

Thoughts on the Teaching reform of Health Pedagogy for Physical Education Majors in Colleges and Universities

Kai Yang

Graduate University of Mongolia, Ulaanbaatar 14200, Mongolia, China

Abstract: Physical education major “health education” course teaching purpose is to teach students to keep healthy knowledge and technology, by promoting students to maintain a healthy rest and rest, healthy diet, healthy exercise habits to maintain a healthy state of health.^[1] This paper explains the main teaching objectives of “Health Education”, analyzes some problems existing in the current teaching of “Health education”, and discusses how to improve the teaching quality of “health education” through innovation and reform.

Keywords: Universities; Physical education major; Health pedagogy; Teaching reform

“Health Pedagogy” of physical education major in colleges and universities aims at transmitting the idea of healthy life to students, imparting health knowledge and technology to students, and promoting students to develop healthy living habits. In the teaching process of health pedagogy, teachers should link health with students’ life and health with students’ profession. At the current stage, some teachers of Health Education have some problems in teaching, such as too much theoretical knowledge teaching, too little practical teaching, rigid teaching content, single teaching method and imperfect evaluation mode. The above problems restrict the improvement of the teaching quality of Health Education. This article mainly discusses how to optimize the teaching quality of health education by innovating and reforming the teaching mode of Health Education.

1. Main teaching objectives of Health Education

1.1 Encourage students to form healthy beliefs

Health is the basis for us to enjoy life and create value, health is 1, other are 0, long-term health is the common pursuit of people. Health includes moral health, social health, mental health and physical health. Whether the human body can maintain long-term health is directly related to the individual’s lifestyle and behavior. If the individual can maintain good behavioral habits and healthy lifestyle, the goal of maintaining long-term health can be achieved. The core educational goal of “Health education” is to encourage students to form healthy beliefs, form a healthy lifestyle, and maintain healthy behavior habits, which is conducive to the development of individual health potential and long-term health of individuals.^[2]

1.2 Encourage students to form a healthy sports concept

Students majoring in physical education in colleges and universities need to learn and practice various sports skills during their studies. If they are engaged in education after graduation, they also need to carry out physical education teaching for a long time, which requires teachers to maintain physical training for a long time so as to maintain the level of sports skills. Many people think that physical exercise can help people keep healthy, in fact, this view is one-sided, physical exercise is a double-edged sword, scientific and reasonable physical exercise habits can help people to keep healthy, non-standard physical exercise, excessive physical exercise will bring negative effects on people’s physical health. One of the main teaching objectives of “Health education” is to promote students to form a healthy sports concept, to promote students to understand the positive and negative effects of physical exercise on the human body, so as to choose to specify a scientific and reasonable exercise plan, with the help of scientific exercise to maintain good health.

2. Some problems existing in the teaching of Health Education

2.1 Disconnect between theoretical teaching and practical teaching

Health education is a discipline that promotes students to form healthy beliefs, develop a healthy lifestyle, and maintain healthy behavior habits. Health can not only stay in the theoretical level but should be implemented in real life. From the current actual situation, the teachers of “Health education” in some colleges and universities set more theoretical teaching hours and less practical teaching hours, resulting in a disconnect between theoretical teaching and practical teaching, which is not conducive to the students to apply the knowledge learned in “health education”, and is not conducive to the students’ healthy lifestyle and healthy behavior habits.

2.2 The teaching mode is too simple

Teaching mode is the carrier of teaching activities. Interesting and exploratory classroom mode can effectively attract students’ interest, enhance students’ learning enthusiasm, and obtain better teaching results, while a single and rigid teaching mode will lead to the decline of students’ learning interest and learning efficiency. At present, the teaching mode adopted by some “health education” teachers is too simple, which does not meet the students’ expectation of “health education” classroom, leading to their lack of interest in learning and unsatisfactory learning effectiveness.

2.3 Insufficient interaction between teachers and students

The teaching of Health pedagogy is a process of knowledge dissemination and idea transfer between teachers and students through interaction. Reasonable classroom interaction can activate the classroom atmosphere and improve the teaching quality. At present, some “health education” teachers lack of interaction with students in teaching, resulting in the classroom atmosphere is not active enough, students lack of enthusiasm, which is not conducive to the improvement of teaching quality.

