

Research on the current situation and countermeasures of Public physical education curriculum in higher vocational colleges from the perspective of “Healthy China 2030”

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Abstract: According to the Outline of "Healthy China 2030" Plan, this paper puts forward the goal and requirement of "cultivating young people's interest in sports, mastering more than one sports skill, ensuring that the activity is no less than one hour every day, and the excellent rate of reaching National Student Physical Health Standard is more than 25%". The research takes health literacy as the training goal, adhering to the student-centered idea and improving the students' physical quality as the core, then modified the setting of college sports curriculum, curriculum content, teaching methods and curriculum evaluation and finally promotes the realization of the strategic goal of healthy China.

Keywords: Healthy China; Higher vocational colleges; Public physical education curriculum; Strategy Research.

1. Introduction

In 2016, the Central Committee of the Communist Party of China (CPC) and the State Council published the outline of “Healthy China 2030” plan, which clarifies the requirements for the development of “Healthy China” and measures for its implementation, “Integrate health education into the national education system and make health education an important part of all educational liberal education [1],” he said. To construct a health education model that combines teaching and educational activities in related subjects, classroom education with extracurricular practice, and regular and centralized publicity and education. “Outline” provides: “The basic realization of young people masters more than one skilled sports skill, to ensure that students every day physical activity time of not less than 1h. Young students are required to participate in sports at least three times a week at a moderate intensity, and 25 percent of students are required to meet the national standards for students' physical fitness and health. The guidelines set out the direction for reform of the school physical education and health curriculum in a comprehensive and concrete manner, it also puts forward higher requirements and challenges to the construction and design of P. E. Curriculum system in higher vocational colleges. The college stage is the key period for students to form the idea of health education, life style and health quality, and to cultivate their lifelong sports consciousness and ability. The curriculum of physical education and health in higher vocational colleges should be innovated and reformed under the guidelines of the development of a healthy China.

2. The current situation

Scientific and reasonable curriculum is the basic carrier of the effective development of physical education in colleges and universities, is an important guarantee to promote the development of students' physical and mental health [2]. However, from the situation of physical education curriculum construction in higher vocational colleges, there are the following outstanding problems:

2.1. The course duration does not run through the school system, and the number of class hours is not enough

Taking the three-year higher vocational system as an example, most vocational colleges and universities offer physical education classes in their first and second years, while juniors do not take physical education classes; The relevant documents for sports work stipulate that the number of hours of class for three-year vocational students is 108 school hours, and many schools have physical education hours below this standard. The interruption of physical education courses leads to the interruption of physical exercise for most students, and the small number of class hours leads to insufficient time for teaching physical education skills and quality practice, which ultimately leads to a decline in students' physical health level and affects the cultivation of lifelong physical exercise awareness.

2.2. The teaching content of public physical education is monotonous [3] and the teaching mode is old [4]

The teaching content of public physical education courses in vocational colleges and universities is mainly based on traditional projects, there are not many types of projects, there are few new courses or school-based courses, and there are few student choices, which fails to stimulate students' initiative and participation, which is not conducive to cultivating students' interest in sports, and is also inconsistent with the concept of "cultivating students' interest in sports" as ideological sports courses in the Outline; Most of the public physical education courses in vocational colleges and universities adopt the "three autonomous" course selection model, but due to the limitations of teachers, venues, class hours, etc., only classification and no stratification in teaching items, the systematic nature of skill teaching is difficult to achieve, students' individual differences cannot be taken into account, and the teaching effect is not obvious. The outdated content and mode lead to students loving sports but not

physical education classes, wanting to play sports but not knowing how to exercise, and many students have not mastered one sports skill at the end of their academic careers, which is far from the "Healthy China Outline" basically realizing the requirements for young people to master more than one sports skill.

2.3. The teaching contents of public physical education in higher vocational colleges lay stress on the study of sports skills, neglecting the improvement of physical quality and the cultivation of health literacy [5]

In the evaluation, emphasis is placed on "Sports participation" and "Sports skills", but neglect the evaluation of "Physical health", "Mental health", "Sports quality" and "Sports scientific literacy".

2.4. New contradiction between professional practice and physical education curriculum teaching

The higher vocational colleges pay attention to the training of students' professional ability, the practice contents of each major are too much and the time is not consistent, the students' school time and the physical training objective condition change, the traditional physical education curriculum mode has not adapted to the new change.

3. Countermeasures

3.1. Update the concept of public physical education and health curriculum in vocational colleges, highlighting "student-centered"

According to the outline, the development of public physical education curriculum in higher vocational colleges should focus on the core quality of physical education, emphasize the idea of student-centered, develop students' sports ability and establish healthy behaviors, cultivate sportsmanship.

To "Student-centered", pay attention to the improvement of students' physical quality and sports ability. We should pay attention to the individual differences of students, develop their qualities in an all-round way by means of teaching, and guide them to choose different sports items and training means according to their physical condition, sports foundation, interests and hobbies, temperament and personality, etc., make the body and mind get coordinated development.

To "Student-centered", attention to student health behavior formation. Stimulate students' interest in sports, enhance students' motivation to learn, promote students to feel the fun of sports learning and activities, change passive sports into active sports, thus forming exercise habits. To "Student-centered", pay attention to the cultivation of sports spirit. On the premise of students' healthy development, we should enrich the sports and healthy learning needs and emotional experience, and promote students' all-round development.

To "student-centered" and focuses on the cultivation of sportsmanship. The shaping of students' personality and the cultivation of moral character run through the teaching process, and under the premise of students' healthy

development, enrich the learning needs and emotional experience of physical education and health, and promote the all-round development of students. 2 Perfecting the curriculum of public sports health and implementing "Health first".

