

Research on the Current Situation and Countermeasures of Physical Education Textbooks in Vocational Colleges

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Abstract: With the continuous improvement of the country's emphasis on higher vocational education, the physical education industry in vocational colleges has also ushered in unprecedented development opportunities. As an important carrier of physical education, the quality of physical education textbooks directly affects the effectiveness of physical education and students' physical and mental health. However, there are still many problems with the content, structure and practicality of physical education textbooks in current vocational colleges, which restrict improving the quality of physical education. This article conducts an in-depth analysis of the current situation of physical education textbooks in vocational colleges and proposes corresponding optimization strategies based on this.

Keywords: Vocational colleges; Physical education textbooks; Present situation; Countermeasure

Online publication: August 22, 2024

1. Introduction

The physical education textbooks of vocational colleges are compiled by the education regulatory department based on the talent cultivation goals of vocational education and the characteristics of student physical and mental development. Through school physical education classroom teaching and extracurricular sports activities, there are teaching materials that impart theoretical knowledge and skills of physical education to students. It is an important component of school physical education textbooks, serving as the basis for teachers to carry out teaching activities and students to engage in learning activities. It is also a bridge for communication and interaction between teachers and students, as well as between students. The physical education textbooks in vocational colleges are related to whether students can master the necessary theoretical knowledge and sports skills and whether they can form good ideological and moral qualities and lifelong sports awareness. However, due to various factors such as history and society, there are still many problems in the content structure, exercise load and curriculum resource construction of physical education textbooks in vocational colleges^[1]. Therefore, conducting an in-depth investigation into the current situation of physical education textbooks in vocational

colleges and proposing corresponding countermeasures has important practical significance and theoretical value.

2. Analysis of the current situation of physical education textbooks in vocational colleges

At present, physical education textbooks in vocational colleges are mainly in the form of “textbooks” and “teaching outlines” to meet classroom teaching needs. Textbooks are an important carrier for teachers and students to complete teaching tasks jointly. They are the specific embodiment of the teaching syllabus. It is decided that physical education textbooks in vocational colleges can only be student-centered, fully reflecting the subject status of students and putting “students” at the center due to the particularity of physical education courses in vocational colleges. The writing and use of physical education textbooks should be closely arranged and written around students’ learning needs, psychological characteristics, cognitive laws and lifelong physical education ideas ^[2].

The survey found that most vocational colleges use physical education textbooks that are mostly specified in the National Guidelines for Physical Education Curriculum Teaching in Ordinary Higher Education Institutions, and only a few universities have selected some professional textbooks related to their majors. Most physical education teachers still adopt traditional and outdated teaching models and methods without eliminating the exam-oriented education concepts and methods formed by exam-oriented education ^[3]. The traditional teaching mode still occupies the minds of most physical education teachers, and these outdated, backward, conservative and single teaching contents that are not suitable for the requirements of the new century have not been well resolved. In the current market, the content of published sports textbooks is relatively outdated and backward ^[4]. From the investigation, it can be seen that there are still problems in the current published textbooks used by vocational colleges.

2.1. The textbook content does not meet the needs of vocational college students

In physical education teaching, most teachers repeatedly teach basic skills such as running, jumping, throwing, etc., and few teachers apply these skills to different sports projects ^[5]. In this regard, the study believes that the theoretical knowledge and techniques based on the content of physical education textbooks in vocational colleges have been tested for several years or even decades. These knowledge and techniques are very important in improving students’ sports skills. However, vocational college students often lack interest in and do not understand these knowledge and technologies. Therefore, the content of physical education textbooks in vocational colleges should be combined with the needs of vocational college students and teaching should be tailored to different majors ^[6].

2.2. Unreasonable textbook structure and writing approach

The survey found that most physical education teachers adopt a teaching model that combines textbook content with the teaching outline, which inevitably leads to a disconnect between physical education textbooks and professional courses ^[7]. Many physical education textbooks in vocational colleges are disconnected from professional courses, and there is a serious phenomenon of duplication between professional courses and physical education textbooks. This not only fails to cultivate students’ professional skills but also leads to a sense of boredom in their learning. This is a major issue in the current status of physical education textbooks in vocational colleges.

