The Discussion on Focus and Development Direction of the Reform of Physical Education Course in China's Universities

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Abstract—This study reviews the research progress of university physical education curriculum reform in recent years from five aspects: curriculum objectives, curriculum structure, curriculum content and teaching methods, curriculum resources development and curriculum evaluation. It also puts forward five research directions, including the integration of the content of National Students' Physical Fitness and Health Standard into the physical education curriculum teaching, the regional and diverse development of curriculum resources, the promotion of college physical education curriculum reform by network informatization, the integrated development of both inside and outside classes, and the perfect evaluation system of College Physical Education curriculum, to provide some references for the reform of College Physical Education Curriculum in China.

Keywords—college physical education; physical education curriculum; curriculum reform

I. INTRODUCTION

Physical education curriculum is the core content and central link of University Physical Education work. It is an important part of university curriculum system. It is listed as a "public compulsory course". College physical education is an important way to implement quality education and cultivate all-round development of talents, and has become an indispensable part of various professional training programs. However, with the decline of College Students' physical health year by year, college physical education curriculum has been the focus of criticism by experts and scholars. Many studies have shown that more and more college students like sports, but less and less students like physical education classes [1]. How to develop college sports? How to reform college physical education curriculum? How can the physical education curriculum adapt to the learning characteristics of contemporary college students and give full play to the role of College Physical Education in improving students' physical quality and psychological quality? All of them have become an important issue for the sports workers in our colleges and universities. Therefore, it is necessary for us to re-examine the objectives, structure, content, evaluation and resource construction of College Physical Education curriculum, so as to accurately grasp the focus and direction of college physical education curriculum reform in the future, make the work targeted, and improve the management level of College Physical Education work.

II. KEY POINTS OF CURRICULUM REFORM

A. Curriculum Objectives

In the sports curriculum goal, the curriculum goal is divided into two aspects, namely, the basic goal and the development goal, which are all implemented by the specific goal content in five fields: the goal of sports participation, the goal of sports skills, the goal of physical health, the goal of mental health and the goal of social adaptation. Their respective emphasis is embodied in the basic goal relative to all students, and the development goal is only relative to some students, Curriculum objectives directly affect the direction of curriculum documents. In consulting the relevant research contents of the objectives of physical education curriculum, it is found that the main research contents are focused on the connotation framework and logical hierarchical content of the objectives of physical education curriculum, and the existing objectives are analyzed, and the objectives and levels of different classifications are put forward. Some experts pointed out that "the target system of physical education curriculum in Colleges and universities in China is not complete, and even some erroneous tendencies exist. "Some experts pointed out that "the target system of physical education curriculum in Colleges and universities in China is not complete, and even has some erroneous tendencies." They put forward the idea of "three-dimensional target structure system, target orientation (form), content and level are the three basic dimensions of the target system of physical education curriculum in Colleges and universities". The objective classification of "knowledge and skills, physical fitness and affection" is more in line with the nature and characteristics of physical education curriculum, and a clearer objective classification of physical education practical teaching is drawn from its induction and revision, which includes the skill goal of promoting motor development, physical fitness goal of promoting physical development and emotional goal of promoting spiritual development [2]. The physical fitness goal is emphasized in physical education curriculum and teaching goal.From the point of view of the characteristics and connotation of physical education...
objectives, the physical education curriculum in our colleges and universities is still based on the goal of sports skills, and other goals are developed accordingly, emphasizing the importance of sports skills objectives in physical education curriculum and teaching objectives.

