

# Study on the Disadvantages and Reform Ideas of College Physical Education Curriculum System

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**Abstract:** This article analyzes the gap between the current college physical education curriculum content system and the realization of the curriculum objectives specified in the new “Outline”, and points out the shortcomings of the single subject curriculum formed by the lack of physical education functions, insufficient fitness functions, and neglect of practical innovation. It puts forward the reform ideas of constructing the basic framework of college physical education curriculum content system for the purpose of making use of the multi-functionality of physical education and promoting the development of the student body.

## 1. Introduction

In order to better realize the goal of school physical education, it is necessary to rely on continuous reform and perfection of the teaching content of college physical education courses. As far as the content of college physical education courses are concerned, nowadays, it has received more and more attention from colleges and universities. The direction of education reform is determined according to the quality requirements of social development. That is to say, most of the requirements of social development for human quality will be reflected in the physical education curriculum, and with the continuous changes in social needs, college sports the content of the course is also being gradually reformed and improved. Under the premise of fully understanding and mastering the experience in the construction of physical education courses and teaching reform in colleges and universities, the Ministry of Education promulgated and implemented the National General Higher Education in 2003 in accordance with the “Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Education Reform and Comprehensive Promotion of Quality Education”. School Physical Education Curriculum Teaching Guidelines.” As far as the outline is concerned, the whole article is based on quality education. In order to better adapt to the goals of high-quality education in the new era, the objectives, settings, structure, methods and other curriculum elements of college physical education courses are better. Better requirements and standards. Among them, the curriculum objectives include: sports participation, sports skills, physical health, mental health, and social adaptation five links, so that education can get rid of the confinement of a single category and achieve the purpose of common development in multiple categories; the principles of the outline include fitness the combination of sex and culture, science and acceptability, nationality and cosmopolitan. All in all, I believe that under the premise that the outline is gradually popularized and widely used, the content of each efficient physical education curriculum will be reformed and improved to varying degrees. Our task now is to achieve the purpose of achieving the goals and requirements of the new curriculum by optimizing and reorganizing the course content. For this reason, the most urgent task is to summarize and analyze the relationship and distance between the current college physical education curriculum content system and the realization of the curriculum goals stipulated in the “Outline”, and straighten out the basic ideas of constructing a new college physical education curriculum content system.

## 2. The Lack and Drawbacks of the Current College Physical Education Curriculum Content

## System

Physical education is education. Education is multifunctional. “Although the analysis of the function of education can be carried out from multiple dimensions, thinking from a theoretical perspective can still summarize the function of education into two major aspects, namely, the impact of education on individual development and the impact of education on social development. In genetics, Among the three factors of environment and education..., education plays a leading role in the development of individuals.” College physical education, as an important part of school education, in the past, has it given full play to “promoting individual development of students” “The educational function of ““? From the analysis of health education, cultural education, and lifelong education in college physical education, the multi-functionality of physical education is far from getting the attention and development it deserves, and the curriculum content system caused by the influence of traditional education thoughts the lagging reform of China is the main reason for this situation. First, the health education function is insufficient. Starting from the nature of physical education, health education is the fundamental purpose of physical education. Paying attention to the promotion of physical health by physical education is the primary factor that should be considered when selecting the content of physical education courses, because “healthy physique is a prerequisite for young people to serve the motherland and people. It is the embodiment of the vigorous vitality of the Chinese nation. School education should establish the guiding ideology of health first, and effectively strengthen sports work...” The original text in the “Decision” profoundly clarifies the important position of health education in school physical education. And unique role. Since the “Decision” was promulgated and implemented, college sports began to pay attention to health education and included it in the scope of curriculum reform. However, due to the misunderstandings of theory and practice (e.g., the theory that physical education is health education; in practice, only traditional sports plus health knowledge promotion) and the inertia and influence of traditional sports, the content system of physical education courses in colleges and universities still lags behind health education. Requirements. The specific manifestation is that either the task of college physical education is changed, but the content remains the same; or the original content is simply added with the health knowledge class, and the result is “old wine in a new bottle”, which makes health education superficial and streamlined. In terms of form; or treating health education and physical education as two relatively isolated systems, failing to organically integrate health education with traditional physical education content, so that it can penetrate into all aspects of physical education curriculum, thus directly affecting health education the embodiment of function.

Second, the function of cultural education is missing. From the analysis of the connotation of physical education, physical culture education is an important content of physical education, and it is one of the basic tasks of college physical education to transmit physical culture through the process of physical education. Physical education that ignores or even excludes physical culture education is incomplete in terms of education or learning. Physical education lacking cultural education not only fails to enable students to form a correct attitude and understanding of sports, but on the contrary increases the possibility of them entering into the misunderstanding of sports theory and practice. From the perspective of training people, this is a major mistake. The current physical education curriculum content system in colleges and universities does not pay enough attention to physical culture education. According to rough statistics, the number of colleges and universities that take “improving students' physical cultural literacy” as one of the curriculum goals and consciously incorporate sports culture-related content into the curriculum content system Less than 30%. Looking at lifelong physical education, “physical education must lay the foundation for lifelong physical education has become a consensus of all countries in the world. For this reason, the content of physical education in various countries has gradually integrated into a large number of lifelong sports. Take the United States as an example, according to the United States in 1984 According to a survey, some lifelong sports, such as running, swimming, tennis, aerobics, etc., accounted for 47.6% of the general physical education content in the United States, reflecting the lifelong tendency of teaching content.” So far, this has not been paid enough attention, because in