In addition, it was found in the survey that most vocational colleges use outdated teaching materials and

few teachers write new physical education textbooks themselves. This will inevitably lead to a disconnect between teaching content and social reality and cannot meet the requirements of talent quality in the new century ^[8]. For example, textbooks such as “Fundamentals of Chinese Dance” and “Physical Training,” most of them focus on competitive sports to introduce traditional Chinese ethnic and folk sports. “Physical Training” mainly focuses on vocational college students to introduce the physical training techniques and methods that vocational college students need. This inevitably leads to a disconnect between the teaching content and social reality, and the teaching content lags behind social development and progress.

2.3. The textbook content is single

The content of physical education textbooks in vocational colleges is relatively single, mainly focusing on social sports knowledge, lacking a close connection with the needs, development and student interests of social sports. In the textbook content, competitive content is the main focus and teaching methods are outdated ^[9]. Some textbooks explain technical movements without combining them with social sports and leisure. Due to the significant differences in physical fitness and skills between vocational and ordinary college students, if students only focus on explaining and imparting basic technical movements without combining social sports and leisure learning and training, it will be difficult for them to master the knowledge they have learned. Therefore, the problem of a single textbook content directly affects students’ acceptance of the curriculum. From the investigation, it can be seen that the teaching materials selected by vocational colleges are not sufficiently combined with social sports and leisure activities.

3. Optimization strategies for physical education textbooks in vocational colleges

3.1. Improving the physical education curriculum system in higher vocational education

Modern society not only requires students to master basic knowledge and skills in their professional fields but also expects them to have a healthy psychological state, strong physique and excellent social adaptability. Therefore, the design of the physical education curriculum system should start from a multidimensional perspective, including not only traditional sports skills such as basketball, football and other ball games, but also modern fitness knowledge and competitive sports skills ^[10]. This curriculum system can enable students to learn professional knowledge while also understanding how to promote physical and mental health and improve their quality of life through physical exercise. Specifically, a “Health and Fitness” course can be added to introduce students to scientific fitness methods and nutritional management, helping them establish correct health concepts. At the same time, the course “Sports Nutrition” will teach students a deep understanding of the impact of nutrition on physical functions, guide them to develop healthy eating habits and achieve twice the result with half the effort. Combining these theoretical knowledge and technical skills will help students develop lifelong beneficial physical exercise habits, not just as a hobby or exam subject ^[11]. In addition, with the development of technology and the acceleration of people’s pace of life, many modern sports require up-to-date knowledge and skills. Therefore, the physical education curriculum in vocational colleges should cover these cutting-edge fields and provide students with opportunities for continuous learning and growth.

3.2. Establish an efficient and reasonable textbook evaluation mechanism

Textbooks, as an indispensable part of the educational process, have a crucial impact on the successful implementation of the curriculum and the achievement of teaching objectives. A reasonable and scientific evaluation mechanism can not only stimulate teachers’ enthusiasm and investment in textbook development and construction, but also create a fair and competitive learning environment for students, enabling them to

motivate and grow together on this platform. Given these factors, building a scientific and reasonable textbook evaluation mechanism has become a key issue in improving the teaching quality and level of physical education courses in vocational colleges, and ensuring the sustainable and healthy development of textbook construction [12].

