Rethinking on the Reform of Physical Education in Police College
Based on Life Education

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Abstract. It is a natural return of the essence of P. E. that life education enters the campus of Police College and integrates into the physical education (P. E.) of Police College. This paper probes into the connotation of life education, and points out that police P. E. should take the pursuit of experiential and individualized classroom teaching as two key points to implement the concept of life education. The author points out that, first of all, in the design of teaching objectives, the integrity and uniqueness of students as individuals should be fully considered. Secondly, in terms of content selection, we should choose content that is conducive to the extension of students' post-service social life. Finally, we should take the multi-dynamic teaching evaluation as the key to implement the concept of life education in P. E. course, and truly make the process of P. E. learning become the process of students' life growth.

Introduction

Police College physical education (P. E.) course has not been given due attention for a long time. Teachers' teaching ideas are greatly influenced by competitive sports and examination education. The teaching quality is not high and students' interest is not strong. Reform is imperative. It is a common understanding in the educational circles that life education should go deep into the heart of Police College students and be fully integrated into subject teaching. This paper discusses the reform of P. E. course in Police College from the perspective of life education, and puts forward concrete measures for strengthening P. E. course.

The Connotation of Life Education

Structure and Value of Life Education

Life is an indivisible system. The systematicness of life is manifested in three levels - natural level, spiritual level and social level, also known as the three dimensions of life, which are natural life, spiritual life and social life. Natural life is the basis and prerequisite for survival, which follows the general law of biological development of life, age, disease and death. The connotation of human spiritual life is extremely rich, such as people's understanding of the world, their experience of the meaning of life, their choice of the value of life and so on [1]. Human's social life is the result of human's natural life and spiritual life acting on society together, and it is the embodiment of human's social essence. Life education in colleges should not only strive to give people a healthy body, that is, natural life, but also enrich people's spiritual life and promote the realization of the value of human social life.

Necessity of Life Education in Police College

At present, the college attaches great importance to life education, which is a correction to the alienation of the function and value of education for a long time. For a long time, the social value of education has been enlarged and the status of the individual has been weakened. It is education with only thinking and no feeling, education with only external things and no self, education with only difficulties and no enjoyment, education with no difference in common, and education without
immediate in the long run. Such education regards the pursuit of book knowledge as the only way to enrich people's spiritual life, and regards self-denial and extreme altruism as the core content of spiritual life. Individual's natural life value is ignored. Such education is doomed to be far away from life and to bring tragedy.

The most basic life education is to protect every individual's natural life, which is also the easiest to be ignored by us. The essence of natural life is to live. To live, one must have a sense and observation of life. Pain and joy are indispensable components of natural life. It is the logical starting point of life education to make students feel the pain and joy brought by their lives and understand the origin, development and destination of their lives [2]. On this basis, it is possible to enjoy the pleasure of natural life, and then to develop spiritual and social life. Life education inevitably talks about life and death. Talking about life and death is for students to have a deeper understanding of life and death, to establish a correct outlook on life and death, and to be shy of talking about life and death is not a good education.

Integration of Physical Education and life Education

In our country, due to the great pressure of elementary education, the serious lack of life education, how to treat life, old age, illness and death, how to treat oneself and others, and what attitude one should take when one's relatives leave are the important contents of life education, lacking of effective ways to disseminate. In order to remedy this deficiency, it is an important way for Police College to carry out life education for students by making full use of various sports activities, fully demonstrating the power of life, realizing the awakening and promotion of life and effectively improving the quality of life. Police College P. E. course, at the same time, should closely combine the characteristics of Police College students, effectively guide students to understand life, feel life, respect life, enjoy life. In this way, students naturally sublimate their lives, and push others by themselves, learn to care for others, respect each life, establish a correct and positive outlook on life, improve their spiritual life, and actively promote the realization of their social life value in their career.

Focus of Physical Education in Police College Based on Life Education

Experience in Physical Education Teaching

One of the aims of P. E. teaching is to enable students to master the necessary sports knowledge and skills, which is beyond doubt. These knowledge, technology and skills, more often than not, are experiential and belong to tacit knowledge, that is, knowledge that can only be meaningful and unspeakable, and students can only master it through their own operation in personal practice. P. E. based on life education is first manifested in the face-up and pursuit of tacit knowledge of experience. Specifically, teaching should pay attention to the various sensory organs of the body, through multiple perceptions, experience the muscle strength, essentials and methods when completing the action and the pleasure after completing the action [3]. Only in experiential teaching can students feel the action more and more perfect, so as to feel the growth and fun of life, and construct the feeling and understanding of life wholeheartedly. Experiential teaching pursues direct experience, is the participation of the subject personally, is the comprehensive use of various senses including the brain, and is the overall participation of behavior, emotion and cognition.

