stays at the stage of sports skill learning, neglects health theory, sports health care and other contents, and does not integrate students' professional characteristics and future working environment. The teaching content is relatively traditional, lacking professional characteristics.

3.3. There are few Further Study Opportunities for PE Teachers, and the Improvement of Professional Ability is Limited

In the daily teaching management of higher vocational colleges, there are few opportunities for PE teachers to go abroad for further study, which limits the improvement of their professional ability and makes them lack of understanding of the renewal of sports concept [4]. Some teachers focus on teaching tasks. The teaching mode is relatively single, and the sports skills are relatively one-sided, so they can not undertake the teaching task of multi project courses. Some teachers think that employability has nothing to do with sports ability, and lack of training students' employability. If we can't get rid of this view and fully realize the close relationship between the two, it will not be conducive to the development of students' professional ability and can not achieve the goal of talent training.

4. Expand the New Ideas of Higher Vocational Sports Teaching with Employment Guidance

4.1. Construction of New Employment-oriented Concept of Higher Vocational Sports

4.1.1. Demonstrate Humanistic Care Education in Higher Vocational Sports Teaching

As a key subject in higher vocational colleges, physical education curriculum should not only reflect the basic humanistic care, but also reflect its own characteristics of humanistic education. For example, students' will quality is honed in daily exercises, their organizational ability is exercised in classroom teaching, and their collective sense of honor and team cohesion are cultivated in sports competitions. If we want to integrate it into daily teaching, we need the patient

guidance of physical education teachers, understand students' interests and hobbies, give them care and hope, and feel the influence of humanistic education in a subtle way, so that students can gradually understand the beautiful connotation of physical education courses, and give them more in-depth humanistic education care.

4.1.2. Highlight the Unique Characteristics of Higher Vocational Sports

Higher vocational physical education is different from the physical education curriculum of ordinary colleges and universities. Its talent training goal is more accurate. Based on the employment orientation, it constructs the physical education teaching mode, closely connects the physical education curriculum with the society, and standardizes the students with the job needs, so that their professional quality can be effectively improved. For example, social adaptability, interpersonal skills, professional physical competence, tenacious willpower and team cooperation ability can enable students to better face various challenges when they go to work. Closely combine employment with physical education courses in higher vocational education, take employability as the starting point, reasonably formulate teaching plans, expand teaching paths, innovate sports evaluation mechanisms, and build a sports teaching model with professional characteristics.

4.1.3. Attach Importance to the Employment-oriented Concept of Higher Vocational Sports

The basic goal of personnel training in higher vocational colleges is to improve students' professional ability, attach importance to their comprehensive development, and cultivate excellent vocational talents for the society. The development of physical education curriculum must be closely combined with the goal of talent training, and school physical education must be fully integrated into higher vocational education. From the perspective of the current social employment situation, enterprises attach great importance to the physical and mental state and professional quality of employees, which can directly reflect their work ability and future development potential [5]. From the perspective of personnel training in higher vocational colleges, if the physical education curriculum can not achieve the corresponding teaching effect, it will not be conducive to the improvement of students' comprehensive quality. Moreover, due to weak competitiveness and willpower, and lack of social adaptability and social competence, it will be difficult to gain a foothold in the enterprise. Therefore, the cultivation of students' professional ability is an important embodiment of the employment concept of higher vocational sports.

4.2. Formulate the Teaching Content of Higher Vocational Sports Teaching in Combination with Employment Guidance

4.2.1. Take Physical Quality Training as the Basis

Physical quality training is the basic exercise to improve students' physical function. As vocational college students are in a critical period of growth and development, they need to promote the comprehensive development of muscles and organs of the body through scientific, appropriate and reasonable physical exercise. At present, most vocational college students have not participated in systematic physical exercise at the middle school stage, and their physical foundation is relatively weak. After entering the university, a large number of students feel hard because they suddenly take part in physical exercise. They will retreat or choose to give up. Only a few students can choose to stick to it. Therefore, the physical fitness level of students is generally low, and their interest in sports is not high [6]. However, many industries now put forward clear requirements for physical fitness. For example, the navigation specialty, if it fails to meet the physical fitness required for the post, it will not be employed by the enterprise. Therefore, in order to enable students to better adapt to the needs of professional physique, physical fitness exercises must be taken as the basic content of physical education courses.