B. Course Structure

From the research results of curriculum structure, scholars' research is mainly reflected in the construction of curriculum structure content system, followed by the current situation and Countermeasures of curriculum structure. For example, "most scholars focus on the macro-structure of the curriculum, lack of research on the micro-structure of the physical education and health curriculum", and put forward that "the curriculum structure of physical education and health should be discussed and analyzed from the macro, meso and micro levels". In the research of "Systematic Research on the Structure of Physical Education Curriculum", it is pointed out that "From a macro perspective, the structure of physical education curriculum is a kind of curriculum type structure. It can be divided into three levels: management planning level, existence form level and operation level. The dynamic change law shows that with the increase of the study period, the subject courses and elective courses should gradually increase, while the activity courses and compulsory courses should show a decreasing trend, and the structure system of physical education curriculum should be constructed. The article "Current Situation and Countermeasure of Physical Education Course Reform in China's General Colleges and Universities" points out that in the current structure of physical education curriculum in China's general colleges and universities, "there is a widespread phenomenon of paying attention to classroom teaching but neglecting after-school sports, paying attention to the competitive sports of a few people and neglecting the fitness activities of most students", and puts forward that "to solve this problem, extracurricular sports should be taken as a supplement and supplement to in-class Sports Continuation, let in-class sports and extracurricular sports organic combine, in order to enable students to achieve for all-round development in different environments."

C. Course Contents

Firstly, the research aspect of curriculum content is mainly to study the current situation and problems of university physical education curriculum content in China, and some feasible countermeasures and thoughts are put forward. In the article "Current Situation and Countermeasure Research on the Content Setting of College Physical Education Course in Our Country", it is pointed out that "although the content setting of College Physical Education Course in our country presents the characteristics of diversification, regionality, regionality and seasonality at present, some contents fail to reflect the goal of physical education course well. There are some problems, such as the unreasonable composition of curriculum content, excessive attention to college students' interests and hobbies, obvious artistic tendency of content, insufficient connection with college students' future career, and so on. Finally, constructive countermeasures and suggestions are put forward. In the article "Reflections on the Problems Existing in the Current Content System of Physical Education Courses in Colleges and Universities", it is pointed out that there are some deficiencies in the content of physical education courses in China, such as "imbalance of physical education function, insufficient practical fitness function, superficial practice and exploration". It is proposed that the curriculum should be constructed on the basis of the characteristics of students' physical and mental development and the mastery and improvement of students' sports skills. The research proves that the content of physical education curriculum in many colleges and universities is becoming simpler and simpler, and the assessment criteria are getting lower and lower. It is difficult for students to feel the physical experience of sweating and heartbeat in physical education curriculum and their physical quality is declining year by year.

D. Course Resources

In the research of curriculum resources, it mainly concentrates on several aspects. Firstly, the development and utilization of regional curriculum resources is studied. In "The Development and Utilization of Regional Physical Education Curriculum Resources in Colleges and Universities in the Yangtze River Delta Region", it is pointed out that "Leisure Sports, Nutrition and Health Care, Body-building" is a popular curriculum type among students in the Yangtze River Delta region." Winter Sports Course Resources Development Channels and Optimizing Strategies: A Case Study of Heilongjiang Province" thinks that according to the diversified characteristics of ice and snow sports in Heilongjiang Province and its unique role in students' physical and mental health, this paper puts forward the idea of expanding the curriculum resources which are not available in some textbooks but conform to the characteristics of winter sports activities in Heilongjiang Province, so as to highlight local characteristics. Secondly, the research on the development and utilization of national traditional sports is studied. The article "Feasibility Analysis of Manchu Traditional Sports Incorporating into Physical Education Curriculum Resource System of Liaoning Universities". Secondly, the research is on the development and utilization of national traditional sports, In the article "Feasibility Analysis of Manchu Traditional Sports Incorporating into Physical Education Curriculum Resource System of Liaoning Universities" thinks that according to the diversified sports needs of College students, it is easy to carry out. Rich in content and diverse in form, it can meet the diversified sports needs of College students. It can provide possible and specific guarantee for the establishment of school-based sports characteristics in Colleges and universities. College teachers and students have a solid and extensive foundation of Manchu sports, which is easy to carry out. Rich in content and diverse in form, it can meet the diversified sports needs of College students. It can provide possible and specific guarantee for the establishment of school-based sports characteristics in Colleges and universities. It is conducive to building Liaoning's national cultural brand and the sustainable development of Manchu cultural research. According to the good resources of minority sports in Western Hunan, the article "Research on the Development of Folk Sports Course Resources in Xiangxi Prefecture" puts forward that minority sports in Western Hunan should be included in the physical education curriculum, or some items should be adapted to make it more in line with students' preferences and characteristics. Moreover, bodybuilding, fashionable dance,
golf, billiards and so on are popular in the society. Sports with certain exercise value can be introduced and reformed to enrich the resources of physical education curriculum in Colleges and universities as much as possible.