theory, how to organically connect college sports with middle school sports, make it an organic part of lifelong sports learning, and link it with social sports, so that it can lay the foundation for lifelong physical exercise. Insufficient understanding of the important significance of the curriculum has resulted in unclear objectives and too small intensity in curriculum practice. The current curriculum content is still dominated by competitive sports.

In short, due to the lack of the above-mentioned physical education functions, the physical education curriculum in colleges and universities has become more and more a single subject curriculum. "Students can only obtain a single and systematic cultural and scientific knowledge, and students' independent participation ability, communication ability, and hands-on practice Ability, innovation and personality development are restricted." Not only that, the lack of multiple educational functions has made college sports increasingly slip into the vicious circle of "sports-based sports", making it more and more difficult to change people's perception of sports with "developed limbs" The impression of simple mind. From this point of view, eliminating the shortcomings of a single subject curriculum formed by the lack of educational functions and focusing on the multiple educational functions of physical education teaching has become a top priority for college physical education curriculum reform.

As far as the task of physical education in colleges and universities is concerned, on the one hand, it is necessary to enrich the students' fitness knowledge and methods during school, so as to meet the needs of students' health to the greatest extent; on the other hand, to fully understand and master the employment situation and lifelong exercise of students. Under the premise of conditions and foundations, gradually increase the content that students are interested in so that they can master more skills, so that college sports can complete the integration of school sports and social sports, short-term and long-term effects. In other words, if you want to complete this task, you must ensure that the fitness function is maximized. However, as far as the current physical education is concerned, there are still many shortcomings in this area, such as: the guiding ideology is out of touch with the practical operation; the locality, health and teaching of the curriculum content are insufficient. The existence of these shortcomings makes it difficult to improve the fitness and use functions of physical education courses, and the short-term effects of the short-term effects are still not to be ignored.

### **3. Reform Ideas of the Content System of Physical Education Courses in Colleges and Universities**

Establishing course objectives is the premise of constructing course content. The goal of college physical education should be based on reflecting the multi-functionality of physical education, and ultimately promoting the development of the student body. Playing cultural education, lifelong education, and health education in physical education is an important element of education that is indispensable for college physical education students to face life and face the society, because "the value of education is to build a lively and vivid life between people and the world. , Meaningful relationships, improve people's quality of life, enrich people's lives and lives, unify education and people's lives, and construct various qualities of people in the integration of education and people's lives." These Quality is constructed through the various educational processes mentioned above. The establishment of curriculum goals should also be based on the specific conditions of the school, which include: School conditions. Such as the material environment such as teaching conditions and the humanistic environment such as sports atmosphere and campus cultural background. Love. On the one hand, we should consider the background of the source of students, including the source of students and the professional preparation characteristics of different students. On the other hand, we should fully understand the actual need of linking college sports with middle school sports and laying the foundation for lifelong sports.

The establishment of curriculum goals is the basis and prerequisite for constructing curriculum content. For the goals of college physical education curriculum, its starting point and end point is to be able to fully display all aspects of physical education to the greatest extent, and its ultimate purpose is to promote the development and embodiment of the student body. As a student who has

received physical education in colleges and universities, if they want to better adapt to life and society, they must ensure that the physical education they receive includes three functions: cultural education, health education and lifelong education. In He Xuexin's "Real Life and the Construction of Student Subjectivity", there is a sentence: "The value of education lies in constructing a lively, vivid and meaningful relationship between man and the world, and improving the quality of life. To enrich people's lives and lives, unify education and people's lives, and build various qualities of people in the integration of education and people's lives." It can be seen that the above-mentioned three functions are the foundation and fundamental power condition of college physical education. Finally, when establishing curriculum goals, it is also necessary to grasp and fully base the fundamental situation of the school as the premise. The basic situation of the school includes the following points: one is the school condition, including the physical environment (teaching conditions, facilities and equipment, etc.) and the human environment (sports atmosphere, campus cultural background, etc.); the second is the living conditions, namely Different students have different backgrounds, as well as the organic combination of college physical education and middle school physical education, and the strengthening of lifelong physical education.

#### **4. Conclusion**

The teaching content of physical education courses in colleges and universities is the guarantee for achieving the goals of physical education in schools. Because of this important position in the curriculum reform, the reform of college sports curriculum content has always been valued by college sports colleagues. The history of education reform for more than 20 years shows that social development has what requirements for human quality, and the curriculum compiled will reflect this requirement, and every need of society for human quality will be reflected in the curriculum. The content of physical education courses in colleges and universities has been reformed and optimized in the process of constantly adapting to new social needs.

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