

Study on College Physical Education Reform from the Perspective of Students' Physical Quality

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Abstract—With the rapid development of society and economy, the material living standards have been continuously improved. On one hand, parents continue to enrich the dining table for the healthy growth of their children, making obesity a problem facing many college students. On the other hand, affected by the idea of “thin is beautiful”, many female students suffer from poor nutrition because of the behavior of dietary restraints. The existence of these problems has greatly influenced the college students' physical health, and also brought some new problems to the implementation of physical education reform in the new era. This paper mainly analyzes the status quo of college students' physical health, and takes this as a background to carry out a simple discussion on related issues of physical education reform.

Keywords—College Physical Education; Students' Physical Quality; Social Development

I. INTRODUCTION

Physical education is an important part of China's higher education system. It plays an important role in enhancing the physical fitness of college students and promoting the development of physical and mental health of college students. The state also gives more attention to the issues of physical education reform in colleges and universities. However, judging from the current implementation of physical education reform in colleges and universities, there are still some problems. The most important thing is that students' physical health is not taken as the starting point and end-result of reforms, which makes the reform of physical education in colleges and universities in a formal form, and has not achieved significant results. Effectiveness. Under the background of the continuous deepening of the new curriculum reform, we should adhere to the student-centered approach, closely connect the physical health of college students with the reform of physical education in colleges and universities, implement a scientific teaching reform strategy, and achieve two-way success in personnel training and physical education reform.

II. STUDENTS' PHYSICAL HEALTH AND COLLEGE PHYSICAL EDUCATION

Constitution refers to the quality of the human body. It is a comprehensive and relatively stable feature of the human body's morphological structure, physiological functions, and psychological factors that are manifested on the basis of heredity and acquiredness. Health refers not only to the absence of disease or abnormality, but also to a good state of mind and social life. Constitution is the material basis of health [1]. Health is the external manifestation of constitution; constitution is a characteristic, health is a state; and constitution is the ability of the body to maintain a healthy state. Practice has proved that this ability and status is related to the innate factors, but it can also be cultivated and improved through the acquired education and training. Therefore, college students' physical health is closely related to physical education in colleges and universities. On the one hand, physical education in colleges and universities is the basic way to improve students' physical fitness and promote their healthy growth. On the other hand, the development level of students' physical health has a profound effect on college sports teaching. The level and quality of physical education are important factors in improving students' physical health. The fundamental driving force for the improvement of teaching level is the continuous deepening of teaching reform. Therefore, to improve the physical education level of colleges and universities must be based on the actual conditions of the student's physical health, and constantly promote the teaching reform, in the teaching continue to clear the relationship between physical fitness and health, in the teaching content selection, curriculum system, curriculum resources development, teaching model The establishment of all aspects of the implementation of the "health first" and "health education" concept.

The goal of physical education in colleges and universities is always consistent with the times and social needs. The concept of "lifelong sports" is based on the overall understanding of the clear understanding of the era and the overall situation, based on the use of modern educational ideas to promote the scientific sports of colleges and universities, Modernization and development focus on cultivating the sports ability of college students, so that physical education runs through people's lives, so as to make lifelong benefits for students a starting point, and to strengthen students' sports literacy and the cultivation of sports concepts. In the past, standards for sporting standards had been limited to death. One age group used the same standard, so that those with good

physical conditions naturally had better results, and students with relatively poor physical conditions could not be reflected even if they had a healthy body. The "Health Standard" takes "health first" as the guiding ideology and is beneficial to "lifelong sports". The "Health Standard" enables every student to have a physical fitness standard that suits his or her own health, which can promote students to exercise consciously [2]. Develop a habit of exercising for life. In order to carry out the "Healthy Standard for School Education to Establish the Guiding Ideology for Health First and Practically Strengthen the Work of Physical Education," the Health Standard, which is based on three aspects of physical form, physical function, and physical fitness, is relatively comprehensive and scientific. And reasonably evaluate the students' physique. Cultivate students' lifelong pursuit of healthy lifestyle behaviors and habits, improve self-care awareness and physical health, so that each student is concerned about their own health. Because physical exercise is no longer limited by "achievement", it will help stimulate their interest in learning. Due to the increase in enthusiasm, the ability to exercise has also been improved. The purpose of physical exercise is also to train for "reaching standards" and develop to exercise for their own health and enjoy sports. "We must educate students on life-long physical education and cultivate students' awareness, skills and habits of physical exercise." The introduction of the "Health Standards" has created conditions for students to carry out "lifetime sports" exercises, which is conducive to the comprehensive development of physical exercise and physical fitness, and promotes a comprehensive reform of school physical education curriculum.