E. Course Evaluation

In the research of PE curriculum evaluation, more scholars put forward a comprehensive and diversified curriculum evaluation system. In the article "Constructing the Evaluation System of College Physical Education Course from the Perspective of "Ability-based", the evaluation system of "College Physical Education" is based on the combination of peacetime performance and examination evaluation, theory and practice, compulsory examination and selection, and technical evaluation and ability attainment". In the article "Construction of the Evaluation System of Physical Education Courses in Colleges and Universities", an evaluation index system consisting of 5 1-level indicators and 13 2-level indicators is constructed. Some scholars have studied the evaluation system of physical education curriculum and its correlation according to the requirement of students' physical health standard test, and put forward some problems existing in the evaluation of physical education curriculum at present. For example, in the final examination, the comprehensive factors of students' physical education activities in school have not been taken into account in a unified way. In the article "The relationship between the current evaluation system of physical education curriculum in Colleges and universities and students' physical health level", it is proposed that "summative evaluation and formative evaluation should be combined, quantitative evaluation and qualitative evaluation should be combined, teacher evaluation and student evaluation should be combined, so that students' physical education learning will be more objective and effective".

III. THE REFORM DIRECTION OF COLLEGE PHYSICAL EDUCATION COURSE

A. The Content of "National Students' Physical Health Standard" is Integrated into of Physical Education Course

In the newly promulgated National Standards for Students' Physical Fitness and Health, the University Students' test items have been reformed. All items have been changed into compulsory items. In view of the current situation of poor endurance and poor strength among University students, the targeted compulsory items have been put forward, such as 1000 meters for men, 800 meters for girls, leading upward for boys and sit-ups for girls. A number of studies have shown that the results of the tests have not greatly improved these weaknesses, and it can’t meet the requirements of the national standards for passing. This shows that we have not yet focused on the curriculum and content, methods are lacked, and the teaching effect is not obvious. In the "Basic Standards for Physical Education Work in Colleges and Universities" issued by the Ministry of Education No. 4 [2014], it is required that "every physical education class should ensure a certain intensity of exercise, in which the exercise of improving students' cardiopulmonary function should not be less than 30%;The quality exercise items reflecting students' cardio pulmonary function should be taken as the examination content, and the weight of examination scores should not be less than 30%. This can be understood as the exercise for physical fitness should be not less than 30% of the class content, the exercise for physical fitness should be one of the tests, weight not less than 30%.This shows that the exercise for physical fitness has become a compulsory content in physical education curriculum. How to implement the physical education curriculum standards of university, how to integrate the contents of National Students' Physical Health Standards with the exercises for physical fitness in physical education classes will be an important work for the reform of physical education curriculum in Colleges and universities.

B. The Regionality and Diversity of the Development of Curriculum Resources

With the deepening of the reform of College Physical Education curriculum, the content of the curriculum can present the characteristics of diversity. Utilizing the locational resources of the University, we can carry out the effective development of physical education curriculum and form "one school, one product". For example, in the south of China, water resources are relatively rich like rivers, lakes, streams. Some water sports courses can be offered, such as dragon boat, canoeing, rowing and other courses. In Northeast China, there are abundant ice and snow resources. Some ice and snow sports courses can be offered, such as skiing, skating, ice hockey and so on. In addition, there are abundant minority sports in ethnic minority areas in China, and the corresponding traditional ethnic sports events can be developed as curriculum resources according to local conditions. Such as "darts" course of Tsinghua University, "tree climbing" course of Xiamen University, the Dragon Boat course and fancy rope skipping course of Shanghai Second Polytechnic University, curling course of Shanghai School of Political Science and Law, cricket course of Shanghai University of Foreign Trade and so on, are very popular with students. Therefore, how to develop and utilize the curriculum with the existing curriculum resources to set up more students' favorite sports courses, and let students participate more in sports, is an important task of the future sports curriculum reform.

