On the People-Oriented Physical Education and Health Curriculum Reform in Colleges and Universities

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Abstract. Starting from training sports talents who are needed in the future social development, this paper analyzes the disadvantages of traditional physical education, and puts forward the corresponding countermeasures of student centered physical education and health teaching in colleges and universities in terms of how to embody the idea of “people oriented”.

Introduction

The purpose of sports teaching is not only technical skills training, not just the short-term enhancement of physical quality, more importantly, the training of physical health awareness, quality and ability. With the deepening of the reform of school physical education, especially the promulgation of the College Physical Education Curriculum Guidelines (hereinafter referred to as Outline), the role of sports in education has been recognized by more and more people. In order to promote the development of students as the fundamental starting point, the “people oriented” sports education thought has been gradually deeply rooted in the hearts of the people. In September 2002, the promulgation of the Outline symbolized that the thought and idea of physical education in colleges and universities has entered a new situation. The guiding concept of “sports and health” is gradually entering colleges and universities, too. On the other hand, due to the great improvement of the educational population in colleges and universities caused by the great development of our society and the economic development, it has also brought unprecedented challenges to physical education in colleges and universities.[1] How to combine the needs and requirements of healthy sports and lifelong physical education to implement the humanistic spirit and humanistic spirit into specific teaching, and how to better cope with the actual problems existing in the current physical education teaching in colleges and universities in order to cultivate more qualified personnel in accordance with the requirements of the times are urgent issues to be paid attention to in the field of physical education in colleges and universities.

Connotation of “People-Oriented” Physical Education Thought

A. Discrimination and Analysis of “People-oriented” Education Thought

The key to the reform of school physical education is the curriculum reform, and the curriculum reform is an international trend. Facing the challenges of economic globalization and knowledge economy, higher education in all countries regards training innovative talents and high-quality comprehensive talents as a key topic of deepening educational reform. Since 1960s, some western developed countries have failed to extricate themselves from contemporary sharp contradictions in educational reform because of the theory of “Technology dominates everything”. At the same time, Skinner’s procedural teaching method and Bruner’s discovery method were also criticized by some theoretical educators. They thought that procedural teaching method and discovery method ignored student’s subjective initiative. Therefore, according to the characteristics of human development, humanistic psychologists have put forward the educational goal of humanism: Cultivate people who can adapt to change, who know how to learn, and whose personality will be fully developed. This educational goal includes educational goals of knowledge education and the development of
cognitive ability, as well as the educational goals of emotional development. The humanistic education and quality education carried out in our country have emphasized the concept of people-oriented from the training goal of education to the principles and methods of education and teaching, advocated the overall development of people, attached importance to students’ elaboration of cognition, emotion, motivation, interest and potential, thought students as the master of learning, and regarded teachers as promoters and guides to stimulate students’ learning. At the same time, humanistic education emphasizes the harmony and equality of the relationship between teachers and students, and attaches importance to the learning of meaning, so that the students’ learning is full of fun.[2] Therefore, the Western educators believe that the contemporary humanism education has become the mainstream of education and the trend of future education. In terms of education and teaching content, humanistic education advocates not only attaching importance to moral education, aesthetic education and physical education, but also emphasizing the cultivation and education of students’ emotion and will. In the education teaching method, humanistic education should insist on the dominant position of students, using a variety of teaching methods, such as self education law, free education law, cultivating education law, hint education law, activity education law and so on. These methods have been introduced into the actual education and teaching in the educational circles of various countries.

Our country has a relatively unified understanding of the basic connotation of the people-oriented educational thought: Face all the students, highlight the subjectivity of students, develop students’ intelligence potential, develop their individuality and creativity, and enable every student to get full development. Take the overall development of the students as the basis, and pay attention to the unity of the nature and the social nature of the human being. Take the development and perfection of the students as the center for teaching based on three basic points of discipline instead of focusing among knowledge, ability and quality, between student and curriculum, or between skill education and humanities knowledge.

B. The Relationship between Physical Education and Humanism in Colleges and Universities

“People oriented” physical education aims to achieve lifelong physical and mental health for all students, create a good learning environment for students, and focus on stimulating students’ awareness of sports subjects. It emphasizes the students’ active participation, and emphasizes the cultivation of students’ sports consciousness, quality and ability. In the Outline, it is clearly stated that: “We must give full play to the main role of students and the leading role of teachers, strive to advocate open and inquiry teaching, and strive to expand the time and space of physical education curriculum. Under the guidance of teachers, students should have the freedom to choose curriculum contents, choose teachers voluntarily, and choose class time independently, so as to create lively, alive and active learning atmosphere.” The Outline embodies the guiding ideology of “people-oriented” education and the progress of modern educational thought.

