

Research on University Physical Education Based on the View of Educational Ecology

Yang Jun

China Jiliang University, Zhejiang, Hangzhou, 310018, China

yangjunhz@126.com

Keywords: Education Ecology; College Physical Education; Education; Inquiry.

Abstract: The university physical education to achieve sustainable development, should adopt the whole ecological system, system and concept of balance to research and analysis, and gradually improve the status and function of university physical education. Education ecology as a new concept, teaching practice has been gradually applied in many disciplines, and has obtained the good teaching effect. This paper will focus on the analysis of College Physical Education under the education from the perspective of ecology. We should first understand, clear the meaning of education ecology, then analyzes the basic principles of college physical education should follow the ecology, combining with the actual teaching of college sports analysis of the ecological concrete manifestation and way.

1. Introduction

Educational ecology, born in the United States, is a branch of pedagogy rising in the mid-1970s. In recent years, many scholars have put the concept of educational ecology into physical education and formed the concept of "ecology of physical education". This integration of disciplines has provided new ideas for the research of physical education.

2. Educational Ecology Analysis

Educational ecology links education with ecological environment. It uses the principles of ecological system, coordinated evolution and natural balance in ecology to study the interaction between education and its surrounding ecological environment, so as to grasp the trend of educational development and guide the direction of educational development. Educational ecology regards education as an organic, unified and complex system. Every factor in the system has an organic connection with each other, and this connection shows the laws of dynamic unity and contradiction, balance and imbalance.

As for the ecological environment of education, it can be roughly divided into three different levels: one is a single or composite educational ecosystem, which takes education as the center and integrates with social environment, natural environment and normative environment; the other is an educational ecosystem composed of a certain educational level or a single school as the center, reflecting the internal relationship of the educational system; the third is to integrate education with social environment, natural environment and normative environment. Individual development of educational objects is the main line, and the external environment system composed of spiritual, social and natural factors is studied. In addition, the environmental factors such as physiology and psychology of educational objects are also the research fields of educational ecology.

Marx believes that if education wants to achieve a dynamic balance, it should promote the development of nature in itself and in vitro, so as to promote the development of human society. The interactive network three-dimensional whole includes educators, educatees, education and society, which are intertwined and interact with each other. Every factor in the system is in a state of mutual influence and action, and these factors are combined to promote the balanced development and progress of the educational ecosystem.

3. Basic Guidelines to be followed in the Eco-process of University Physical Education

The application and promotion of educational ecology in China's higher education system has played a significant role in the rapid transformation of higher education in China. From the perspective of educational ecology, the idea of educational ecology runs through college physical education and should follow some basic principles in order to better improve the quality of college physical education.

3.1 Integrity criteria

The holistic criterion is an important criterion in the university education system, which has a significant role and significance. This guideline plays a vital role in the smooth development of educational work.

It can also accurately reflect the balance between the current educational environment and the ecosystem. At present, the practice of higher education in our country is not optimistic. There is a serious imbalance in the internal ecosystem of University education. It is not well implemented to implement the holistic criteria. The lack of holism in university physical education leads to the poor effect of the implementation of university physical education. This is a common phenomenon of poor physical education in higher education [4]. On the basis of paying attention to the overall factors, colleges and universities should also pay attention to the coordination of local factors and overall factors. Colleges and universities, leaders and teachers should form an organic whole, fully integrate the internal resources of colleges and universities, build a stable and effective educational environment, and actively promote the development of college physical education. In a word, the holistic criterion plays a key role in the effectiveness of College Physical Education from the perspective of ecology.

3.2 Controllability criteria

Under the natural ecological environment, the control criterion has good regulation and performance effect, which mainly manifests itself in the use of self-regulation to enhance the maintenance ability to ensure the balance of the system. When the overload of the system exceeds expectation, the criterion can maintain the internal balance of the system by means of coordinated transfer. From the perspective of educational ecology, education should be organically integrated with natural ecology and live in harmony. The main purpose of adopting control criteria in university sports eco-education is to prevent the blind and low-quality development of higher education, and to avoid the problem of loss of regulation ability of coordination mechanism. Therefore, on the basis of control, we should explore ways to gradually enhance the physical exercise ability of schools, open up the law of self-development, build a good ecological environment, and ensure the internal balanced development of university physical education.

3.3 Dynamic criteria

The ecological system of physical education in Colleges and universities is in the process of dynamic change. Physical education in Colleges and universities is not only restricted by the ecosystem itself, but also affected by other related factors. The system will also change with time, place and individual efforts. Therefore, the system is also developing in stages. In order to ensure the ecological openness of physical education in Colleges and universities, we should maintain the exchange of material, information and energy between the system and the outside world, and ensure that the dynamic changes of the educational ecosystem change to the predetermined direction and objectives [5]. When developing university physical education ecosystem, we should ensure that university physical education adapts actively to social development, attach importance to the construction of University Physical Education ecosystem, hold a forward-looking vision, grasp the development trend of education ecosystem at micro and macro levels, and actively analyze the problems in the system, ensure the stability and efficiency of the system operation, and promote the system office. In dynamic equilibrium.

