

# Study on the Problems and Countermeasures in the Development of Public Physical Education in Colleges and Universities in China

Dongni Liu

Sichuan University, Chengdu, Sichuan, 610065, China

1255929960@qq.com

## Abstract

**In recent years, with the enhancement of national comprehensive strength, under the guidance of sports power and healthy China strategy, China has issued a series of sports development policies, the national sports consciousness has been obviously improved, and social sports, school physical education and sports related industries have been developed rapidly. However, the development of public physical education curriculum in colleges and universities is not optimistic. In order to solve the problems existing in the development of public physical education curriculum in colleges and universities in China, this paper studies and analyzes the teaching of public physical education curriculum in colleges and universities through the methods of literature, analysis and induction, and puts forward the corresponding countermeasures for the problems found in the study, so as to provide theoretical reference for promoting the teaching of public physical education curriculum.**

## Keywords

**Public Physical Education Class; Present Situation of Development; Existing Problems; Countermeasure.**

## 1. Introduction

As one of the important components of the subject system in colleges and universities, the public physical education curriculum carries the mission of promoting the development of university physical education. It is a public compulsory course whose main goal is to strengthen physique, improve health and improve physical literacy through reasonable physical education and scientific physical exercise process. It is an educational process that promotes the harmonious development of body and mind, ideological and moral education, cultural and scientific education, life and physical skills education in physical activities and organically combines it, and is the central link of physical education in colleges and universities[1] ;In addition, it is also an important way to implement quality education and cultivate all-round development of talents.

In recent years, with the rapid development of the international economy, the living conditions of the people have gradually improved, but the physical quality of college students in our country has obviously declined. Therefore, in order to fully implement the Party's educational policy and promote the healthy development of college students, the Ministry of Education issued the National guidelines for physical Education Curriculum Teaching in Colleges and Universities in 2002. The outline has been implemented in colleges and universities directly under the Ministry of Education since the new school year in 2002. After obtaining experience, it was implemented in all colleges and universities in the country in 2003. The outline clearly points out that physical education is the main way for college students to exercise. We should adhere to the guiding ideology of "health first" and help college students to strengthen their physique and improve their health[2]. As we all know, the public physical education curriculum

in colleges and universities is different from the physical education curriculum in primary and secondary schools. It is the last link for people to receive physical education in schools. After graduation, students leave the campus to enter the society. What the public physical education curriculum in colleges and universities wants to achieve is not only sports participation, but also emphasizes the mastery of sports skills and the good habit of lifelong physical education, as well as the exercise of social adaptation. This has a positive impact on the long-term health and self-development of college students.

## **2. The Present Situation of the Development of Public Physical Education Curriculum in Colleges and Universities**

The reform of public physical education curriculum in colleges and universities has gone through more than ten years, and the management of public physical education curriculum in colleges and universities has been constantly improved. Even some colleges and universities have specially included public physical education teaching in the management category of physical education and health colleges. Different from the teaching of students majoring in physical education, the teaching of public physical education should be based on the teaching objectives of the National guidelines for physical Education Curriculum in Colleges and Universities[2]. However, it is found that the teaching of public physical education in colleges and universities in our country still generally adopts the old teaching concept, which emphasizes "physical health" rather than "mental health", "skill learning" rather than "theoretical learning", and "teacher-led" light "student subject". Not only the teaching mode needs to be put forward, but also the guiding ideology of "health first" needs to be implemented and permeated as soon as possible[3]. As of 2019, the results of six nationwide physical health tests in China show that modern diseases are related to the lack of physical exercise among young people. The physical health level of primary and middle school students and college students in our country shows obvious disharmony, which is characterized by high figure and low quality, improvement of morphological development level, poor physical quality and so on. On the other hand, the myopia rate of Chinese students is also increasing year by year, especially the myopia rate of primary school students and junior high school students increases obviously, while vital capacity, speed, explosive endurance and other quality levels continue to decline[4]. The author had the privilege of participating in the physique test of Sichuan University on December 28, 2020. In the test, it was found that some students could not afford to sit on the ground after running a thousand meters, and even some students had convulsions and vomiting. Therefore, we have to admit that the physical health problems of Chinese students need to be solved and paid attention to.