III. STATUS QUO OF COLLEGE STUDENTS' PHYSICAL HEALTH IN CHINA

The state of physical health of our college students has undergone a process of constant change and development. In 1991, college students suffered from poor physical stature, poor psychological quality, and weak anti-failure ability. In 1995, the physical health of college students across the country improved, and students' physical fitness, health level, and morphological growth and development levels improved significantly; the peak height of chest surges, boys were one year earlier, and girls did not change; the Vervix index and the Quetola index. Obviously, the "bean sprouts" body type has been improved; physical quality has been improved except for endurance. The malnutrition rate of students has decreased significantly, but the rate of low vision and obesity have increased significantly, physical fitness has declined, and endurance, flexibility, and lung capacity have declined. In common diseases, the prevalence of dental caries decreased, and the rate of anemia decreased [3]. In 2002, China's sports education established the guiding principle of "health first", and for the first time, it comprehensively evaluated the physical health status of students in terms of physical form, function, and quality. The colleges and universities across the country began to comprehensively evaluate students' sports performance from the aspects of college students' physical form, physical function, physical fitness, physical education scores, and extra-curricular physical exercises, and are directly linked to degree systems and academic awards. The 2002 national college students' physical health monitoring showed

that students' physical development continued to improve, nutritional status continued to improve, grip strength increased, and the prevalence of common diseases decreased. However, some indicators of physical fitness continued to show a downward trend (such as speed and explosiveness). , strength and other qualities, the lung capacity reflecting the lung function continues to show a downward trend, significantly increased in overweight and obese students, the student's poor vision detection rate is high. In 2005, the results of a large-scale college student's physique survey showed that the overall physical health of college students improved, but the indicators of body shape showed an upward trend. Among them, the weight gain was greater, and the problems caused by over-nutrition, obesity, and obesity were caused. The population is gradually expanding; performance indicators and sports quality indicators are in a downward trend overall, of which the decline in lung capacity and endurance quality is significant. In summary, at present, the physical and health status of college students in China is mainly manifested in the following aspects: First, the level of morphological development continues to increase. Student's height, weight, chest and other morphological development indicators continue to show an increasing trend, in which urban male and female students have higher average height, weight and chest than rural students. These are mainly due to differences in living conditions between urban and rural areas, especially the level of nutrition. Second, the nutritional status of students continues to improve. In 2000, the overall malnutrition rate among students in the country was 7.88%. Compared with 2002 and 2000, the malnutrition detection rate showed a downward trend in 2005, but the detection rate of low body weight and malnutrition, and the university age group (19-22 years old) is the highest, indicating that adolescent growth has a certain impact on the nutritional status of students. Third, some indicators of physical fitness of college students continue to decline. Compared with 2002 and 2000, the level of student grip strength has increased, but the speed, explosiveness, strength and other qualities have continued to decline, and the decline has been significant. The standing long jump, which reflects the explosive power of the lower extremities, showed a declining trend in 75% of the age groups compared with 2000 [4]. The number of college students in the 19-22 age group decreased by an average of 3.4 times compared with that in 2000 when they reflected waist and abdominal strength. Fourth, the lung capacity reflecting lung function continues to show a downward trend. In 2005, the vital capacity of college students declined on the basis of declines in 2002, 2000, and 1995, and then declined. Average lung capacity of male and female students decreased by 168 ml and 78 ml, respectively, compared with 2000. Fifth, the number of overweight and obese students has increased significantly and has become an important health issue for urban students. In 2005, the obesity rate reached 7.33%. Between 2002 and 1995, the rate of obesity detection increased from 3.98% in urban males to 11.5% in urban males, from 3.46% in urban females to 7.74% in urban females; from 0.4% in rural males to 4 in urban males. .48% of rural girls rose from 1.97% to 4.27%. Sixth, the detection rate of poor vision among college students remains high. The detection rate of college students with poor eyesight was 75.71 % for boys and 80.39 % for girls. Girls were higher than boys and urban students were

higher than rural students. Therefore, it is imperative to establish a physical education model that meets the objective and practical requirements of students' physical health and adapts to different levels of physical fitness, different levels, and different needs.

IV. STRATEGIES FOR COLLEGE PHYSICAL EDUCATION REFORM BASED ON COLLEGE STUDENTS' PHYSICAL HEALTH

The teaching idea is the guidance and basis for guaranteeing the smooth implementation of teaching activities. With the deepening of the new curriculum reform, college sports teaching reform has also received more and more attention. The physical education teaching in colleges and universities should not only strengthen the students' physical quality training, but also strengthen the students' psychological quality. Through the scientific physical education reform, they can change the traditional teaching concepts and introduce more teaching elements that are consistent with the development of the times. Teaching plays an important role in student's learning and life, and attaches great importance to the improvement of college students' physical fitness level, so that students can obtain physical and psychological comprehensive development in the process of participating in college sports teaching activities.

The setting of physical education content is directly related to the effectiveness of classroom teaching. Therefore, when setting up teaching content, it is necessary to ensure that it satisfies the need to improve the physical health of college students. Based on theoretical teaching, more practical training content is added to enable students to can participate more in physical exercise, help to enhance the physical fitness of students. The development of physical education teaching activities is not only the learning of skills and movements, but also the penetration of health education in the process of technological learning, so that students can understand the importance of physical fitness for growth and guide students to develop the habit of participating in physical exercise. Promote the development of physical and mental health of college students.

