

Research on the Innovation and Reform of Higher Vocational Physical Education Teaching in the New Era

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Abstract: It is the need of socialist modernization with Chinese characteristics and the lofty mission entrusted by the Party Central Committee to educators. This study carries out the Party's educational policy in an all-round way, carries on the innovation reform research from the teacher behavior, the fusion teaching pattern and the appraisal system, explores the research conforms to the new era education need higher vocational physical education moral education teaching innovation reform path.

1. Introduction

Since the 18th National Congress of the Party, the CPC Central Committee with Comrade Xi Jinping as the core has attached great importance to the development of education. General Secretary Xi Jinping has repeatedly mentioned the establishment of people by virtue. The report of the Nineteenth National Congress emphasizes the lofty mission of educating the Party and educating the country. ^[1] proposal not only points out the direction for the overall development of education, but also becomes the starting point and foothold of each course teaching.

As an important part of vocational education, higher vocational colleges bear the important task of cultivating and transporting skilled talents for the society to a certain extent. Because of the uniqueness of their school purpose, physical education teaching should also highlight the teaching characteristics of practice. Higher vocational physical education is not only a course content, but also an art and culture, but also an important way to cultivate and improve students' ideological and moral quality. Physical education teaching itself contains moral education factors, and has rich and colorful contents and methods. In order to carry out the fundamental task of moral education and strengthen the basic role of moral education, physical education in higher vocational education should take moral education as the purpose, health as the center, and all-round development as the goal, and take effective strategies from the connotation and requirements of moral education.

2. At present, the main problems existing in moral education of physical education in higher vocational education in China

2.1. Weak moral education consciousness of PE teachers

In the teaching of higher vocational physical education, the content of moral education has been very emphasized. In practical physical education teaching, there is a one-sided understanding of curriculum moral education teaching. It is generally believed that moral education is the main responsibility of moral education teachers and counselors. In physical education, teachers seldom teach theoretical knowledge. The self-learning consciousness of PE teachers is weak, the research depth of the integration of physical education teaching and moral education is not enough, and the teaching ability is low, which can not provide students with high quality physical education teaching activities. This also leads teachers to focus on the physical quality and motor skills of students in the development of teaching activities. At the same time, in the setting of teaching tasks and teaching objectives, the cultivation of students' physical quality and physical education consciousness is not too clear.

2.2. Old teaching model and evaluation system

According to the results of practical investigation, the teaching method of physical education curriculum in higher vocational colleges is still traditional sports training teaching method, which is not scientific and reasonable in the design of physical education curriculum. In the evaluation of physical education curriculum, only sports achievement is taken as the basis of curriculum assessment. Moral education is abstract in the evaluation of physical education curriculum, and there are no concrete standards and evaluation points. In teaching research and teaching practice, higher vocational PE teachers always pass the function of moral education. When the school assesses the teachers, the main content is the level of professional technology and the use of teaching means, and does not regard the cultivation of students' moral quality and comprehensive quality as the standard to measure the teaching effect and teaching quality. The achievement of moral education is not taken as the assessment index. There is no corresponding assessment content and index for students' moral education, which leads to the lack of motivation of teachers in teaching and the deficiency of the effect of physical education moral education.

3. Reform of Moral Education Teaching in Higher Vocational Education

As the key to the development of PE moral education curriculum, the Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020) clearly states that it is necessary to "bring up a contingent of highly qualified and specialized teachers with high moral character, excellent professional skills, reasonable structure and full of vitality." Teacher training is an important link in strengthening the construction of teachers' ranks and an important guarantee for promoting quality education, promoting education equity and improving the quality of education.^[2] Higher vocational colleges should do a good job of training top-level design, train a group of high-quality PE moral education teachers, and plan the unique growth path of every PE moral education teacher. This is the premise to ensure the smooth and effective development of moral education. Teaching behavior is the external manifestation behavior of teachers in teaching classroom, such as teaching method, classroom management, teaching organization and so on, which is the embodiment of teachers' comprehensive teaching quality and an important factor affecting teaching quality.^[3] appropriate teaching behavior can stimulate students' interest in learning, arouse students' enthusiasm and improve teaching effect. Professor Shi Liangfang's teaching behavior is all the behaviors that teachers cause, maintain or promote students' learning.^[4] this paper studies the classroom teaching behavior of PE moral education teachers in higher vocational education, in order to find the effective focus of teaching behavior and improve the effectiveness of physical education moral education classroom teaching.

