

Research on the Teaching Reform of Health Education Curriculum

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Abstract: This article first analyzes some policy guidelines on health education under the Healthy China strategy and puts forward the urgency of improving the health education ability of physical education personnel, and then analyzes the current model of school health education and points out that there is an obvious “crisis” of health education in primary and middle schools in our country. There is neither clear and reliable health education curriculum carrier, nor professional health education teachers training, let alone the implementation effect of health education. Then, the author traced the source of the curriculum reform of health education in physical education specialty and analyzed the development situation and existing problems of Health education curriculum, and further pointed out that Physical education students are the backbone of school health education in the future. By reforming the teaching of Health education curriculum, optimizing the classroom teaching method and increasing the training of practical skills, improving students' ability to use basic theoretical knowledge, and then finally we should achieve the goal of improving students' practical skills in carrying out health education activities.

Keywords: Physical Education Specialty; Health Education; Curriculum Teaching Reform

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1. Introduction to the Health Education Curriculum

“Health Education” is a course that takes teaching health knowledge and clarifying health behaviors as its own responsibility. It is a science that studies spreading health knowledge and technology, influencing individual and group behaviors, preventing diseases, eliminating risk factors and promoting health. First of all, health education is the organic combination of health and education, its core content is to teach people to set up a correct view of health, enhance their own and group health awareness and health care ability, to create a nationwide health awareness education activities.

2. The deployment of school health education under the strategy of Healthy China has put forward new requirements for the health education ability of physical education personnel

In 2008, the Ministry of Education regarded physical education and health curriculum as the main means and methods for schools to implement health education teaching activities in the Guidelines for “Primary and Secondary School Health Education”, and stipulated that PE and Health Curriculum was the main carrier course of school health education, and physical education teachers were derived as the subject of implementation of school health education tasks. In October 2016, the “Plan of ‘Healthy China 2030’” emphasized that we should strengthen the intensity of school health education, integrate health education into the national education system, and take health education as an important part of quality education ^[1], and should focus on the cultivation and continuing

education of relevant health education teachers.

In August 2021, the Ministry of Education and other five departments put forward the notification that “Opinions on Comprehensively Strengthening and Improving School Health and Health Education in the New Era”, proposing to deepen the reform of health education and teaching, improve students’ health literacy, clarify the content of health education, implement the course period requirements, and to construct a health education model that combines discipline teaching and practice activities, in-class education and extracurricular education, and regular and centralized publicity and education. Thus, in December 2021, Shandong Provincial People’s Government issued the notification that comprehensively strengthen and improve the key tasks and share scheme of school physical education in the new era, proposing the establishment of a trinity teaching model of “health knowledge, basic motor skills and special motor skills” in primary and secondary schools, which is a policy guidance document for integrating health education and physical education in primary and secondary schools. Therefore, it is the most urgent task to adapt to the development of school health education under the strategy of healthy China, focus on the health education of physical education, and promote the ability of physical education teachers to engage in health education. It is of great significance and long-term influence to improve students’ health education literacy through the reform of health education curriculum.

3. Analysis of current school health education mode

According to international experience, the mode of health education in schools is generally stable, which should depend on social needs, educational objectives and curriculum system. The general experience in the world shows that health education basically penetrates the task of health education into the teaching course, but there are differences whether to set up special health education Curriculum.

In our country, Taiwan has learned from American experience and set up a systematic health education curriculum for middle school students. However, the situation in mainland China is very different. Since the 1990s, the health education of Chinese schools has been divided between separate teaching and decentralized teaching. Since the promulgation of the “Regulations on School Health Work”, our school health education has been carried out in the form of health teaching and health promotion. Many schools have special health education Curriculum and often own part-time teachers. However, since 2000, a new round of school curriculum reform has been gradually carried out. The specialized health education curriculum has been abolished nationwide and replaced by a comprehensive curriculum. In 2008, the “Guidelines for Health Education in Primary and Secondary Schools” not only revised the national health education standards, but also emphasized the “physical education and health” curriculum as the carrier of health education for students. But unfortunately, this policy has not achieved the desired results.

In conclusion, experience from international health education development shows that there is an obvious “crisis” of health education in our country’s primary and middle schools. There is neither clear and reliable health education curriculum carrier, nor professional health education teachers training, let alone the implementation effect of health education.

4. Root-cause analyses for curriculum teaching reform of health education for physical education specialty

The earliest research on physical education and health education in China can be traced back to 1994 and 1998. In 1994, scholar [2] first put forward the question of professional reform to explore the integration of physical education and health education. In 1998, Zhanjiang Normal University carried out the PE education reform experiment of “integration of PE and health education”^[3], which proposed that the students majoring in physical education should be trained to take physical health education as the goal and become the executor of physical health education in schools. This has also played a very good role in enlightening the research of physical education and health education. Combined with the changes of social education environment background, related research gradually began to rise. [4] proposed that the content and form of exercise prescription should be added to the health curriculum system of physical education majors in colleges and universities, emphasizing the interdisciplinary characteristics of Health Education Curriculum. [5] made the questionnaire of the content selection of the health education curriculum for physical education majors and determined the core content of the health education curriculum for physical education majors.

5. Analysis on the development of Health Education Curriculum and the existing problems

“Health Education” is a course emphasizing practical application skills, its teaching purpose is to let students master the ability to carry out health education activities. School health education is an important subsystem of the whole health education system. It mainly focuses on adolescents and children. Through classroom teaching and health education activities, it imparts health knowledge

and skills, develops healthy behaviors and living methods, and achieves the educational effect of preventing diseases and improving health level. Students majoring in physical education are the backbone of school health education in the future. According to the policy documents related to physical education major training programs issued by the Ministry of Education, the concept of “compound” talent training is also emphasized, “Cultivate students to be compound physical education talents, who can competent for school physical education, health education teaching, physical exercise, sports training and competition work, and also can engage in school sports science research, school sports management, social sports guidance and other work^[6]. However, there is a lack of research on the cultivation of health education for physical education personnel. Moreover, in the teaching process of Health Education Curriculum offered by colleges and universities, the traditional teaching methods pay too much attention to the teaching of theoretical knowledge and ignore the cultivation of students’ practical skills and comprehensive ability, which goes against the teaching objectives of the course.

6. Conclusion

In the implementation of health education and physical education, the school is a unique place. At present, the students majoring in physical education in the college of Physical education have certain conditions and advantages in the implementation of health education in primary and secondary schools. At present, experience from international health education development shows that there is an obvious “crisis” of health education in our country’s primary and middle schools. There is neither clear and reliable health education curriculum carrier, nor professional health education teachers training, let alone the implementation effect of health education. At present, the deployment of school health education under the Healthy China strategy has put forward new requirements for the health education capacity of physical education personnel. Therefore, it is necessary to reform the teaching of Health Education Curriculum, optimize the classroom teaching method and increase the training of practical skills, and improve the students’ ability to use basic theoretical knowledge. Finally, we should achieve the goal of improving students’ practical skills in carrying out health education activities.

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