## **3. There are Problems in the Public Physical Education Curriculum in Colleges and Universities**

### **3.1. The Deviation of Sports Concept**

As we all know, the transformation of physical education teaching concept is the key to the reform of physical education curriculum. However, at present, there is still a deviation in the teaching concept of physical education teachers in most colleges and universities in China. They do not have enough understanding of the importance of public physical education, especially the physical education teachers who teach physical education courses. They have obvious ideas of "emphasizing physical education courses, neglecting public physical education classes"[5]. Some teachers think that physical education curriculum can make students relax in the busy study and properly alleviate the psychological pressure of students, so they do not make strict requirements in public physical education. In addition to the lack of understanding of teachers'

physical education concept, most of the students in the public sports class also have the wrong sports concept. First of all, they are heavy in their own studies, and in the school emphasis on academic but not physical atmosphere, some students will have resistance to physical education, feel that physical education can not help them improve their scientific research ability, and they do not care about their own physical quality, for the potential economic benefits after improving physical fitness, which has caused great difficulties for the development of public physical education in schools[6]. On the other hand, most students in public physical education are not interested in physical education. They think that as long as they "meet the standards", they can get credits. The wrong concept of physical education makes the atmosphere of physical education classroom poor, the enthusiasm of students to participate in sports activities is not high, the teaching effect can not be guaranteed, students can not really benefit from physical education class, the public physical education curriculum of the school is in a very awkward position[5].

### **3.2. The Students' Own Physical Quality is Poor**

Whether from the real life or online data, we can find that the physical quality of contemporary college students is generally reduced. This reduction is not only from a certain direction, whether it is to compare contemporary college students with those 20 years ago or even ten years ago, or to compare our physical education college students with other types of college students, or to compare our domestic college students with foreign college students, or to compare contemporary college students with their junior high school period, we can find that our contemporary college students' physical quality is seriously declining. Under the influence of examination-oriented education in China, physical education curriculum has become an obstacle course, mainly in order to complete the national inspection and set up a course, which leads students to fail to carry on the correct cognition to the physical exercise, did not realize the physical quality further enhancement through the physical education classroom.

### **3.3. The Teaching Method is Lack of Innovation and the Teaching Content is Single**

It is found that most physical education teachers adopt interpretation, model law, practice and other teaching methods in public physical education classroom teaching. Although these teaching methods are generally recognized, the long-term single use of a certain teaching method and fixed teaching procedures makes the public physical education classroom seem boring, boring and lifeless.[5]. At the same time, public physical education is different from physical education major physical education, it is aimed at different colleges and different majors of students, teachers if using the same method of teaching can not meet the needs of students' personality development. In the aspect of teaching content, the teaching content of public physical education course is relatively single, still choose basketball, badminton, volleyball, table tennis and other skills as the teaching content, ignore the improvement of students' physical quality, the choice of teaching content is not related to students' interest and development needs, resulting in students lack of enthusiasm, can not form good physical habits through public physical education.

### **3.4. The Evaluation Method of Physical Education Curriculum is Unreasonable**

There is no doubt that the assessment methods of public physical education courses in colleges and universities are: teacher assessment, mutual evaluation of students, separation of teaching and examination, and the common scoring items of public physical education mainly include: daily attendance, classroom learning performance, final physical fitness and sports skills display, and so on. However, these can not completely reflect the learning situation of students, especially for some students with special circumstances, their growth depends on the whole process of learning. Therefore, the examination of public physical education teaching should be

targeted. At present, the more scientific way of public physical education assessment is to combine the learning process with the growth of students, and pay attention to the students' progress space. For example, in the learning process, teachers can let students set two goals themselves, one is the initial goal, the other is the ultimate goal. At the same time, the teacher tells the students that as long as they achieve their ultimate goal, they can count as success and get scores. In addition, students who have made obvious progress in the whole learning process should be rewarded, and students should be encouraged to learn independently, cooperate in learning and improve their comprehensive ability [2].

