

Problems and Countermeasures of Public Physical Education in Colleges and Universities under the Background of National Fitness

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Keywords: national fitness; colleges and universities; public physical education;

Abstract: Public physical education in colleges and universities is of great significance to the cultivation of contemporary college students' physical quality. Improving the quality of public physical education and the efficiency of teaching can provide students with better guidance, which makes students more effective in physical exercise and can respond to the national Fitness strategy slogan to promote the progress of national sports. To this end, this paper investigates the current situation of public physical education curriculum teaching in colleges and universities, and finds that there are many problems in teaching content, teaching methods and curriculum arrangement in the teaching process. In order to improve students' physical quality, schools should pay more attention to discovering sports connotation. Put students in the teaching center to cultivate students' individuality, promote students' all-round diversification and development as the core, expand the teaching content, improve the teaching methods and optimize the curriculum. As a result, the quality of public physical education in colleges and universities will be improved. Enhancement, more practical, can train healthy talents for the country.

1. Introduction

The health of the whole people is an important manifestation of the country's comprehensive strength. It is an important symbol of economic and social development and progress. National fitness is an important way and means to achieve the health of the whole people. It is the basic guarantee for all people to enhance their physical fitness and a happy life. The implementation of the national fitness program is the national Important development strategy. National fitness is not only a requirement for the masses of the society, but also for contemporary college students. The university students are the main group of national science and technology culture construction and an important talent for realizing the great rejuvenation of China's democracy. Therefore, China's higher education not only needs to carry out knowledge on college students. Armed, that is, to train college students with good natural sciences and humanities literacy, but also to arm college students, train students to be physically fit, have excellent physical fitness, have a healthy body to provide strong support for their spirit, and help these students Its professional field has made outstanding contributions, which in turn has played an important role in the cause of socialist construction in China. In colleges and universities, for non-sports students, public physical education is the main way to carry out professional sports knowledge learning. The level of public physical education in colleges and universities determines the level of physical exercise for college students. Therefore, colleges and universities should consciously strengthen the practical significance of public physical education and improve the quality of teaching. Provide quality talent for national development.

2. Current situation of college students' physical education curriculum

In order to understand the current situation of college students' physical education curriculum, the research group conducted an inquiry from the official website of a college sports academy, and obtained general teaching arrangement data, as shown in Table 1.

Table 1 arrangement of public physical education courses in universities

Curriculum content	grade one		grade two		total	Percentage	grade three		grade four		total
	semester one	semester two	semester one	semester two			semester one	semester two	semester one	semester two	
Basic theory (required)	2	4	0	0	6	4.29%	-	-	-	-	-
Option theory (required)	2	4	2	4	12	8.57%	-	-	-	-	-
Option skills (required)	14	14	18	18	64	45.71%	-	-	-	-	-
Quality practice and Physique test (compulsory)	12	12	14	12	50	35.72%	-	-	-	-	-
Maneuverability (required)	2	2	2	2	8	5.71%	-	-	-	-	-
Physical health standard test	-	-	-	-	-	-	8	8	8	8	32
total	32	36	36	36	140	100%	8	8	8	8	32

As can be seen from the above Table, the content arrangement of public physical education courses in colleges and universities is relatively balanced, involving all aspects, but the proportion of theory to practice courses is lower. At the same time, there is a big difference in teaching arrangement among different grades. Referring to the teaching outline of this school, it is concluded that the general teaching arrangement is compulsory physical education courses in grade one and grade two. There are four semesters in total, the first semester of grade one is 16 weeks, and the other semesters are 18 weeks. Every student can choose a project to undertake learning in the course that opens in that year according to oneself sports foundation and interest in every academic year, the option content of one, 2 grade must not be identical. According to the requirements of “national standards for students' physical health”, grades and grades shall be assessed every academic year; Grade 3 and grade 4 are physical health standard test courses, each semester 8 class hours, a total of 32 class hours.

3. Problems in the teaching of public physical education courses in colleges and universities

3.1 The theoretical teaching of physical education is insufficient

In public colleges and universities sports curriculum teaching process, the main arrangement of activity curriculum teaching requirements, teachers tend to neglect the sports theoretical knowledge, a professor at the education structure of safety education, the human body movement theory of education is very scarce, and only in professional sports, students have a chance of system theory of sports knowledge, build professional sports knowledge system. Lack of physical theory knowledge, for love of physical exercise students will bring some damage, because this kind of students to exercise more, sometimes even movement risk is high, but because of its little knowledge of sports, lack of awareness in movement and scientific means to protect themselves, cause physical damage, for example, students do not pay attention to scientific stretch before, during, and after strenuous exercise, can promote sports injury during the process of risk; In addition, for students who have little physical activity, the lack of theoretical knowledge of sports also has a negative impact. Second, when they want to start physical exercise, they will do it in an unscientific way, which will increase the risk of exercise, or the effect is not obvious and thus lose their enthusiasm.