The traditional form of physical education teaches a lot of extracurricular sports activities in schools. This is limited to one or two hours of physical education every week, and it cannot adapt to the needs of physical education reform in colleges and universities in the new era. In order to promote the effective development of students' physical health, it is necessary to expand and extend the form of physical education teaching, and to effectively combine the teaching within and outside the school, for example, to carry out some forms of activities such as off-campus basketball games and field exploration to enrich the content of physical education. At the same time, students' interest can also be stimulated so that they can actively participate in sports classroom learning and help students develop good physical fitness. In the past, physical education assessment methods mostly used the collective assessment of students at the end of the semester as an evaluation basis, and assessed the standards of students' completion of the movement. However, this assessment system only required technical requirements, but did not consider the physical health of students situation. Therefore, we must

incorporate the improvement of college students' physical health into the assessment system, quantify and refine the physical health parameters of college students, and comprehensively evaluate the changes in various parameters at the end of the semester to promote the comprehensiveness of physical education assessment results. It can provide more basis for the follow-up of teaching activities and improve the pertinence of physical education activities [5].

The first is to use the results of student physical and health research to further define the overall goals of physical education reform. Physical education must be based on comprehensive education, health first, lifelong sports as the guiding ideology, and the pursuit of comprehensive physical education. Therefore, physical education should focus on the development of college students' physical fitness, promote the college students' physical and mental health, build a variety of teaching models, and comprehensively improve the college students' physical fitness level. The second is to set realistic sports and health courses, including setting up sub-goals of different categories, different levels, and different levels, and to cultivate college students' sports awareness and sports skills. According to the goals, consciousness, skills, and interests of college students' physical health, they continuously improve the content of college sports teaching and develop curriculum resources, and adhere to the principle of "developing students' health based on health" to establish a physical health education system and further implement "And club-type" physical education teaching mode. The third is based on the content function, implementation of classification teaching. The physical education level and physical education level of college students should be set. The selection of suitable physical education, shape and function of the cardiovascular system, function and adjustment ability, vital capacity level and physical education quality should be selected to implement the classification teaching. The fourth is based on the student's basic foundation and implementation of optional teaching. The selection will enable students to enjoy sports learning happily, deepen their understanding of what they have learned, experience the fun of sports events, form lifelong sports awareness and ideas, comprehensively improve the content of sports activities and physical health, and implement optional teaching. The fifth is to implement prescription teaching (club type) according to students' interests and characteristics. According to the third and fourth grade students' physical health, physical fitness level, interest in sports, hobbies, specialties, etc., the establishment of physical fitness programs, the implementation of prescription teaching, aims to improve self-learning, self-training, self-evaluation, self-innovation ability of college students. , Create a healthy lifestyle. Sixth, it is aimed at special student groups to implement rehabilitation teaching. In light of the actual conditions of some sick, disabled, obese and frail students, we should select appropriate content and implement rehabilitation teaching to enable college students to experience physical pleasure while recovering their health, overcome their inferiority complex, and establish a tenacious and courageous spirit to overcome difficulties.

According to the law of human development, the age characteristics of college students and the specific conditions of the school, starting from the actual situation, different from

person to person, according to local conditions, flexible use of different teaching methods. The third is to strengthen the cultivation of college students' physical training ability. Cultivating college students' ability to self-exercise, self-monitor, and self-assessment is an important guarantee for students to consistently adhere to physical exercise and achieve the goal of lifelong physical education. In teaching, students must be given full play to their main role, so that students can develop their own exercise according to their own reality. Plan to learn self-management of exercise and exercise, and constantly improve self-exercise ability. The fourth is to expand the scope of sports theory teaching and strengthen physical and health education. The theory of physical health education is a summary of experiences in physical education, health education, and multidisciplinary knowledge. Teaching physical health theory to college students can not only expand students' knowledge, improve their literacy, and master the scientific principles of physical exercise, but also provide theoretical and practical guidance for the formation of good physical and health behaviors. Therefore, it is necessary to change the practice of "light theory, practice" for a long period of time in physical education teaching, and to strengthen and improve the contents and methods. The fifth is to emphasize process education evaluation. Emphasis on the student's learning process, affirming every progress of the student, rewarding the student's hard work and progress in the learning process to make students interested in learning sports, forming lifelong sports awareness and ideas.

V. CONCLUSION

Faced with the current poor status of college students' physical health, it is necessary to actively carry out the effective implementation of physical education activities, change the traditional teaching philosophy and teaching methods, and promote the continuous development of physical education activities in colleges and universities. Therefore, the implementation of college teaching reform should be based on the improvement of college students' physical health. Through effective reform strategies to promote the continuous improvement of college sports teaching efficiency, help students develop good living habits, actively participate in physical exercise, and form a lifelong sports consciousness. To promote the continuous improvement of college students' physical fitness level and achieve the growth of college students' physical and mental health.

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