

Exploration on the Reform of University Physical Education under the Vision of Lifetime Physical Education

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Abstract:

Lifetime physical education refers to a person receiving lifelong physical education and physical exercise. The concept of physical education is not only a course of a school, but should be integrated into the students' life concept. With the development of teaching concepts and social progress, the importance of physical education in school education is also reflected, but the concept of lifelong physical education has not been recognized by teachers, students and parents. At present, lifelong physical education, as the ultimate goal of China's current physical education, has positive value in students' health and overall literacy, and this university physical education needs to be studied in in-depth. Therefore, this paper will discuss the practical problems and related strategies of university physical education reform under the perspective of lifelong physical education.

Keywords:

Lifelong Sports, College Physical Education, Education, Reform

1. Introduction

Students enter the university with a yearning for freedom when they enter the university. At this time, they do not have a deep understanding of the university, and they have a strong sense of autonomy. This kind of autonomy can promote the diversified development of university physical education, but it also puts forward higher requirements for teachers. In this environment, if students need to understand the concept of lifelong physical education, it not only requires teachers to have a solid professional ability, but also to have a clear understanding of students psychology and obtain students' recognition. From the perspective of lifelong sports, students, teachers and schools all need to correctly realize the importance of sports. But for now, the above three parties' understanding of lifelong sports still needs more theoretical and practical guidance. That's also the main point of this article. First of all, the concept of lifelong physical education is clarified, and then the practical problems faced by university physical education under the perspective of lifelong physical education are discussed, and then put forward targeted solutions, hoping to further

explore the value of university physical education and promote the application of lifelong sports concept in physical education.

2. Lifetime Sports Concept

At first, physical education played a role to enrich students' extracurricular life, so that students can carry out physical exercise appropriately after study. In this context, the value of physical education teaching has not been explored. With the development of modern education, teachers and students gradually realize the importance of physical education. The concept of lifelong sports came out in the 1960s. When the famous French education bureau proposed this concept, it was quite recognized by sports scholars and deeply influenced the reform of physical education. Lifelong sports literally refers to the life that sports should accompany people's life. Sports includes physical guidance, physical education and exercise and so on. At the same time, we should also integrate the thought of lifelong sports into the behavior, so that the physical exercise can be more systematic, and can play its due value in the different stages of people. From a deeper understanding, lifelong sports is a demand derived from the continuous development of modern society and education, and it is also an inevitable trend. The development of society and education needs to pay attention to the sports sector. On the one hand, the current sub-health problems emerge in an endless stream. Students are addicted to their mobile phones and trap themselves on the virtual network. In the long run, the students' mental state may be negatively affected. On the other hand, the level of sports is also a reflection of national strength, and a strong youth makes a strong country. The value of sports is not only reflected in strengthening the body, but also can exercise people's will. University is the last stage for students to receive the necessary physical education and should bear the value of application. [1]

3. Practical Problems Facing University Physical Education Under the Perspective of Lifelong Physical Education

3.1. Student side

First of all, before entering the university, the proportion of physical education among students is relatively small, etc. Therefore, the understanding of physical education mostly stays in the stage of "physical education is only a course". In this context, students can not well realize the value of sports, and their final physical awareness is relatively weak. Secondly, after students leave the high school life, they will be relatively exclusive to forced learning and have more independent time. The proportion of students in school education is smaller than that of senior high school, while the proportion of physical education is correspondingly smaller. The "proportion" here is not only in the proportion of time, but more in the proportion of students' energy allocation, and students are more willing to spend time on things that are beneficial to their own career development. As a result, students can not pay full attention to physical exercise, and is not conducive to the implementation of lifelong physical education measures. Finally, the individual differences between students, some students due to physical quality or other factors have a natural rejection of sports, and part of the students have too extreme idea, think physical exercise will damage their health or regard it as a heavy ideological burden, and then further increase the difficulty of physical education. [2]