#### **4. Countermeasures for the Development of Public Physical Education Curriculum in Colleges and Universities**

##### **4.1. Establish the Correct Concept of Physical Education and Cultivate the Consciousness of "Lifelong Physical Education and Health First"**

Sports and health are inseparable. Therefore, the primary task at present is to correct the wrong sports concept and actively cultivate the healthy sports concept. As a public physical education teacher should get rid of the traditional educational concept, fully understand the original intention of the course, create a unified and healthy classroom atmosphere in teaching, pay attention to students' mental health, take the coordinated development of students' body and mind as the direction of physical education teaching, connect physical education teaching with students' major and future development, cultivate students' consciousness of "lifelong physical education and health first", and benefit students for life. As students involved in public physical education, they should experience the fun of sports under the guidance of teachers, learn to find that sports bring their physical, psychological, social adaptability and other aspects of development and change, obtain a pleasant sports experience, and form a "self-sports consciousness"[5].

##### **4.2. According to the Situation of Different Students, Reasonable Class Teaching**

In view of the general decline in the physical quality of college students, physical education teachers should first think about the construction of high-quality physical education curriculum, in the spirit of not afraid of trouble, scientific grasp of the physical quality of each student, reasonable division of classes. On the one hand, to find out the physical quality of the freshmen in an all-round way, to master the students' interest in participating in physical education and their specialties, and to establish high-quality sports files. On the other hand, according to the students' interests and physical conditions, it is divided into different levels, and then through in-depth investigation and other ways to analyze the classroom teaching situation and the educational effect. Finally, let the process evaluation replace the previous result evaluation, so that the hierarchical teaching can achieve sustainable development[7]. In this teaching process, we will also find that students have interest in exercise, actively participate in sports, physical quality will naturally be improved.

##### **4.3. Using Diversified Teaching Methods to Optimize the Teaching Content**

Public physical education in colleges and universities is a practical course. As a teacher, we should make full use of the special advantages of teaching places outside, actively explore more teaching methods, change the traditional teaching mode of "teacher explanation demonstration, student group practice", and use modern and diversified teaching methods, such as game method, scene method, competition method and so on, to stimulate students' interest and improve students' enthusiasm. In the design of teaching content, it is necessary to optimize and enrich, select some novel and happy teaching contents, and combine the actual level of students

with the teaching content, respect the individual differences of students, and realize individualized teaching.

#### 4.4. Establishing a Scientific and Reasonable Evaluation System of Physical Education Curriculum

The establishment of physical education curriculum evaluation system should directly reflect the teaching effect and students' learning results. Our previous sports performance evaluation only pays attention to the students' physical quality and sports ability assessment, competitive components are too large, with certain limitations and one-sidedness. In addition, the "one-size-fits-all" evaluation method does not take into account the degree of efforts of students, which is easy to crack down on students' self-confidence and lead to students' resistance to the public physical education curriculum. Therefore, the traditional evaluation method based on students' performance must be reformed, we need to establish a diversified teaching evaluation system, such as: the establishment of two evaluation methods: students' own goals and achievement of goals, teachers' assessment as the main evaluation methods, and the development of students as the main comprehensive assessment evaluation system, which will be more conducive to the development of public physical education curriculum teaching.

### 5. Conclusion

The main purpose of offering public physical education courses in colleges and universities is to enhance students' physical quality and cultivate students' sports ability. Under the background that the current social development requires the improvement of students' physical fitness, the public physical education curriculum is in urgent need of corresponding reform to meet the requirements of students' physical exercise. Therefore, teachers and students are required to first establish the correct concept of physical education and develop the consciousness of "lifelong physical education, health first"; secondly, teachers combine the situation of different students to carry out reasonable classes; adopt diversified physical education teaching methods to match the teaching content for different classes; finally, establish a scientific and reasonable physical education curriculum evaluation system to improve the teaching quality.

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