C. Network Informatization Promotes the Reform of Physical Education Course in Colleges and Universities

With the innovation driven by "Internet +", the channels for people to acquire knowledge are more and more extensive, and their learning habits are constantly changing. We should make full use of "Internet + education" to promote the reform of College Physical Education Curriculum so as to keep pace with the development of the times. In recent years, with the continuous improvement and development of information technology, the construction of information campus in Colleges and universities is becoming more and more perfect. With the popularization of online schools and online courses, new curriculum forms such as online curtain course, micro-course and course APP emerge as the times require. How to combine the reform of physical education curriculum with the analysis of data from informationization, analyze the students' information needs, integrate and refine the resources, get the teaching content suitable for physical education curriculum
and students, and then precisely push the content and improve the learning effect through terminal equipment [3]. Through the combination of online courses and offline courses, students can preview before class, review after class, and ask questions through the network when they encounter problems, so as to improve their learning efficiency. The development of network informatization is the main aspect of promoting reform in the future.

D. Integration in and out of Class

It is far away from improving students' health and cultivating students' lifelong sports consciousness only by 2-hour physical education curriculum every week. Only by combining in and out of class can we gradually lay a good foundation for students' physical health, cultivate students' hobbies and interest in sports, and develop the habit of physical exercise. To master the basic theoretical knowledge of physical education and the methods of exercise, and to cultivate and develop students' lifelong physical ability. At the same time, the integration model can make the perfect combination and unification of in and out class. It can create a good atmosphere for students' self-study, self-practice and self-creation, participating in competitions, reflecting their self-worth and cultivating their competitive consciousness [4]. The integrated teaching mode plays an important role in enhancing students' cohesion and creating a healthy and upward campus culture. Integration in and out of class can further expand the time and space of physical education curriculum and promote the sustainable development of school physical education. The implementation of integration in and out of class requires the support and concern of school leaders. Improving and increasing the investment in school sports facilities is an important guarantee for the implementation of integration in and out of class. Physical education teachers should focus on training physical fitness instructors and carry out guidance work. At the same time, school league committees, school student unions, sports societies, student work counselors should also actively participate in exercise and management work, in the campus to form a good atmosphere for everyone to keep fit, so that the guiding ideology of "health first" can be sustained development.

E. Perfect Evaluation System of Physical Education Courses in Colleges and Universities

The evaluation of physical education curriculum in Colleges and universities is characterized by a comprehensive evaluation of students in all aspects. The forms of school physical education include physical education classes, extracurricular physical exercises, sports training, sports competitions and so on. Physical education curriculum is the main component of school physical education. The main purpose is how to improve students' physical and mental health and sports participation [5]. Therefore, physical education curriculum should include all aspects of the form of school physical education. Therefore, the evaluation of physical education curriculum should be a form of curriculum evaluation that integrates both inside and outside of class. There are quantitative and qualitative evaluation, diagnostic evaluation, formative evaluation and summative evaluation, absolute evaluation and relative evaluation [6]. Therefore, according to the characteristics of physical education curriculum, the evaluation of physical education curriculum should include the following aspects: course learning and performance evaluation, course content evaluation, extracurricular sports participation and completion evaluation, physical quality evaluation. Only through these aspects of comprehensive evaluation, can find out the shortcomings, targeted to help students improve. Perfect and diversified evaluation system is the main form of PE curriculum evaluation in Colleges and universities in the future. Finally, in the evaluation of physical education curriculum in Colleges and universities, we should pay attention to the application of information technology, simplify the evaluation methods, improve the evaluation efficiency, reduce the burden of teachers, and improve the work efficiency.

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