

Research on the Reform of Higher Vocational Physical Education Curriculum in the Perspective of Occupational Physical Fitness Requirements

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Abstract: With the rapid development of society and the increasing demand for professional sports, the reform of vocational sports courses has become an important issue in the field of education. Currently, traditional vocational sports courses often focus on basic sports skills training for students, but there is a certain gap in meeting the requirements of modern professional sports positions. In light of this situation, researchers have started to pay attention to how to incorporate the demands of professional physical fitness into vocational sports courses and enhance students' competitiveness through reform measures. The research on reforming vocational sports courses aims to redesign vocational sports curricula to better align with the needs of the modern professional sports industry. This research involves various aspects, including updating and expanding sports knowledge, defining professional physical fitness requirements, and improving practical skills. By introducing professional physical fitness training content, students can better adapt to the job requirements of professional sports positions and possess the necessary professional skills and competencies. At the same time, this research provides guidance for schools and educational institutions, promoting the continuous development and improvement of vocational sports education.

Keywords: Occupational Physical Fitness Requirements, Higher Education Physical Education Program, Reform Research

1. Introduction

In recent years, with the economic development and social transformation, the demand for professional physical fitness has gradually become an important criterion for assessing students' comprehensive qualities. As a crucial stage in cultivating applied specialized talents, vocational education needs to deeply consider how to meet the demands of professional physical fitness through reforming physical education courses, enabling students to possess the ability to adapt to the professional environment. However, traditional vocational sports courses mainly focus on the teaching of traditional sports knowledge and skills, failing to keep up with the development of the times and the changing demands of professions, resulting in difficulties and challenges for graduates in the job market. This article aims to explore effective teaching strategies and curriculum design through the reform of vocational sports courses from the perspective of professional physical fitness demands, in order to enhance students' professional qualities and abilities, improve their employability, and promote their career development. Through research, this article will analyze the impact of professional physical fitness demands on vocational sports courses and put forward corresponding reform strategies and suggestions. The results of this article are of significant theoretical and practical significance in promoting the reform of vocational sports courses, improving educational quality, and enhancing students' employability.

2. The Relationship Between Occupational Fitness Needs and Higher Education Physical Education Programs

The relationship between professional physical fitness demands and vocational sports courses is an important issue that directly affects students' competitiveness in the job market and their potential for career development. Professional physical fitness demands refer to the physical qualities and abilities required in specific professional fields, such as strength, endurance, coordination, etc. Vocational sports courses, on the other hand, are an integral part of vocational education aimed at cultivating students' physical literacy and comprehensive abilities.

Firstly, professional physical fitness demands have an impact on the content and structure of vocational sports courses. The diversity of professional physical fitness demands requires vocational sports courses to be designed and adjusted to cater to the requirements of different professional fields. For example, in certain professions that require high endurance and explosiveness, vocational sports courses can strengthen relevant sports activities and training to enhance students' abilities in these areas. Therefore, professional physical fitness demands can directly guide the objectives and content of vocational sports courses, making them more aligned with practical professional needs. Secondly, professional physical fitness demands influence the teaching methods and approaches of vocational sports courses. Traditional vocational sports courses focus on the teaching of skills and basic physical exercises, failing to fully consider the application of physical fitness skills and requirements in practical work. When professional physical fitness demands change, vocational sports courses need to constantly adjust teaching methods and approaches to meet the students' needs for applying physical fitness skills in professional environments. Therefore, diversified teaching methods, such as case studies, simulated practice, and off-campus internships, should be employed in vocational sports courses to promote students' comprehensive abilities in real professional environments. Moreover, professional physical fitness demands are also crucial for the training of vocational sports course instructors. As important figures in the teaching process of vocational sports courses, instructors need to possess relevant professional knowledge and teaching abilities that correspond to professional physical fitness demands. Vocational sports instructors should have the ability to understand and master relevant professional physical fitness demands to facilitate students' improvement in their overall quality. Consequently, the teacher training mechanism needs to consider the changing professional physical fitness demands and provide instructors with appropriate training and professional development opportunities [1].

In practice, the reform of vocational sports courses requires close collaboration with related industries and enterprises to gain in-depth understanding of physical fitness demands in different professional fields and to timely adjust course content and teaching methods. Additionally, the evaluation and quality assurance mechanisms of vocational sports courses should also align with professional physical fitness demands to ensure that highly qualified talents who can meet professional needs are cultivated.