Connotation of “Sports and Health” Course Model

Taking health as the goal is the embodiment of the “people-oriented” educational thought. The guiding ideology of “health priority” is the important role of school physical education in quality education under the situation of deepening education reform and promoting quality education in an all-round way. The course “sports and health” is a basic course which aims at improving the health level of students with the main means of sports implementation activities. The WHO proposed the health concept: “Health refers to the state of perfection in all aspects of the body, psychology and society, not only without disease and weakness.” The guiding ideology and health connotation of “sports and health” course determine the goal of “sports and health” course to improve the health level of students in an all-round way, whose task is to improve the health quality of the students, including three aspects of physical, psychological and social adaptation.[3] According to the requirements of guiding ideology, teaching objectives, tasks and formal characteristics, the “sports and health” curriculum mode should be a combination of multi-level and multi-form, taking physical exercise as
the basic means and improving students’ health quality as the goal. Its curriculum mode has the unity, selectivity and adaptability of teaching. It can not only improve students’ health quality according to the requirements of national curriculum guidelines, but also provide more choices for schools.

Countermeasures to Build a “People-Oriented” Sports Health Course

A. Construct a Student-centered Teaching Content, form and Method

In order to implement the guiding ideology of “health priority” in school physical education, we must re-examine the contents of school physical education, shift the focus of physical education from physical education to extracurricular sports activities, and make PE teaching serve for extracurricular sports activities. We must take the student as the center, so that every student has the same right to receive education [6]. For a long time, school education is based on “examination oriented education”. The essence of the examination oriented education is a kind of “elite education”. In the course of education, the backwardness is eliminated, and the school sports are also influenced by it. School sports take competitive sports as the main content. From the selection of teaching content, the application of teaching methods to the evaluation of school sports work, the main symbol is competitive sports. In particular, the performance of sports competitions, to a large extent, as the main evaluation indicator of the performance of a teacher and a school’s sports work makes sports teachers and schools devote a lot of energy to sports training and competition, often ignoring the “vulnerable group” of sports. Facing all the students, meeting the needs of students, developing teaching forms and methods to individualization and diversification are important means to achieve the goal of “people first” and “health priority” in physical education.[4] In order to meet the needs of students’ interest, the content of teaching should be diversified. Teaching methods should vary from person to person, and should be treated differently. The teaching form should be gradually transition to the open style. That is, students have the freedom to choose teachers, class contents and class time, so as to further tap the existing resources potential (sites, teachers), and create a lively, active and active atmosphere for promoting the development of students’ personality.

B. Optimize the Overall Quality of the Physical Education Teachers in Colleges and Universities

With the deepening of sports reform and the renewal of sports objectives, “people-oriented” and “health priority” have become the leading ideology of physical education in colleges and universities. In particular, the promulgation of the Outline has put forward higher requirements for the quality of physical education teachers. Whether physical education teachers can keep pace with the development of higher education and make due contributions to train qualified talents in the new century, the quality of the PE teacher itself will be very important. Therefore, it is urgent to bring the construction of physical education teachers in colleges and universities into a very important agenda. The construction of physical education teachers in colleges and universities is a long-term and complex system project. College sports management departments should focus on demands for talent training in twenty-first Century, pay attention to this problem from a strategic height, study and implement conscientiously, purposefully and systematically, propose some specific construction steps according to the specific situation of sports discipline, so that the teachers can take time for the challenge of globalization in higher education.

C. Perfect the Course Mechanism of “Sports and Health”

The course of “sports and health” is a three-in-one course including classroom teaching, outside classroom teaching and special sports teaching. It is a compulsory course to improve students’ health level in three aspects: physical exercise as a basic means to promote the development of students’ physical, mental and social adaptability. In order to completely change the simple concept of physical education in the past, the curriculum reform should establish a mechanism adapted to “sports and health”. It is not only the change of the name of “changing the soup without changing the medicine”. It is necessary to improve the curriculum aim, plan, task, structure, content, time and other systems.
The teaching of extracurricular sports activities and special sports activities teaching should be included in the course of “sports and health”.

Conclusion
The concept of modern society based on “people-oriented” and “health” is not only promoting the construction of material and spiritual wealth, but also changing the way of life and behavior of human beings. In the social culture built on the basis of science and technology, the structure of human body and mind is gradually changing towards the desired health goals. This change also has a profound influence on the development of school sports. The purpose of school physical education is “health priority”, which is not only the starting point of school physical education, but also the end result of school physical education, and the basic criterion to measure the success or failure of school physical education. It is the fundamental task of the school sports to cultivate healthy and strong students. In order to realize the obvious improvement of the physical condition of the students and improve the physical quality of the college students, the “health priority” is the theoretical premise for the realization of these goals. “Health first” is a basic requirement for the whole school sports system, and it is also the basis for the overall development of all the students. The implementation of the “health priority” guiding ideology is also a high summary of the school sports tasks. At the same time, the school physical education goal and the “health priority” have the inevitable consistency, that is, the health contains the physical and mental harmonious development, which is also the basic goal of sports.

References