

Analysis of Teaching Reform Measures of Application-Oriented Special Elective Courses for Physical Education Majors in Independent Colleges

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ABSTRACT. *In the context of economic development in recent years, China's employment situation is increasingly severe, causing more and more graduates cannot find their desired jobs. In order to solve this graduate employment dilemma, colleges and universities began to introduce a variety of measures. Among them, application-oriented elective courses based on students' majors has become a concern of independent colleges in recent years. Therefore, this paper starts from the significance of the reform of the physical education major of independent colleges and considers the feasibility and measures of the maker model in the reform, hoping to be helpful to the follow-up elective reform of the physical education major of independent colleges.*

KEYWORDS: *Independent Colleges, Physical Education Major, Application-Oriented Special Elective Courses, Teaching Reform*

1. Introduction

With the improvement of China's higher education system, independent colleges, as an extension of higher education, have developed to a great extent under the background of the change of modern people's educational thinking. Especially in recent years, physical education has become a popular major in independent colleges. The way to combine the employment demand of future graduates of independent colleges to create a more applicable curriculum system has become the main issue concerned by the current teaching reform of independent colleges.

2. Significance of Teaching Reform of Application-Oriented Special Elective Courses for Physical Education Majors in Independent Colleges

2.1 Significance of Teaching Reform of Application-Oriented Special Elective Courses for Physical Education Majors

As a popular major in independent colleges in recent years, physical education is also a difficult major for graduates to obtain employment. Many students are unable to find their desired career after graduation. Through a return visit to some enterprises that have absorbed physical education majors, it can be found that the reasons why these enterprises are not inclined to choose physical education majors from independent colleges are mainly due to the fact that the practical ability and educational attainment of these students cannot meet the needs of school education. Therefore, it is necessary to reform the original educational thinking from the link of talent cultivation to change the difficult employment situation of physical education majors, so as to ensure that students can keep up with the needs of the society. In order to achieve this goal, the application-oriented special course reform of physical education comes into being in the actual teaching process. Proper reform can not only solve the problem of unsuitability for student ability and social development, but also improve the competitiveness of physical education majors in independent colleges to some extent, so as to help more students find their ideal careers.

2.2 Status Quo of Teaching Reform of Application-Oriented Special Elective Courses for Physical Education Majors

The current teaching material is not reasonable. In the context of changing social demand for physical education majors, the teaching materials used should change accordingly. However, as far as the reform of physical education major in independent colleges is concerned, many colleges do not pay much attention to the reform of teaching materials, thus affecting the effect of the reform of elective courses of physical education major.

The existing hardware facilities are not complete. This is also a common problem that affects the reform of physical education courses in many independent colleges. The incomplete hardware facilities will greatly affect the enthusiasm of teachers and students to participate in the reform, and thus affect the effect of this elective course reform.

3. Measures of Teaching Reform of Application-Oriented Special Elective Courses for Physical Education Majors in Independent Colleges

3.1 Feasibility of Maker Education in the Reform of Physical Education Major in Independent Colleges

In order to solve the above difficulties faced by the physical education major of independent colleges, maker education is applied in this field. The effective application of this education model can not only solve the dilemma that the theoretical part of independent college education exceeds the practical part, but also break through the traditional teaching to a certain extent, fundamentally improve the entrepreneurial ability of graduates of independent colleges, and provide a solid boost for their employment in the future. Therefore, it is very feasible and necessary to apply maker education in the future reform of application-oriented special courses of physical education in independent colleges.

3.2 Measures of Maker Education Application in the Reform of Physical Education Major in Independent Colleges

On the basis of the above research, combined with the previous experience of application-oriented special elective course reform of physical education in independent colleges, this paper believes that maker education can be integrated into the curriculum reform of independent colleges from the following four aspects in the future teaching. In response to the call of the state, teachers of independent colleges should be promoted to transform themselves into teachers of maker education to help the development of physical education major of independent colleges.

First of all, we should further clarify the purpose of maker education in elective course reform. The clear goal is the core to guide the reform of the special elective course of physical education in independent colleges. Therefore, in the future application of maker reform, teachers should also design clear goals for students and formulate stepped educational objectives, so as to help students improve their level step by step and achieve the expected growth. For example, for students of physical education in the lower grades of independent colleges, professional guidance courses should be provided for these students at the beginning of their enrollment. In this way, students are able to be clear on the direction of future development and goals under the guidance to realize more effective learning effect. For the senior students in independent colleges, colleges should provide them with employment and entrepreneurship guidance courses based on their majors and make targeted guidance in line with the problems that students will face, so as to improve the pertinence and effectiveness of this curriculum design.

Second, it is necessary to construct a maker education mode suitable for the students of independent colleges according to their actual situation. On one hand, teachers of independent colleges should start from the needs of future social development for physical education majors, so as to screen and innovate textbooks

more suitable for their growth. Based on these textbooks, a more perfect teaching system should be built to highlight the advantages of independent colleges in the education of students majoring in physical education, so as to achieve a better effect of elective course reform. On the other hand, teachers can also start with the personality and interests of independent college students, provide them with a variety of educational activities and teaching means, stimulate students to participate in the specialized course selection based on maker education, and strengthen students' self-identity to realize better curriculum reform effect. For example, teachers can start from the competitive spirit of students at this age, organize contests on professional knowledge of physical education, so as to improve the enthusiasm of students to participate in the course and gain the expected effect of elective course reform.

Third, we should keep up with the social development and construct a curriculum model that meets the development needs of social physical education in the future. This also needs special attention in the future when maker education is applied to the reform of elective courses. Only by matching the goal of this course reform with the general trend of the development of social needs in the future can the effect of this course reform be guaranteed. For example, in the future elective course reform, independent colleges and teachers should start from their own professional fields and predict the development direction of physical education in the next 3 to 5 years, so as to improve the existing curriculum teaching mode and facilitate the development of the physical education professional curriculum in subsequent independent colleges.

Finally, we should do a good job in the transformation and development of teachers, strengthen their understanding of maker education in the new era, and ensure that teachers can implement more scientific and reasonable measures in teaching, so as to achieve the expected teaching objectives. For example, before applying maker education in future elective course reform, teachers should learn more about the concept and cases of maker education to ensure that more scientific and effective measures can be applied to the elective course reform to highlight the advantages of maker education in this field and realize better effect of course reform. At the same time, colleges should organize various seminars for teachers to exchange their thinking and inspiration of maker education through multiple platforms including face to face communication and network interaction, so as to provide other teachers with innovation ideas in the future reform activities.

4. Conclusion

To sum up, this paper starts from the significance of physical education course reform in independent colleges and studies the feasibility of maker education in the reform and corresponding measures of the reform, hoping to help with the subsequent teaching reform of application-oriented special elective courses for physical education majors in independent colleges.

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