4.2.2. Incorporate Professional Quality Training and Code of Conduct into the Key Content of Daily Teaching

In the highly competitive market economy, enterprises should not only pay attention to the

innovation of science and technology and products, but also pay more attention to the development of corporate culture. Therefore, the direction of teaching content selection must be combined with the requirements of enterprises on the professional quality of employees. For example, in daily teaching, students are required to wear sports shoes and uniforms in a unified way, organize training in a neat and orderly manner, assemble the whole team in a fast, quiet and neat manner, and cultivate students' behavior norms according to the quality requirements of the enterprise. In addition, in the previous daily assessment, students' physical quality and technical ability were mainly evaluated. Now we can add a narrative part in the assessment, so that students can explain the key points, difficulties and action essentials while doing actions, so that students can deepen their understanding of the content, improve their self-expression and expression ability.

4.2.3. Design Sports Teaching Content with Higher Vocational Characteristics

Physical fitness, also known as physical fitness, refers to the ability and mental state of the human body in sports. As an important part of work ability, occupational physical fitness will directly affect the physical and mental state and work efficiency of employees at work. Excellent professional physical fitness can improve employees' ability to withstand pressure and work, and can enhance their immunity against diseases. Take navigation as an example; Due to the particularity of the major, students are required to have good physical and mental qualities, such as good physical ability, vital capacity, anti vertigo ability and relevant skills on water. At the same time, under the special working environment, it is also necessary to have good pressure resistance and psychological adjustment ability. Therefore, in the formulation of course content, we should combine the routine physical fitness items with water sports items, formulate the exercise items of enhancing vital capacity, anti dizziness and balance according to the professional characteristics, and integrate sports psychology and sports physiology into the content, so as to enhance the development of students' psychological quality and physical quality. To sum up, the physical education teaching in higher vocational colleges should start from the professional needs of students, take it as a characteristic teaching content, and reasonably formulate relevant physical education teaching content in combination with the professional characteristics of students, so as to achieve the teaching goal of comprehensively improving professional physical fitness [7]. Its purpose is to gradually transform from the simple teaching of sports projects to create the teaching content of sports with higher vocational characteristics.

4.3. Expand the Higher Vocational Sports Teaching Path based on Employability

4.3.1. Pay Attention to the Combination of "the first classroom" and Extracurricular Sports Activities

As the primary way to carry out school physical education, "the first classroom" is an important path to achieve mental and physical education. In terms of teaching content, we should focus on the basic professional quality, physical quality, spiritual quality, sports skills and other aspects. In teaching methods, we should pay attention to the combination of inspiration and guidance, encouragement and demonstration and other teaching methods, so that students can gradually understand and love sports. In addition, the extracurricular sports activities are also the key part of the development of school sports culture. Its development enables more students to understand and integrate sports, and also provides a broader platform for students who love sports. In the specific work, we should take students as the main body, establish high-quality teams of sports events, and arrange professional teachers to participate in guidance, so as to give full play to students' initiative and creativity.

4.3.2. Create a New Sports Atmosphere based on the Requirements of Enterprises

School physical education must create a large environment for educating people according to the requirements of enterprises. First of all, introduce enterprise culture into campus culture, promote their mutual integration, and make campus sports culture have a distinctive professionalism. Secondly, in classroom teaching, students should be closely combined with "career needs" to guide

them to gradually understand the standards of enterprises for talents. For example, in the basketball course, cultivate students' team cohesion and fighting spirit; In the middle and long distance running, we should overcome the "pole" and encourage students to break through themselves and temper their will; In swimming, challenge your own limits, enhance your vital capacity and body coordination, so as to guide students to face difficulties, overcome difficulties, and shape a strong personality. It also helps to stimulate learning interest, improve students' awareness of independent exercise, and create a wider space for students to grow.

