

Application and Practice of Health Education in Physical Education

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Abstract:

Implementing health education in physical education not only achieves innovative transformation in sports teaching but also promotes the comprehensive physical and mental health development of students, thereby better fulfilling the educational mission and contributing to the construction of a healthy China. However, universities currently face a series of obstacles in implementing health education and realizing its functions, which severely affects its execution. Integrating health education into physical education means that physical education teachers systematically and purposefully incorporate health knowledge and behaviors into the teaching process, encouraging students to engage in physical training under the guidance of health theories. Therefore, universities should start by transforming teaching concepts and enhancing teachers' overall quality, leading to the optimization of physical education content and innovation in teaching methods. This will foster students' health awareness through physical education and focus on establishing a comprehensive evaluation system for physical education to more accurately reflect the implementation effects of health education, thereby deepening the health functions of physical education. Additionally, it is essential to establish a health education management mechanism, improve the content system of health education, innovate teaching methods for health education, and develop an evaluation system for health education as implementation strategies to facilitate the application and practice of health education in physical education.

Keywords:

Health Education, Physical Education, Strategies, Innovation

1. Introduction

Regarding health education, most scholars generally believe that health education involves the systematic organization and implementation of activities to disseminate health knowledge by relevant departments. This aims to enhance the public's health awareness, guide individuals to establish correct health concepts, and enable people to consciously shape a healthy life and develop healthy behaviors [1]. Health education often employs methods such as inducement and encouragement to help individuals cultivate beneficial health-related concepts and achieve active attention to health in

practical work. It also facilitates the learning of health knowledge and the rational use of various resources and facilities to improve one's health level. Health education has significant impacts on both individuals and society; it not only promotes the physical and mental health development of individuals but also contributes to the overall health improvement of the community [2]. Health education is not merely a curriculum related to health behaviors and thoughts; it is a scientific theory encompassing health theory, health intervention, psychology, education, behavioral science, and other fields, possessing great advantages in fostering a positive mindset and self-health maintenance abilities.

With the advent of the internet era, many people have become accustomed to long hours of work and leisure in front of computers, resulting in a significant decrease in outdoor physical activity, which has led to many individuals experiencing sub-health conditions. In this context, vigorously promoting health education and improving the physical health of the general public has become extremely important. Through health education, individuals can recognize the importance of life and health and learn to properly address diseases and injuries [3]. Health education can be tailored to the environmental conditions of individuals, helping to change unhealthy behaviors and habits and cultivate a healthy lifestyle.

School sports primarily focus on physical exercise for students. In physical education classes, students participate in relevant sports activities, acquire corresponding athletic skills, and develop strong willpower and good character. As an important component of quality education in our country, school sports play a role in promoting the physical and mental health development of students and enhancing the overall national strength [4,5]. The primary purpose of school sports is to strengthen students' bodies, cultivate their willpower, and develop their character. Therefore, school sports not only enhance students' physical fitness but also promote the development of their psychological qualities. It is necessary for school sports to shift away from the previous singular focus on physical education and to incorporate the concepts of physical activity capability and mental health education. On one hand, it is essential to impart basic sports knowledge and skills to students, helping them understand that sports are an important means of maintaining health and enhancing physical fitness. On the other hand, attention must also be given to students' mental health levels, with psychological education being facilitated through sports activities, assisting them in adopting a positive attitude toward learning and their future lives.

2. The Important Role of Health Education in Physical Education

2.1. Achieving Innovative Development in Physical Education

Health education necessitates innovation in the content of physical education, reforming traditional teaching models. This can be achieved through innovation in teaching philosophy, methods, evaluation, and other aspects, enhancing students' overall quality. From the perspective of teaching philosophy, health education can deepen the health concept in higher education physical education, helping institutions fully recognize the health functions of physical education and guiding the effective development of diverse physical education approaches, thereby improving the quality of health education in physical teaching [6]. From the teaching methods perspective, health education can introduce various teaching methods and facilitate innovation in higher education physical education. Under the lens of health education, physical education should integrate experiential learning, cooperative inquiry-based instruction,

and blended teaching into its curriculum to more comprehensively and authentically present the concepts and content of health education. From the evaluation perspective, incorporating health education into physical education can include whether students recognize their physical education, develop healthy lifestyle habits, and achieve comprehensive physical and mental health in the evaluation system of physical education, thereby achieving innovation in evaluation content and providing a more holistic reflection of teaching effectiveness.