3.1. Emphasis is placed on strengthening the main teaching behavior ability and improving the theoretical level of PE moral education teachers

To do a good job of physical education in higher vocational education under the educational goal of "building up a person by virtue ", it is very important to firmly establish the concept of quality education. Because of the different functions and contents of moral education and physical education, PE teachers are required to thoroughly study the theory of learning, understand the theory of moral education and integrate the two courses, dig the elements of physical education, design the content of physical education teaching scientifically, and guide students to establish correct professional consciousness, professional idea and professional guidance in the process of future employment. For example, in the process of carrying out physical education teaching, we can effectively integrate humanistic education, professional ethics education and team spirit education, and can cultivate students' comprehensive quality, which is also an important embodiment of quality education in higher vocational physical education teaching.

3.2. Constructing the Teaching Mode of Moral Education in Physical Education

To construct the PE teaching mode with moral education as the core, it is very important to

constantly innovate the PE teaching ideas, adhere to the "people-oriented" educational concept, and raise the moral education of students to the strategic level. In the process of teaching, teachers should focus on improving the integration of physical education teaching, increasing the research of physical education teaching mode, and promoting the integration of education to maximize the cultivation of students' comprehensive quality. In the process of teaching, teachers should pay attention to the long-term characteristics of cultivating students' moral education literacy in higher vocational physical education teaching, so they should adopt the way of "moistening all things silently" to carry out teaching. For example, in the design and arrangement of teaching content, scientific design can be carried out according to different majors of different students. Teachers can teach students the importance of teamwork in the course of basketball, football and volleyball teaching, and guide students to play their own positive role. In particular, we should focus on changing students' self-centered "wrong ideas and achieving good results through teamwork. Through martial arts, gymnastics and other exercises, students can cultivate good form, noble sentiment and national spirit. Cultivating students' physical quality, humanistic quality, moral quality and cooperative spirit can greatly strengthen the construction of extended training system, guide students to field training, and divide students into groups, which is not only conducive to cultivating students' comprehensive quality, but also can cultivate students' spirit of hard work and cooperation. Outside the physical education class, through watching the Olympic Games and other national competitions, cultivate the sense of national honor and patriotism; through the sports competition between classes, cultivate students' strong collectivism spirit and positive, hard work good fashion; through the large intensity, large amount of exercise endurance practice, cultivate students tenacious will quality. Therefore, in the process of physical education teaching, we should adopt various teaching methods, give full play to the advantages of physical education in favor of ideological and moral education, and improve students' ideological and moral standards.

3.3. Construction of a Diversified Evaluation System for Sports Moral Education

As a value judgment to measure the effect of curriculum construction, curriculum evaluation has always been a difficult point in the theory and practice of school curriculum construction. In the face of the complex system of moral education curriculum evaluation in secondary vocational schools, from the direct perceptual existence on the surface of moral education curriculum to the eternal universal concept of emotion, attitude and values. Deeply understand the mutual restriction of moral education subject, object, environment, method, index and so on. Three-dimensional, multi-level, all-round curriculum evaluation, finally achieve the purpose of promoting construction by evaluation, promoting reform by evaluation, promoting excellence by evaluation, and cultivating students into high-quality technical and skilled personnel with dedication, love and kindness, social responsibility, innovative spirit, practical ability, good moral quality and civilized behavior habits.

The course implementation is divided into four subsystems: teaching goal, teaching content, teaching means and teaching strategy, and then the appropriate teaching mode is selected according to the characteristics of the course, teaching content and students; the teaching method is selected according to the cognitive law, and the combination of various teaching methods is optimized. Second, the path of holism. It starts from the subtle measurable and operable observation points, gradually assembles and integrates, forms a higher level or a higher level evaluation system, and finally forms or infinitely close to the evaluation system which can promote the secondary vocational school students to form good moral quality and civilized behavior habits. Third, linear and nonlinear theoretical paths. According to the understanding of the meaning of curriculum evaluation, according to the basic requirements of higher vocational moral education outline, using the method of combining linear and nonlinear, through quantitative and qualitative evaluation, this paper analyzes and judges various factors in the process of developing, designing and implementing moral education curriculum in secondary vocational schools, and provides support and service for improving curriculum development, design and implementation, promoting students' moral education development and teachers' teaching skills upgrading. Fourth, the emergence and release of the path. From the aspect of material performance, the whole school moral education curriculum

evaluation strategy has four paths. [5]

4. Conclusion

Higher vocational physical education curriculum is an important way to carry out moral education, in order to better carry out moral education in higher vocational physical education, physical education teachers need to fully realize the importance of moral education, and actively take effective measures to strengthen the development and implementation of physical education teaching curriculum, starting from the construction of their own teaching capacity, optimize the teaching, improve physical education teaching methods and teaching evaluation, strengthen the reform and innovation of physical education teaching in higher vocational education, give full play to their enthusiasm, initiative and creativity, and strive to explore a path of physical education teaching that meets the needs of the new era of education, It is not only the need to carry out the educational goal of "building up people by virtue ", but also the need to promote the all-round development of students.

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