3.2. Teachers' side

Compared with other university teachers, the assessment that university physical education teachers need to pass is relatively more loose. Moreover, physical education has been neglected by school education for a long time, so it is difficult to meet the needs of the reform of university physical education in a short time. At the same time, the positioning of teachers themselves also affects the process of physical education reform. Some teachers do not have a comprehensive understanding of physical education, and they also do not recognize the concept of lifelong physical education. The reason why they do not recognize it is that they only regard physical education as a job that can get a certain remuneration, and lack of continuous learning and thinking about physical education. Zi Zi said, "Learning without thought is labor lost, and thinking without learning is perilous." This is not only for students, but also for teachers who should be deeply aware of this. And for the present moment, in other words, not thinking is not lost. Teachers lack of thinking in teaching, and choose to wear the glasses of "experience" to look at the problems existing in the current education. In the face of new teaching methods or content, they are used to using the past experience to deny it. From the perspective of lifelong sports, teachers and students are required to view sports from an innovative and dialectical perspective. The general "experience" will lead to the stagnation of physical education, which is not conducive to the overall improvement of teachers. [3]

3.3. Physical education courses

The basic university sports program continues the high school physical education teaching content, including 800 meters, long jump, sit-ups and so on, on this basis also enriched the elective content, including aerobics, yoga and so on. But no matter from the course content, teaching methods are lack of appeal, this is not only the lack of innovation, but long traditional teaching thought precipitation and job burnout, is not a lack of innovation in physical education courses, but the university sports has formed a comfort zone, the system of fixed content, fixed assessment method, then let physical education in a "no merit, but no" state. In the students' extracurricular life is more and more rich in today's life, a single, fixed physical education content has been unable to attract students' attention. This is the second. Most importantly, the current physical education curriculum content lacks the analysis of students' long-term development needs, and its professionalism needs to be improved. Under the perspective of lifelong sports, sports should run through people's life. At present, the design of physical education courses only aims at the current teaching needs and lacks long-term consideration. [4]

3.4. School management

Physical education determines the status of physical education in students' life and study to some extent, while school management determines the status of physical education in the school education system. The school's support of physical education determines the development level of physical education. Especially in the sports logistics management and sports equipment investment. The school is relatively weak in the sports logistics management, and the management mode is more traditional. What it needs to complete is the maintenance of the sports venue environment and the return and preservation management of sports equipment, and the working state is relatively lazy. In recent years, universities have generally increased the investment in physical education, but there should be more in-depth research on the professional

equipment and the standardization construction of sports venues, which is not conducive to students' extensive sports activities. [5]

4. Reform Strategy of University Physical Education Under the Perspective of Lifelong Sports

4.1. Clarify the reform ideas of university physical education under the perspective of lifelong physical education

In view of the above problems, if the university physical education needs to cater to the needs of lifelong sports development, first of all, to change from the concept, teachers to change their own teaching philosophy, but also to let the students change the inherent cognition of the sports course, to avoid its physical education courses as a burden, physical education as a kind of spiritual oppression. On this basis, we should view the existing physical education teaching courses from the perspective of lifelong physical education, and teachers also need to reflect on themselves accordingly. First of all, we should ensure that PE courses can attract students' attention, dilute students' awareness of class, and regard physical exercise as a lifestyle, or a part of life, so that students can realize that they can get a more positive experience from sports. Teachers also need to keep energetic, keep thinking about physical education teaching, find problems, solve problems, but also need to have the courage to "create problems". Here "manufacturing problems" in a perspective is innovation, in the teaching process such as new ideas, should have the courage to like university departments, and then the idea in the teaching process, new problems may appear, and new problems is in a degree that teaching change or touch a new level, and change means that teaching innovation, progress. The relevant administrative departments of universities should also correctly understand the value of physical education, and then give solid and strong support to physical education, and become a strong backing for the reform of physical education. At the same time, they should also understand the social situation, analyze the teaching situation of universities, and play a good guiding role in the reform of physical education. [6]