2.2. Promoting Comprehensive Physical and Mental Health Development of Students

On one hand, incorporating knowledge related to health education into physical education can promote comprehensiveness in the curriculum, enabling students to cultivate an awareness of scientific exercise and healthy living while learning theoretical knowledge and developing skills, thus showcasing the significant value of health education concepts. On the other hand, under new teaching philosophy guidance, higher education institutions are shifting their teaching objectives from a traditional focus on students' skill development to cultivating their overall physical and mental health development [7]. This alignment allows physical education to achieve a new educational goal guided by health education, demonstrating the innovation in teaching and contributing to the cultivation of well-rounded socialist citizens with moral, intellectual, physical, aesthetic, and labor development.

2.3. Adapting to the Development Requirements of Healthy China

Healthy China is an important national development strategy that holds significant value for stabilizing the quality of citizens. Integrating health education into higher education physical education not only leads to a higher level of development in physical education but also aligns with the contemporary requirements of the Healthy China initiative. In teaching, health education can guide physical education teachers to pay adequate attention to students' perceptions of physical education, acknowledging students' primary status, clarifying the psychological and physical standards students need to achieve, and establishing health education concepts to lead the teaching activities. Simultaneously, while innovating teaching models, effectiveness in teaching can be enhanced to continually meet the development demands of Healthy China [8].

3. Strategies for Integrating Health Education into Physical Education Teaching

3.1. Establishing a Management Mechanism for Health Education

Schools should adopt the educational philosophy of "health first" and incorporate health education into the overall development plan and teaching curriculum of the institution. To this end, schools should establish an efficient and professional health education team, led personally by the principal, collaborating with various departments such as the academic affairs office, student affairs office, and logistics department to form a closely coordinated cross-departmental network. This mechanism can ensure that health education efforts receive comprehensive support within the school, from policy formulation and specific implementation to resource allocation and effect evaluation, allowing for timely and effective adjustments at every stage.

In terms of organizational management and institutional development, schools should create a scientific and comprehensive management and supervision mechanism for health education. This includes clearly defining the specific responsibilities of each department in health education initiatives, developing detailed evaluation standards to ensure that health education efforts are systematic and evidence-based. Additionally, schools should establish a dedicated supervision team to regularly assess and evaluate the progress of health education activities, promptly identify issues, and provide recommendations to advance health education continuously [9].

Moreover, schools should place a high priority on the professional growth and development of health education teachers by organizing regular training and exchange activities. This will provide teachers with the latest health education concepts and teaching methods, helping them to continually enhance their professional competence and teaching capabilities. At the same time, schools should implement an incentive mechanism for teachers, recognizing those who excel in health education, thereby motivating their enthusiasm for work and providing solid talent support for the in-depth promotion of health education.

3.2. Improve the System of Health Education Content

First, deeply explore the health education elements within physical education textbooks. Physical education teachers should thoroughly study the current physical education materials to distill the health education information contained within, such as knowledge on warming up before exercise, stretching and relaxation techniques after exercise, and the benefits of different sports on various bodily systems. Specifically, when teaching basketball, educators can impart not only basketball skills but also content on injury prevention and enhancing cardiovascular health. Second, integrate local resources to build a health education system with regional characteristics. Different regions possess rich folk sports culture and traditional fitness methods, such as Tai Chi, dragon and lion dancing, jump rope, and kicking jianzi (shuttlecock). These are valuable resources for health education. Physical education teachers can organize activities such as “Folk Sports Experience Week,” allowing students to learn about excellent traditional Chinese culture while understanding its positive impact on physical and mental health. For instance, by learning Tai Chi, students can learn to relax their bodies and minds through the coordination of breath and movement, alleviating academic stress. Third, make full use of the Internet to enrich teaching resources. With the rapid development of the internet, vast amounts of health education resources have become available on various online platforms. These resources not only cover a wide range of topics but also update swiftly, providing limitless possibilities for physical education teachers’ instructional work [10]. For example, lecture videos by professional educators serve as invaluable online educational resources. These videos are typically recorded by experts or experienced teachers in the field, covering various aspects of health education, such as basic knowledge of exercise physiology, injury prevention and rehabilitation, maintaining mental health, and nutritional planning. Physical education teachers can use these videos as supplementary materials in the classroom, showing them to students or allowing students to engage in self-directed learning. Through this approach, students can gain a more intuitive understanding of health knowledge and deepen their grasp of related concepts. Finally, combine indoor theoretical teaching with outdoor practical teaching. To ensure the effectiveness of health education, physical education teachers should meticulously plan both indoor and outdoor content. In indoor classes, teachers

should systematically explain fundamental knowledge in human anatomy, exercise physiology, and practical topics such as nutrition and mental health, laying a solid theoretical foundation for students. In outdoor practical sessions, teachers should focus on the application of student skills and the enhancement of physical fitness levels. Specifically, relevant entities could offer sports skills training courses and establish workshops; organize diversified practical activities, regularly hold intra-school competitions and sports festivals, and encourage student participation in the regular training and competitions of sports clubs; collaborate with external organizations to conduct outdoor development programs and sports cultural exchanges, providing students with broader practical stages.