3.2 The teaching content and task orientation are serious

Often set by the school physical education curriculum teaching project and evaluation criteria, and credit is made compulsory for students to complete the course practice, but also to the condition of qualified sports scores as graduation certificate, although this coercion a spur to the student role, but did not actually cultivate students initiative for sports, prompting students rebellious attitude, more exclusive to sports. Physical education in colleges and universities usually first by the students choose their interested in project as practice content, class time and arranged by the school and

teachers, after the start of the course, students will find teachers taught content is just for students through the examination, instead of training students in the project specifications complete, so usually in public physical education teaching is the most basic content, the students will also basic class time spent on practice exam content, really difficult to experience the sports charm. This kind of task-oriented teaching is very unfavorable to cultivate students' interest in sports, not only can't meet students' professional sports needs, but also can't achieve the most basic intensity training effect, and lose the most core role of sports curriculum.

3.3 The course arrangement is not reasonable

Physical education courses in colleges and universities are basically arranged in the first and second years. Since the credits of physical education have been achieved, the junior and senior students only need to carry out physical fitness test, so the physical education courses are no longer offered. College students will have even less time to do physical exercise, despite the rationale for scheduling physical education classes for specialized classes. For the students who have the habit of exercise, the lack of physical education in their junior and senior years will not affect the amount of exercise, while for the students who lack or even hate physical exercise at ordinary times, the lack of physical education will lead to the loss of their only opportunity to do physical exercise, and the amount of exercise is gradually approaching zero. This result will not only affect students physical health, don't take exercise for a long time can cause the body is in a state of sub-health, increase probability of disease, poor health professional course for students learning will hinder, cannot guarantee that students daily high strength required for energy, at the same time, the students lack of state is inconsistent with the national fitness concept and also with the construction of national fitness.

4. Countermeasure

4.1 Strengthen the teaching of professional sports theory knowledge

Professional sports theoretical knowledge is not only required by professional athletes, but also necessary for the general public to understand. As sports involve relatively complex human structure activities, if you do not pay attention to sports, it will increase the risk of sports injury and cause injury to the body, which is contrary to the purpose of physical fitness. Therefore, it is necessary to strengthen the teaching of professional sports theoretical knowledge in public physical education courses in colleges and universities, and integrate the theoretical knowledge of human body and sports into classroom teaching, so that students have certain professional knowledge and can carry out sports in a scientific way in the process of sports, to ensure the body is not harmed, and to improve the effect and quality of sports fitness. In order to achieve this goal, the school needs to increase the theoretical teaching time in the physical education curriculum, make the theoretical teaching and practical teaching structure more reasonable and perfect, and enable students to achieve a balance between theory and practice. At the same time, the school also needs to add theoretical guidance in the teaching process of practical courses. By strengthening students' theoretical knowledge, students can think consciously in practice, instead of just relying on their physical instinct to exercise, so as to strengthen their self-protection awareness and improve their exercise level and ability.

4.2 Take the sports connotation as the guidance carries on the multidirectional teaching

In the past, the public physical education teaching in colleges and universities was guided by the school teaching task, taking the examination content as the teaching core, and neglecting the real physical education connotation education for students. As a result, the teaching method was single, the teaching content was boring, and it was difficult to improve students' physical education quality. Therefore, the teaching of public physical education in colleges and universities needs to change the teaching concept, optimize the teaching method, and build a multi-directional teaching system with student-oriented orientation and sports connotation as the teaching core, as shown in figure 1, to

improve the teaching quality.