3.4 Systematic criteria

Systematic criteria mainly refer to the organic connection among the elements in the physical education system of colleges and universities which are composed of multiple interdependent elements and form an organic and comprehensive whole in order to better realize its educational function. The educational ecosystem is composed of large and small environments, which can be divided into micro and macro factors. Macro and micro factors interact and influence each other. Elements in the education system have different functions, and it is these elements that help to achieve the ultimate overall function. In this regard, we should use the system perspective to analyze the problems, pay attention to the relevance and linkage of things, and pay enough attention to the coordination and cohesion of components and elements, so as to further improve the operation effect of the system. The university physical education ecosystem should follow the systematic criteria, promote the development and changes within the system in a graspable state, and promote the harmony between the internal and external system and the whole system.

3.5 Difference Criteria

In the natural ecosystem, there are differences among individuals, and each plays its own unique role in the natural world. Therefore, in order to ensure that the overall work of the school is carried out in a coordinated and orderly manner, the school should make a reasonable and effective distinction between the requirements and nature of each work and coordinate all aspects of work in accordance with the actual situation and current situation of the university. For University administrators, we should respect the individual differences of each teacher, so that teachers can give full play to their professional expertise and contribute to the development of the school. For college physical educators, they should recognize and respect the individual differences of students, actively understand the ecological laws of college physical education, adopt teaching methods according to their aptitude, stimulate students' interest in learning, and fully tap their potential and expertise. In addition, we should establish a relevant curriculum system suitable for students' personality development, guide and encourage students to carry out "self-design", stimulate students' potential, and promote their physical and mental health and comprehensive development.

4. Ecological Analysis of University Physical Education

4.1 Promoting the Ecology of the Internal Environment of College Physical Education

Scale, organization structure and behavior pattern constitute the internal system of University Physical Education environment. There is an inherent and inevitable relationship between the structure, configuration and function of University system. In order to realize the important content of internal environment ecology, schools should actively integrate University Physical Education resources, adjust and optimize the structure of university physical education, and further enhance the function of university physical education. The core part of physical education resources in Colleges and universities is professional resources of physical education disciplines. Therefore, colleges and universities should actively integrate physical education disciplines in accordance with unreasonable factors and situations in schools, such as the level of discipline structure, and integrate them by means of revocation, reorganization and annexation, so as to clarify the characteristics of school development and actively open relevant physical education curriculum. Software and hardware, such as teaching conditions and teaching staff, are university physical education resources. If we want to allocate these resources reasonably, we should deal with all kinds of school working relationships, especially the relationship between physical education teaching and scientific research, and the relationship between teachers and students.

The main task of university is to train talents. The learning situation of individual students is mainly composed of the scale, organizational structure, spirit and behavior of the university. The students' behavior is significantly affected, and it also has a negative effect on the real situation, which will exert an influence on the students themselves and other individuals.

On the one hand, it can promote the more balanced development of university physical education ecology and promote the healthy and sustainable development of students.

4.2 Promoting the Ecology of the Internal and External Environmental Relations in College Physical Education

The ecologization of the internal and external environment of a university mainly refers to the university to ensure the internal and external balance of the system. The ecologization of this relationship should actively face the society and the world and construct a blending and opening situation. In a larger social system and environment, universities are more in line with the requirements of social development, and with the help of social support and promotion. Therefore, we should better deal with the relationship with the external environment of the system, handle the relationship between personnel training, social needs, schools and governments, so as to orient more accurately and obtain more opportunities for development.

With the rapid development of social economy in China, the status and role of universities are becoming more and more important, and they are developing in the direction of popularization. Physical education in higher education is more and more closely related to practical life, and constantly reflects and penetrates into real life, resulting in stronger radiation. In the process of realizing its own value, universities should deal with the problems and contradictions of social development, constantly meet the social requirements, and maintain the university spirit and value relationship. In addition, further promoting the internationalization of university physical education can also cultivate students' international vision and better integrate with the world. In this regard, universities should adopt an international and global perspective of thinking, better grasp the development and reform of university physical education, adopt national standards to measure the reform and development of the school itself, and accelerate the effective and timely adjustment of the reform strategy of education development.