Specifically, on the one hand, the quality evaluation of physical education teaching in vocational colleges should be incorporated into a broader social physical education teaching evaluation system. This means that teachers need to go beyond traditional educational boundaries, connect physical education teaching within schools with social-level physical activities and evaluate and monitor students' physical skills and literacy from multiple perspectives and all aspects. On the other hand, the evaluation system should pay more attention to the teaching process rather than just staying at evaluating the final result. This includes multiple dimensions such as teacher's teaching methods, classroom management, student engagement and adaptability of course content, comprehensively reflecting the overall quality of physical education courses. Through this approach, it can be ensured that every student can receive high-quality physical education teaching in a fair environment, promoting the comprehensive improvement of their physical and mental health and overall quality. In short, establishing a textbook evaluation mechanism that meets both the requirements of the times and the laws of education is an inevitable choice to promote the in-depth development of physical education in vocational colleges. Only in this way can teachers truly cultivate students' physical abilities and inherit and promote the spirit of sports.

3. Improving the professional quality of physical education teachers

In the education system of vocational colleges, the professional quality of physical education teachers is the cornerstone to ensure the quality of physical education teaching. Therefore, the construction of the physical education teacher team in vocational colleges must be closely integrated with the professional construction of the school, forming a good situation of mutual promotion and common development. Strengthening the construction of professional teacher teams is not only related to the progress of sports disciplines but also a key link in improving the overall education level of vocational colleges. Improving the professional quality of physical education teachers is the only way to improve teaching level, quality and effectiveness. By regularly organizing various training activities, such as discussions on physical education theory and innovative teaching methods, teachers can effectively enhance their professional competence and abilities in the field of vocational education. These training activities can assist teachers in their personal career development, promoting the coordinated development of vocational education and general education and achieving the optimization and sharing of educational resources [13].

4. Establish a scientific and efficient textbook management system

Firstly, the management system for university textbooks should be strengthened to ensure the accuracy and timeliness of textbook content. This requires the editing team to review strictly the content of the textbook, but also to establish a rigorous updating mechanism to adapt to the latest trends in educational development and changes in student needs [14]. In addition, clear standards and processes should be established for selecting and using textbooks to ensure that they can efficiently serve the teaching process rather than becoming obstacles in knowledge transfer.

Secondly, building a comprehensive and transparent teaching resource incentive and evaluation system is crucial to stimulate teachers' enthusiasm for textbook construction. The system should include a

reasonable reward mechanism to encourage teachers to tap into their potential and develop innovative teaching materials. At the same time, the evaluation system should be forward-looking, provide timely feedback on the effectiveness of textbook use, help teachers continuously optimize course design and improve teaching quality. Furthermore, the insufficient emphasis placed by teachers on textbook construction has become one of the key factors affecting the quality of textbooks. The primary and secondary school stage is particularly prominent. Some teachers lack sufficient enthusiasm and investment in textbook writing, leading to the lag or absence of textbook content. Therefore, school leaders need to pay more attention to the construction of teaching materials for teachers and enhance their professional abilities and awareness of teaching materials through regular seminars, training and other means ^[15].

In addition, universities should establish a comprehensive and standardized teaching resource library, integrating various teaching resources, including textbooks, lesson plans, test questions, video lectures, etc., to provide teachers with various teaching aids. Such a teaching resource library can effectively share and allocate teaching resources, breaking the bottleneck of resource scarcity in traditional teaching, promoting the diversification of teaching methods and enhancing classroom interaction and student learning experience.

5. Epilogue

In summary, there are still many problems in the current physical education textbooks of vocational colleges, mainly manifested in the following aspects: (1) The content structure of physical education textbooks is unreasonable; (2) There is a lack of knowledge about competitive sports and modern fitness in physical education textbooks; (3) The evaluation mechanism of physical education textbooks is not sound. In response to the above issues, this article proposes corresponding countermeasures: (1) Increase the theoretical knowledge and technical skills, competitive sports, modern fitness knowledge, and other content in textbooks; (2) Establish an efficient and reasonable textbook evaluation mechanism; (3) Strengthen the construction of the physical education teacher team in vocational colleges and improve the professional quality of physical education teachers; (4) Establish a scientific and efficient management system for physical education textbooks. Only in this way can teachers better guide vocational college students to learn, master and apply the knowledge they have learned so that they can develop lifelong physical exercise habits while mastering knowledge and skills.

Disclosure statement

The author declares no conflict of interest.

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