In order to make P. E. a habit of students' life, it depends on the positive experience of P. E. courses in colleges. Compared with spiritual life and social life, what we should do is to make students experience natural life more profoundly in teaching. In fact, in addition to the fun, passion, transcendence and success of this sport, the main reason why I like some kind of sport is to get physical pleasure through sport. After exercising, sweating freely, feeling of muscle soreness, eating sweetly, walking easily and powerfully, and so on, are undoubtedly the main reasons why people like sports. Those who do not like sports may not fully experience these pleasant feelings brought about by sports in their youth. Especially those who lack sports talent are more likely to be laughed at in sports.
and to be adversely affected by poor performance. If they lack the good experience of natural life brought about by their own free sports, it will be very difficult to like sports. And if you don't enjoy sports in your college days, it's even harder to change when you go to work. Therefore, P. E. teachers choose sports content according to different people, control the amount of exercise, give multiple positive evaluation to students' sports, treat vulnerable students in sports kindly, guide them actively and encourage them patiently. In this way, to enable students to fully experience the fun of success in sports has become the key to the implementation of P. E. course teaching.

**Personalization of Physical Education Teaching**

There are individual differences in life. There are great differences in physical conditions, hobbies, sports needs, sports habits and skills among students, which should be fully noticed in life education. While facing up to differences, we should respect individual differences and make good use of them. P. E. teaching should follow the general law of students' physical and mental development, combine the unified requirements for all with individualized teaching according to their aptitude, and make our P. E. classroom an effective way for students to show themselves, develop themselves and improve themselves [4]. Teachers encourage students to make their own choices, so that the beauty of personality and diversity of students can be fully displayed in sports activities, so that sports activities can become a gas station for students to realize the uniqueness of life.

The pursuit of individualization in P. E. teaching is not only embodied in teaching content and teaching methods, but also in teaching evaluation methods and means. Teachers should evaluate students' individual differences horizontally and develop vertically when evaluating students' P. E. We should not only see that students have mastered sports knowledge and skills, but also evaluate students' personality improvement and personality development. We should not only evaluate students' physical health and sports level at the level of natural life, but also pay attention to the realization of values at the level of spiritual life and social life. Through comprehensive, scientific and individualized sports evaluation, the goal of leading students' harmonious development through sports activities is finally realized.

**Implementing Ways of Physical Education in Police College Based on Life Education**

At present, people have fully realized that there are still many problems in P. E. teaching in Police College. These problems are mainly caused by the deviation of teaching ideas and teaching concepts, except for some objective factors such as insufficient teachers and lack of venues and equipment. We emphasize that the idea of life education should be implemented in P. E. teaching. It is not a rigid imposition on P. E. teaching, but a natural return of the original meaning of education. It is an inevitable requirement for achieving the goal of P. E. course in Police College. The specific ways of implementation are as follows.

**Teaching Goal: Put the Integrity and Uniqueness of Students' Life First**

For a long time, the setting of teaching objectives of disciplines in China has paid more attention to the realization of social functions of disciplines. Over-paying attention to the study of subject knowledge structure and neglecting to some extent the cultivation of students' emotional attitude and world outlook in the process of learning are manifested in the excessive emphasis on knowledge and skills imparting and the neglect of ability and quality training. Overemphasizing the results of examinations and underestimating can better reflect the process of students' learning. The design of course teaching objectives does not fully take into account the overall development of students, does not proceed from the integrity of students' individual life, and ignores the growth of individual life. As far as P. E. teaching is concerned, the course goal focuses on the improvement of students' physique and the learning of their skills, ignoring the cultivation of students' emotions, attitudes and values. It does not regard interpersonal communication and social adaptability as an important part of P. E. teaching objectives. At the same time, there is also a lack of cultivation of "whole person" from the spiritual and social life levels. Different classes of P. E. should have different teaching objectives,
because students' genetic quality and foundation are different, resulting in individual differences, teaching requirements and goals should also be different. Therefore, the setting of teaching objectives of P. E. courses in Police College should fully reflect the uniqueness of students' lives.