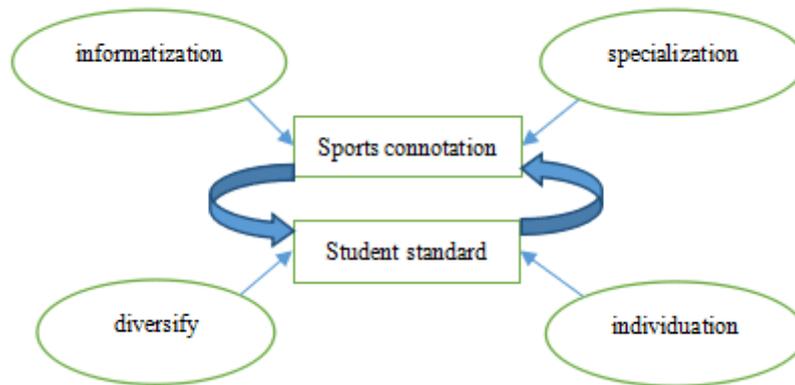


FIG. 1 multi-directional teaching system

First of all, colleges and universities need to remove the routine teaching tasks, students instead of standard, regard develop the student individuality, cultivate students' diversified quality as the first priority, in the process of public PE teaching, the students are interested in the project cannot be carried out in accordance with the criteria of teaching, but based on the characteristics of students' ability to give full play to the students of the unique temperament, at the same time, due to the differentiation between students is relatively obvious, even in the same field in also have many different, teachers teaching should also be noted that these, such as basketball, to train all tall not according to the insider play some tall dribbling flexible, style and elegant, Can focus on the development of its shooting ability, rather than blindly cultivate the low post, become a stereotyped face; Secondly, in terms of teaching methods, teachers should actively keep pace with The Times, make use of information technology to create an informationized classroom, and decompose video by action for theoretical guidance. In 5G era, teachers can make use of VR equipment to improve the quality of classroom teaching. Finally, in order to thoroughly promote the improvement of students' physical education level and discover the connotation of physical education, teachers should pay attention to specialized teaching. Although the purpose of public physical education is not to cultivate professional athletes, teachers still need to provide some specialized teaching to improve students' sports level and increase their interest in physical education.

4.3 Balanced arrangement of high and low grade physical education courses

The credits for public physical education in colleges and universities are generally concentrated in the first and second grades, while in the upper grades, the third and fourth grades only have physical fitness tests. The rest of the training is missing, and the curriculum is extremely unreasonable compared to other courses. In order to improve the structure of public physical education courses in colleges and universities, the school needs to make overall arrangements among faculty, professional courses and students to increase the curriculum for juniors and seniors, instead of migrating the sophomore year to the third year. For the professional class concentrated in the upper grades, it is difficult for the school to take into consideration the public physical education class and the professional class. It is not a perfect strategy to remove the public physical education class directly, but it can increase the sports time of the junior and senior students in other forms, as shown in Figure 2:

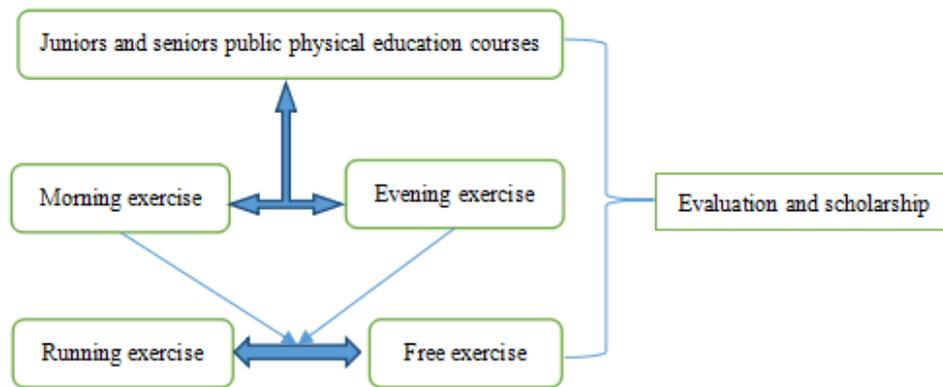


FIG. 2 structure optimization scheme of public physical education curriculum in colleges and universities

For example, a reasonable time period can be taken in the morning as a morning exercise arrangement, with a college and a professional unit, and a fixed time for a week. For the same reason, the appropriate time can be selected at night, and the form can be arranged into a collective form of running. Arranged as a free exercise mode, but in the free mode, it is necessary to organize additional supervisors, record the late arrival and early leave, and incorporate this into the student evaluation and evaluation and scholarship assessment scope to improve students' attention to physical exercise.

5. Conclusion

In summary, the reform of public physical education in colleges and universities involves many aspects. It is necessary for the school to properly arrange the various institutions of the school to deal with potential conflicts. At the same time, in the face of such a large amount of teaching reform, it is impossible to completely Realization, therefore, the school can establish a teaching reform pilot, through thorough practice research, master the detailed situation, carry out the reform method evaluation and optimize the inadequacies, and finally promote the public physical education reform to the whole school by point and face, to realize the public physical education curriculum. The quality is improved, providing students with better quality education and meeting the expectations of the state and society for talent development.

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