4.3 Promoting the Ecology of the Ways and Objectives of College Physical Education

In the process of college physical education, educators should actively utilize the interaction between people and environment to implement education and teaching, which is mainly reflected in different environmental factors, educators should put forward different objectives and ways of talent training, and then use the system and external environment to transport more talents to the society. From the perspective of educational ecology, universities should formulate corresponding talent training objectives according to the needs of school and social development, so as to make them meet the needs of students' own development, and guide students to actively adjust the ontology and the nature in vitro, so as to pursue a balance. In the process of talent education and training in university physical education, we should attach great importance to "improving physique" and "enhancing social adaptability". The former shows that the goal of talent training is to adapt to the external environment, better reflect the social needs, and better reflect the harmonious coexistence of human, nature and social relations; the latter reflects the social requirements, and also reflects the promotion of students' self-adaptability. The requirement of development embodies the concept of self-subjectivity and ecological competition between human beings and the environment, and effectively embodies the requirement of improving the quality and ability of ontology nature and utilizing relevant values to improve the outside nature.

The core goal of college physical education is to cultivate students' cognitive, cooperative and survival abilities. University physical education teachers should use active and innovative teaching methods to carry out teaching, embody the equal and interactive relationship between teachers and students in university physical education ecology education, and make teaching show a kind of interrelated and interdependent relationship. The active participants of the system are students. Teachers should give full play to their subjectivity, pay attention to students' activities, and promote students to be more reasonable to their peers. Understanding and respect, more tolerant and friendly to others. In short, the eco-education of university physical education is to build a natural, harmonious and open mode of university physical education, to highlight the main status of students,

to build an organic ecological whole of University Physical Education activities, and to build an ecological chain of university physical education.

4.4 Constructing a Harmonious Physical Ecological Environment in Physical Education Classroom

Color is an environmental element of physical education classroom, which is mainly reflected in the school physical education teaching venues, equipment and facilities, and its impact on school education and teaching activities is very obvious. Appropriate coordination of school colors will promote students' social habits, health and progress in learning arts, language and science. The results of scientific research show that color tone can affect people's physical and psychological development, as well as the development of school education and teaching activities. For example, light color can eliminate brain fatigue, make people in a calm state, and then improve learning and work efficiency; dark color can stimulate people's brain strongly, stimulate people's excitement and cause anxiety. Students' vision and emotion of sports in physical education classroom tend to be external, so the color of school sports venues should be mainly warm tone. In addition, the lighting facilities of stadiums and gymnasiums should be rationally equipped. The lighting design should meet the needs of sports. The lighting scenes should be designed and arranged according to the requirements of different uses and sports events. Lighting in sports venues, spectator service areas and competitions should also be designed according to different standards, so as to reduce the operating costs of lighting systems. Stadiums and gymnasiums are an important element of College Physical Education students' ecological system. The characteristics of various sports should be fully considered in the layout of stadiums and gymnasiums so that they do not interfere with each other and complement each other.

5. Conclusion

The integration of education ecology and physical education in Colleges and universities is a new concept. It can actively adapt to the needs of the times and show strong vitality. In order to realize the sustainable development of physical education in Colleges and universities, we should realize the ecology of physical education system. The ecology of physical education system should be combined with the needs of students, the specific situation of schools and the social development trend to construct an ecological system of physical education students and build a balanced system of dynamic development. Education will have different problems in different stages of development. For this reason, university educators should keep a clear mind and keen insight, adopt appropriate and timely solutions to the problems in the system, ensure that the university physical education teaching system is in a relatively stable dynamic state of development, and bring the resultant effect of the educational ecosystem into full play.

Acknowledgement

General Subject (Humanities) of Zhejiang Education Department (Y201534388).

References

- [1] Yan Rong. Analysis of College Physical Education from the Perspective of Educational Ecology [J]. Contemporary Sports Science and Technology, 2015 (10): 138-138.
- [2] Cheng Jiangtao. University Physical Education Research from the Perspective of Educational Ecology [J]. Contemporary Educational Practice and Teaching Research: Electronic Edition, 2015 (7X).
- [3] Wen Hongze. Ecologization of College Physical Education Classroom from the Perspective of Educational Ecology [J]. Journal of Jilin Institute of Education, 2010 (2): 145-146.

- [4] Zhou Xiaogang. Analysis of College Physical Education from the Perspective of Educational Ecology [J]. Li Ren: Teachers, 2015 (19): 296-296.
- [5] Wu Linzhao. Research on College Physical Education from the Perspective of Educational Ecology [J]. Quality Education in West China, 2017, 3 (10): 91-91.
- [6] Sun Yubo. Research on College Physical Education from the Perspective of Educational Ecology [J]. Sports Time and Space, 2016 (9).
- [7] Liu Shan. Analysis of University Physical Education from the Perspective of Educational Ecology [J]. 2015 (10).
- [8] Yuan Weiyu, Yang Guang and Liu Yu. Research on the new ideas of the development of physical education teaching mode in Colleges and universities from the perspective of educational ecology [J]. Curriculum Education Research: New Teachers' Teaching, 2016 (11).