In order to truly achieve "people-oriented" in Police College P. E., we must start with the formulation of teaching objectives for each class [5]. The development of students' natural life, spiritual life and social life is organically integrated into classroom teaching. For example, students of different majors have different health needs when facing different jobs. This requires that P. E. teaching follow the development law of students' natural life, teach students effective ways of physical exercise and self-health care, and make them develop the habit of exercise; combine the learning of sports skills with the mastery of professional skills. Police College students are mostly police officers after graduation. They are under great pressure in their work and life. P. E. should aim at training their will and developing their personality. At the same time, they should be taught to alleviate their emotions, release their pressure and ensure their health through sports activities. Such requirements, Police College P. E. teaching must be considered in the target orientation, and implemented in every P. E. class.

Teaching Content: Suitable for the Extension of Social Life of Students after Work

Looking at the current Police College P. E. from the perspective of life education, we will find the deficiencies and regrets in the function of P. E. Some Police Colleges still regard the promotion of students' natural life through competitive sports as the main teaching idea. The teaching content ignores the characteristics of "professionalism", "skill" and "life" which are conducive to the extension of students' social life in Police College, and lacks sports health care content suitable for students' post-service life needs [6]. The teaching content does not fully relate to the characteristics of Police College students, and is separated from their future work and life reality, thus diminishing the function of sports, making Police College P. E. unable to effectively serve the development and improvement of students' lives.

Police College train high-quality police personnel with certain skills to meet the needs of various social positions. Because the nature of post work is mainly physical work, which corresponds to vocational skills, it is necessary to possess the corresponding professional physical fitness and grasp the relevant knowledge and methods of health care and recuperation. Therefore, the selection of P. E. teaching content in Police College should take the students' future working time and space as clues, the characteristics of future positions as thinking logic, fully consider the students' working scene and requirements, and lay a physical foundation for the development of life after employment. Therefore, it is the duty-bound duty of the Police College P. E. course to incorporate the contents of vocational physical exercise and vocational health life safety education into the Police College P. E. course to serve the students' future professional life and life development.

Key to Implementing the Concept of Life Education in P. E. Course: Multivariate and Dynamic Teaching Evaluation

Like any other course, P. E. evaluation is an important link which cannot be bypassed and affects the quality of P. E. teaching. Teaching managers' evaluation of teachers, teachers' evaluation of students and students' self-evaluation. The three forms the basic model of P. E. teaching evaluation. Managers play a guiding role in the evaluation of teachers' teaching. For example, when managers take classroom norms, students' sports skills, students' attendance rate, and the completion of teaching materials as the criteria for assessing the classroom. Teachers tend to present regular, lack of innovation, lack of vitality and don't let you pick out faults in P. E. classes. As far as managers are concerned, they must bear in mind that students are vivid individuals with developmental creativity, that classroom is a process of interaction between teachers and students, and that classroom without generation and dull classroom is a failed classroom. Therefore, evaluation must be based on it.

Teachers are the key to course implementation. Whether the bilateral teaching activities of teachers and students under the classroom teaching objectives have made the students' P. E. course learning
effective or not requires teachers to make an evaluation. Emphasizing results is more important than process, facing up to differences, allowing backwardness, and evaluating everything from the perspective of students' development. Human life is constantly changing. Therefore, life is generative and transcendent. Looking at every student from a relatively dynamic, all-round and continuous development point of view, it is not too much for teachers to abandon students, on the contrary, it will be more caring. On the basis of evaluating students' physical fitness, knowledge and skills, we should also take students' learning attitude, group cooperation and the formation of their health habits as evaluation indicators; besides quantitative evaluation, result evaluation and absolute evaluation, we should also combine qualitative evaluation, process evaluation and the application of relative evaluation methods. At the same time, teachers' evaluation, students' self-evaluation and learning group mutual evaluation are combined. The result of students' self-evaluation is not only an important reference for teachers to evaluate students, but also a necessary feedback information for students' healthy development. Therefore, students should be effectively guided to form self-evaluation consciousness and habits.

Summary
The P. E. course in Police College has a natural internal relationship with life education. The P. E. course only holds the banner of life education, reveres and respects the complete existence of human life, respects the law and value of students' life development, and treats their bodies as a whole. Only in this way can we truly awaken the students' life consciousness, activate the potential of life, and realize the healthy and beautiful life, the harmonious development of body and spirit, according to the characteristics of life and through the P. E. combined with body and brain. Only by fundamentally helping and leading students to understand the meaning and value of life, paying attention to their overall and harmonious development, pursuing the beauty of life and the perfection of life, pursuing the significance of life existence, and enhancing their awareness and strength of life, can the ultimate goal of P. E. course be truly realized.

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