4.3.3. Integration of Competitive Sports and Mass Sports

Mass sports, with the popularization and development of mass sports activities as the main body, is a key part of the development and construction of campus sports culture. It aims to focus on the health of the whole people and improve their physique. Competitive sports is a higher level sports based on mass sports. Selecting students with outstanding ability to provide a higher level of competitive stage is not only helpful to stimulate students' sports spirit, but also a kind of enjoyment of visual effects. In addition, competitive sports can also help students with sports expertise enter enterprises and promote the further development of corporate culture. At present, with people's increasing emphasis on sports health, most enterprises regard mass sports as the key development direction of corporate culture and sports competitions and interesting sports as the key content. On the other hand, employers also pay more attention to the physical health level and sports expertise of candidates when recruiting. It is not difficult to see that sports and health are highly valued, and students with sports expertise are increasingly favored by employers. After entering the unit, they can obtain broader development space. The physical education curriculum in higher vocational colleges should fully highlight its own characteristics and organically combine mass sports with competitive sports. On the one hand, it should increase the upgrading and improvement of sports hardware facilities, enrich venues and equipment, and stimulate the enthusiasm of students to participate in sports [8]; On the other hand, we should introduce high-level talents to the professional gap, improve the teaching team, strengthen the management and construction of each sports team, and improve the competitive level, so as to drive the development of school mass sports, attract more students to participate in sports, and build a healthy physique.

4.4. Modify the Curriculum Evaluation System based on Employment

The concept of employment oriented higher vocational sports will have more innovative teaching approaches, richer teaching methods and more diversified teaching contents. Therefore, the evaluation system of higher vocational sports should be more systematic and comprehensive. Combining with the professional characteristics, highlight the characteristics and advantages of physical education curriculum in higher vocational colleges.

4.4.1. Broaden the Subject of Curriculum Evaluation

In the past, teachers were the main body of evaluation, the evaluation model was relatively simple, and the evaluation results were not comprehensive enough. The PE curriculum of higher vocational education combined with employability should gradually broaden the evaluation subject, bring examinees, classmates, oneself and other aspects into the main evaluation system, combine professional ability with the evaluation model of sports skills, and formulate a PE curriculum evaluation system more suitable for the development of professional ability.

4.4.2. Strengthen the Function of Curriculum Evaluation to Reflect Sustainable Development

The main purpose of sports evaluation in higher vocational education is to guide students to sum up deficiencies, develop themselves, and constantly improve their personal abilities in summing up. Therefore, it is not the final evaluation, but the sustainable development evaluation. It is necessary to give full play to its guiding function, so that students can constantly understand themselves, improve themselves and improve themselves in educational evaluation activities [9]. For example, the teacher tests and evaluates the students' corresponding content at the beginning, middle and end of the semester, and then obtains the cardinal numbers to test the students' development level of this

content. In addition, the evaluation system of students is not just to examine sports indicators, but to closely combine with the talent training objectives of higher vocational education and set up the differential evaluation system required by different majors for students of different majors.

4.4.3. Enrich the Course Evaluation System to make the Evaluation Content more Comprehensive

The evaluation of physical education curriculum in higher vocational colleges should be carried out from many aspects, such as skill mastery, physical quality, spiritual quality, physical and mental state, behavior and attitude. We should not only check the development of students' sports skills and physical quality, but also pay attention to the performance of their daily behavior quality. The combination of students' physical quality assessment and professional ability development for comprehensive evaluation is conducive to the comprehensive improvement of students' personal ability and more comprehensive evaluation content.

5. Conclusion

Physical education courses in higher vocational colleges should not only cultivate students' physical and mental health, skill development and ideological and moral education, but also closely combine the employment-oriented training policy, give full play to its advantages, clarify the teaching direction, update the understanding of the current thinking concept, reform the teaching mode and content, form a new physical education teaching concept, effectively improve students' employability, and ensure students' all-round development.

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