3.3. Innovative Teaching Methods in Health Education

In the process of integrating physical education with health education, the innovation of teaching methods is key to enhancing educational effectiveness and promoting the all-around development of students. Traditional teaching methods often suffer from monotony and fail to engage students' interests; thus, physical education teachers must recognize that continuous innovation in teaching methods is essential to effectively address challenges and ensure the achievement of health education goals. Teachers should adhere to a student-centered educational philosophy, finding connections between teaching objectives and students' actual learning conditions. They should carefully develop teaching strategies that resonate with students and activate their intrinsic motivation to learn. This requires teachers, when selecting teaching methods, to consider not only the efficiency of knowledge transfer but also to focus on enhancing emotional experiences and student engagement. Teachers can utilize the following three teaching methods. First, game-based learning is employed, where teachers conduct engaging and challenging competitions related to physical and health knowledge, role-playing games, and other activities that allow students to learn through play, thereby sparking their interest in learning. Second, cooperative learning models can be implemented. Through group collaboration, students can deepen their understanding of health knowledge while helping each other and solving problems together, fostering teamwork and social skills. Third, micro-learning can be utilized. Micro-courses can make learning more flexible for students. Teachers can create micro-course videos on topics such as the analysis of movement skills and the dissemination of health knowledge for students to preview before class and review afterward, achieving personalized learning. Physical education teachers should make full use of modern information technologies such as multimedia presentations and online teaching platforms to enrich their teaching methods and enhance educational effectiveness. For example, teachers can use multimedia presentations for slow-motion replays to help students better understand key technical points, thus improving learning efficiency. Additionally, teachers can use videos, images, and other resources to present abstract health knowledge in vivid and engaging ways that stimulate students' interest in learning and enhance their memory retention.

3.4. Improving the Health Education Evaluation System

Firstly, it is essential to enhance the evaluative entities in physical education teaching by including students, health education administrators, and physical education teachers as evaluative participants, thus illustrating the incorporation and implementation of health education while providing a diverse and objective evaluation. By using students as the evaluative body, the actual situation of physical

education can be directly and objectively reflected; by involving health education administrators, the evaluation can focus on the implementation of health education within teaching. On this basis, combining teachers' evaluations not only achieves diversification among evaluative subjects but also ensures the comprehensiveness of the teaching evaluation. Secondly, it is crucial to refine the evaluation indicator system by incorporating aspects such as students' life awareness and habits into the evaluation criteria, which can assess both their theoretical knowledge and practical skills while also grasping their recognition of health education from an ideological perspective. Lastly, a combination of formative and summative evaluations should be employed. Cultivating students' health awareness through physical education is a long-term task, and students' ideological concepts are dynamic; therefore, it is necessary for higher education institutions to carry out teaching evaluations that assess the health benefits of education with the support of information technology. This entails conducting formative evaluations to create a dedicated database documenting the changes in students' acceptance of physical education and their subsequent ideological concepts and physical fitness levels, alongside timely records of students' performance and changes. Together with summative evaluations, this will yield authentic and comprehensive results to continually deepen the importance of health education in physical education teaching.

4. Conclusions

The content of health education courses in school physical education primarily focuses on physical health and health education knowledge, with an emphasis on developing good habits and learning social adaptation skills as supplementary elements. The course format is mainly theoretical, lacking practical application content, and the proportion of health education content in the total class hours is low. The assessment and evaluation primarily focus on theoretical knowledge, skill acquisition, and physical health, with insufficient coverage of other aspects. As a result, physical education teachers do not possess a comprehensive understanding of health education policies and professional knowledge, which are crucial for the application of health education in college physical education activities. This paper proposes implementation strategies to establish a health education management mechanism, improve the health education content system, innovate health education teaching methods, and enhance the health education evaluation system, in order to facilitate the application and practice of health education in physical education.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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