Third, the teaching reform approach and strategy of “Health Education” for physical education majors in colleges and universities

2.4 Teachers should strengthen the combination of theory and practice teaching

At present, the phenomenon of disconnection between theoretical education and practical education exists in the teaching of “Health Education” for physical education majors in colleges and universities. Some teachers pay too much attention to theoretical knowledge education and seldom organize practical learning activities, and the practical activities created by some teachers lag behind the rhythm of theoretical teaching. As a result, although students have mastered certain theoretical health knowledge, they fail to form good health behavior habits. It is not good for students to keep healthy in the long run. If teachers want to improve the teaching quality of Health education, they should strengthen the combination of theory teaching and practice teaching.^[3] The course of Health Education has strong practicability. Each unit in the textbook has a clear teaching goal. Teachers can take each unit as a unit, and immediately guide students to practice the content of this unit after teaching the theoretical knowledge of a certain unit.

For example, after teaching the theoretical knowledge of the unit of “health behavior”, teachers should guide students to penetrate the theoretical knowledge into practical life, maintain their own healthy behaviors and correct their unhealthy behaviors in life, so as to form good behavior habits. For example, after the teaching of this unit, the teacher can carry out a discussion meeting with the theme of “My healthy behavior habits”, in which each student needs to explain what unhealthy behaviors he has and what healthy behaviors he has. After the discussion, the teacher led the students to develop a health behavior reform plan, requiring the students to correct one bad behavior every day, and to check in the online class group after completing the task. Such practical teaching activities are closely connected with theoretical teaching, which helps students to apply the health knowledge mastered in the classroom to practical life, and promotes students to develop good health behaviors and habits.

2.5 Teachers should make appropriate innovations in teaching models

Continuous improvement of teaching quality is the pursuit of every teacher. Under the background of the new era, various innovative and exploratory classroom models emerge in an endless stream, which can play a better role in teaching and effectively improve teaching results. At present, the teaching mode adopted by some “health education” teachers is too simple, they like to instill theoretical knowledge to students in the classroom, like to guide students to recite the content of the textbook repeatedly, and copy the exercises repeatedly after class. Such a teaching mode is not conducive to the formation of healthy beliefs and healthy living habits of students, and is not conducive to improving students’ interest in learning. According to the students’ actual learning situation and specific teaching content, teachers can appropriately innovate the teaching mode, and apply the open and innovative classroom teaching mode to the teaching of Health education.

For example, teachers can use the case method when teaching the content of the unit “mental health”. When teachers use the case method to teach, they can tell students a certain case, for example, a student lost in a basketball game and developed a sense of inferiority. After that, the teacher can raise questions according to the case to guide the students to analyze and discuss the problem. For example, the teacher can ask the following questions: (1) Does everyone have inferiority? (2) How should we properly deal with

inferiority? Through discussion and study, students can understand that everyone will have inferiority, as long as we can properly deal with inferiority, inferiority will not have a negative impact on us.

3. Teachers should strengthen the interaction with students

At the current stage, some teachers have less interaction with students in the teaching of health education, which leads to the classroom atmosphere is not active enough and the effectiveness of classroom teaching is not good. In order to change this situation, teachers can strengthen the interaction with students. The forms of teaching interaction include question and answer interaction, joint task completion, theme discussion, etc. Teachers can choose the appropriate interactive teaching mode according to the teaching content and the actual learning situation of the class students.

Take “Healthy eating” as an example, the teaching content of this unit is closely related to students’ actual life, and students are more concerned about and have a certain understanding of healthy eating related issues. Teachers can adopt the interactive classroom mode to carry out teaching in the teaching process. Teachers can design the following questions in advance: (1) What effect will nutrients such as protein, dietary fiber, and vitamins have on the body? (2) How should we control the balance of diet in our life? (3) How to use Chinese residents’ balanced diet pagoda? After that, teachers can encourage students to analyze and discuss the above issues, and teachers can reasonably participate in the discussion, which can strengthen the interaction between teachers and students, activate the classroom atmosphere, and help improve the quality of classroom teaching.

4. Conclusion

The purpose of “Health Pedagogy” for physical education majors in colleges and universities is to cultivate students’ healthy living habits. Teachers can innovate and optimize the teaching of “health pedagogy” by applying the modes of combining theory and practice teaching, case teaching and interactive teaching.

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