3.2. Improve the curriculum of public sports and health and implement "health first"

The physical education curriculum is a planned and organized activity under the guidance of the school to enable the students to develop harmoniously in the aspects of the body, sports cognition, sports skills, emotions and society [6], the rationality of curriculum design directly affects the enthusiasm of college students to participate in sports activities. The physical education curriculum in higher vocational colleges is an important way to carry out the guiding ideology of "Health first".

3.2.1. We should combine the idea of "Life-long physical education", and make the College Physical Education and health course run through the whole school system.

Taking our school as an example, the required course of physical education has four credits, and the change from taking physical education courses for freshmen and sophomores to taking physical education courses for three years throughout the university, this change can bring into play the continuity of the physical education curriculum, allowing students to persist in participating in physical exercise during their 3-year college life, aiming at students mastering 1-2 life-long physical exercises, form the habit of physical exercise.

3.2.2. Emphasis should be placed on the development of specific skills and the improvement of physical fitness

Table 1. Three years PE Arrangement

Academic structure	Grade	Course	Credits	School hours	Course nature
Three years	one	PE(1)	1	26	Required courses
		PE (2)	1	32	
	two	PE (3)	1	32	
		PE (4)	0.5	18	
	three	PE (5)	0.5	6	

Take our school as an example, after entering the university, students are in freshman and sophomore classes, according to elective classes teaching. In the first and fourth semesters, the unified standard of all elective classes is mainly the exercise of physical quality to develop the physical quality in an all-round way, which also lays a good foundation for the study of special skills, according to different options to strengthen the skills of teaching, but also closely linked to physical health and health literacy training, the provision of a unified quality test items. The fifth semester offers physical fitness classes to improve cardiopulmonary function, combined with APP running requirements, to encourage students to exercise regularly, develop a good habit of life-long sports. In the way of course selection, the third year adopts the general course of Physical Education, the first year and the second year adopt the "Three-independent" course selection, and "Once a school year", and the teaching of the items is guided by different levels, can effectively take into account the differences of

student's development. If the students have further needed, they can use the method of public elective courses and clubs, and divide them into basic classes and improvement classes according to the projects.

3.3. Carefully design the teaching contents of the public physical health curriculum

According to the outline, "To build a health education model that combines teaching and educational activities in related subjects, classroom education with extracurricular practice, and regular and centralized publicity and education," "1" refers to the physical education class, "X" is the sunshine fitness run, "Y" is the sports association, Interest Group and training team, etc. The integration of in-class and out-of-class increases the strength of school health education. Once a week physical education classes to learn motor skills and exercise methods, at least three times a week sun fitness run, develop heart and lung function, develop exercise habits; twice a week community activity to further expand and improve motor skills, ensure that students exercise for one hour every day, to help develop lifelong sports awareness. The content of the course should be carefully designed. First of all, through a survey and interview to understand the needs of students, set up student favorite projects, such as students like hip-hop, ball events, taekwondo, and "Frisbee" "Orienteering" and so on. Secondly, the teaching content should include not only the teaching of special skills, but also the knowledge of sports theory and the practice methods of general physical quality, present the latest and scientific content to the class.

3.4. To change the examination method of public physical health curriculum in higher vocational colleges

Change the single evaluation method, take "Sports core literacy" as the guidance, from the attitude and progress, special skills, physical quality, after-school exercise four aspects of comprehensive evaluation. In the weight of each score, physical fitness and special skills accounted for 30% and 30% of the total score, 20% of the usual score, sports theory test accounted for 10%, the sun fitness run accounted for 20%; The third-year sports assessment into the credit system, student's physical fitness accounted for 40%, sports theory accounted for 10%, the sun fitness run accounted for 30%, peacetime performance and participation in competitions accounted for 10%.

3.5. Innovative teaching methods

New and diversified teaching methods are beneficial to students' understanding and memorization of teaching knowledge [7]. Physical Education teaching is a process of teacher teaching and student learning, and it depends on the learning effect of students. How to attract students' interest, improve students' participation so as to achieve the effect of physical education classroom needs physical education teachers to innovate constantly. Sports knowledge and skills are relatively fixed, and even some of the content is boring and monotonous. In the course of teaching, PE teachers should carefully design teaching plans, organize teaching methods, carefully arrange the amount of exercise, combine teaching objectives and teaching tasks to explore interesting and interesting methods, new out of the old, the old tricks to play new tricks, to avoid the teaching process boring, monotonous.

3.6. To cultivate college students' health literacy in an all-round way

Health literacy refers to an individual's ability to access and understand basic health information and services, and to use them to make sound judgments to maintain and promote their own health [8]. Under the new change, the physical education curriculum in higher vocational colleges should not only do well in the offline teaching, but also give full play to the online educational function, in order to adapt to vocational college students more professional practice, out of school, extra-curricular exercise difficult supervision and other new issues. To establish the network information platform, to build the campus sports APP, to broaden the teaching content and means of the physical education curriculum through intelligent means, to coordinate the construction of the public sports facilities for physical training on campus, to strengthen the management of sports information, effectively manage students' physical exercise and participation in activities, support and guide students to strengthen physical exercise, improve health literacy.

4. Conclusion

Under the background of "Outline of healthy China 2030", taking "Health literacy" as the training goal, insisting on the idea of student-centered, constructing the teaching mode of "1+X+Y" physical education course, expand the development of physical education curriculum content, deepen the content of physical education curriculum, intelligent implementation of extra-curricular "Exercise Intervention.". Through the teaching reform of the combination of course selection system and hierarchical guidance, extracurricular sports activities and in-class physical education, physical education theory and skill teaching, physical quality and physical education class performance evaluation, to realize the growth of theory, skills and physical quality, to train students' health consciousness, to guide the formation of self-regulated healthy lifestyle, and to promote the realization of the strategic goal of healthy China.

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