4.2. Grasp the publicity and education of the concept of lifelong sports

In view of the problem that teachers and students can not fully and correctly understand the concept of lifelong education, appropriate publicity and reform can be carried out for lifelong sports. During this period, the grasp of publicity and education strength is very critical. Excessive publicity aggravates the psychological rejection of teachers and students, and excessive education is easy to cause spiritual oppression to teachers and students. In this regard, we can make full use of the students' psychological characteristics to combine the lifelong sports concept publicity with the school life. If the debate on the necessity of combining lifelong physical education with university physical education can be held, and the debate is carried out between teachers and students, teachers can hold opposing opinions and students can hold positive opinions. Through the debate, on the one hand, can better let students express their views on sports, the school can better understand students psychology, on the other hand, also can expand students' vision, in the process of debate, students may find a lot of examples to prove their views, can help students better understand life sports, also can through the format incentive let students dig the potential value of sports more. During this period, try to avoid the mandatory requirement for the students to attend the relevant lectures, and the students should naturally accept the

concept of lifelong physical education. During the period, students can realize the positive value of physical exercise, this value should be substantial, visible to the naked eye. Such as selected spontaneous physical exercise in the campus students as sports representative, show their physical exercise, but also can choose the star of sports, record its daily exercise process in the school electronic screen, also can be combined with the popular “Vlog”, encourage students to shoot “sports Vlog”, let physical education and student life integration, and then can better let students cognitive lifelong sports concept.

4.3. Strengthen the sports modernization and specialization construction, and optimize the physical exercise experience of teachers and students

Students are easy to have a sense of identity with professional and modern things. One of the reasons why students cannot correctly realize the value of physical education is that they cannot identify with the physical education taught in universities, while some students are more receptive to off-campus paid physical education. Compared with universities, the concept of lifelong sports is more acceptable outside of universities. If the university can strengthen the professional construction of the campus physical education teaching, it can make the students get a better experience in the physical exercise, and then can reduce the students' rejection of the campus physical education. Modern management can promote the professional construction of university sports to a certain extent. For example, a modern “calorie consumption calculation” equipment can be added to quantify the results of students' physical exercise. On this basis, it is also necessary to carry out professional management of sports equipment, such as, the basket height, the badminton net length and width of the high should be in line with the international standards. At the same time, we can also socialize with the sports school, so that students can fully understand sports, understand sports activities. From the perspective of lifelong sports, the professionalism of sports is not only in line with the international standards, but also needs to meet the needs of students' lifelong physical exercise. In this regard, the relevant teachers can make joint efforts to design professional and daily parallel sports activities. [7]

4.4. Enrich physical exercise activities and promote the diversified development of university sports reform

At present, the content of university physical education courses is relatively fixed. From the perspective of lifelong physical education, it is necessary to innovate on the original basis to meet the dual needs of different students' individual physical exercise and the long-term development of university physical education. During, teachers can strengthen the study of social physical exercise, such as the more popular various aerobics, thus, the school can also develop aerobics competition, in the college unit all need to design a set of aerobics, and can set song link, each school sent a teacher representative in the school repertoire selected songs, college should choose aerobics, make school physical education and students' school activities linked, also can help students to understand the deep meaning of life sports. Social activities can also be inspired to enrich the content of physical exercise, so as to promote the diversified development of university sports reform.

5. Conclusions

Lifetime sports horizon, university sports should start from the present situation of sports teaching, understand the students' understanding of the concept of lifelong sports, grasp the physical education strength, make students put aside the inherent cognition of university sports, from a new perspective to view university sports, make it realize that university sports is not a school set up a course, but a demand of their healthy growth. On this basis, also need to combine the university physical education demand, make students can have more professional understanding of physical exercise, thus, teachers need to improve their ability, play a leading role in, the school in the management also need to optimize accordingly, dig into the value of physical education, implement the new perspective of deepening the reform of university physical education.

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