3. Limitations and Challenges of the Existing Physical Education Curriculum

3.1. Homogenization of Traditional Knowledge and Skills

Traditional physical education courses suffer from a problem of narrow focus in knowledge and skill impartation. These courses tend to prioritize the development of knowledge and skills in certain specific sports activities, often neglecting diversity and comprehensiveness. This singular approach to teaching limits the cultivation of students' overall qualities. Firstly, traditional courses overly emphasize the training of specific skills while overlooking other important aspects of physical education. For example, they focus on developing students' sports techniques but neglect the cultivation of physical fitness, psychological resilience, teamwork, and so on. This results in a lack of comprehensive development in students' abilities. Secondly, the narrowness of traditional courses can lead to a decrease in students' interest and motivation. For those who are not proficient or interested in specific activities, a singular physical education curriculum can cause frustration and difficulty in adaptation. The loss of students' interest and enthusiasm restricts their personal development in the field of physical education. Additionally, the narrowness of traditional physical education courses does not align with the development trend of modern professional sports. Nowadays, the sports industry demands athletes to possess diversified skills and comprehensive qualities. The singularity of traditional physical education courses fails to meet the requirements of these professional sports fields and hinders students from developing into well-rounded athletes with diverse skills and abilities [2].

3.2. Lack of Practical and Applied Sessions

Traditional physical education courses lack practical and applied components. In traditional physical education courses, the teaching content mainly focuses on theoretical knowledge and technical training, with less emphasis on students' practical application and hands-on experience. This teaching approach hinders the improvement of students' comprehensive abilities and their ability to solve real-world problems. Firstly, the lack of practical and applied components prevents students from integrating theoretical knowledge with real-life situations. Physical education courses aim to cultivate students' sports skills, but without practical components, it becomes challenging for students to apply

their learned skills to real sports scenarios and develop problem-solving abilities. Secondly, the absence of practical and applied components results in superficial learning. Traditional physical education courses often rely on classroom teaching, where students passively receive knowledge and have limited opportunities for hands-on practice. This hampers students' ability to truly grasp the content and limits their chances for real-world application, thus affecting their learning outcomes and motivation. Lastly, the lack of practical and applied components fails to cultivate students' comprehensive abilities and problem-solving skills. In the process of developing comprehensive abilities, practical application helps students connect theoretical knowledge with practical contexts, fostering their innovative and teamwork skills. Physical education courses without practical and applied components fail to fully engage students' creativity and collaboration, which restricts their comprehensive development.

3.3. Lack of Individualized and Differentiated Instruction

Existing physical education courses lack personalized and differentiated teaching methods, which restricts the cultivation of students' interests and learning motivation. Traditional physical education courses often employ standardized curriculum content and teaching methods that fail to meet the individual needs and talents of students. Firstly, the lack of personalized and differentiated teaching prevents students from learning according to their own interests and strengths. While physical education courses typically focus on developing students' sports skills, the uniform teaching approach often fails to cater to the diverse needs of different students. This can lead to a decrease in students' interest in physical education and even resistance towards it. Secondly, the absence of personalized and differentiated teaching can widen the gap between students. In traditional physical education courses, teachers commonly adopt the same teaching plan and progress without sufficient attention to individual student development. This results in an increasing disparity among students, with high-achieving students not being sufficiently challenged and developed, while weaker students are unable to receive individual guidance and assistance. Moreover, the lack of personalized and differentiated teaching also affects students' learning motivation and enthusiasm. When students feel that their differences and strengths are not being valued, they may gradually lose interest and motivation in physical education. This has a negative impact on their learning outcomes and attitudes, hindering their personal development and growth in the field of physical education [3].

4. Reform Strategies of Higher Vocational Physical Education Curriculum in the Perspective of Occupational Physical Fitness Requirements

4.1. Alignment of Course Objectives and Content

Under the perspective of vocational fitness demands, vocational education sports courses need to be adjusted and reformed in accordance with the requirements of vocational fitness. This means that it's necessary to redefine the course objectives and content to better cultivate students' vocational fitness, improve their competitiveness and adaptability in the professional field. Firstly, redefining the course objectives is an important step in the reform. Considering the requirements for vocational fitness, the course objectives should clearly emphasize the cultivation of students' comprehensive qualities and vocational skills. In addition to focusing on imparting sports skills and theoretical knowledge, attention should also be given to the development of students' physical fitness, psychological qualities, leadership, teamwork, and other aspects. Redefining the course objectives will ensure that vocational education sports courses align with the actual vocational demands, enabling students to better adapt to career challenges. Secondly, adjusting the course content is one of the key measures in implementing the reform. The content of vocational education sports courses should be more closely aligned with vocational fitness demands, emphasizing practice and application. In addition to imparting basic sports skills and theoretical knowledge, the courses should provide opportunities for students to engage in practical exercises and apply their skills in real vocational environments. For example, through activities such as simulating vocational fitness training scenarios, organizing practical exercises for vocational fitness programs, and promoting teamwork, students' ability to solve real-world problems and adapt to vocational demands can be developed. Additionally, introducing new course content is also an important strategy for the reform. With the rapid development in the field of vocational fitness, new technologies and knowledge continue to emerge. Vocational education sports courses should incorporate new content related to vocational fitness, such as sports training techniques, sports nutrition, sports rehabilitation, etc., to provide students with a deeper understanding and mastery of the vocational fitness field, preparing them for future career development. Lastly, interdisciplinary

collaboration and practice-oriented teaching methods should also be important strategies for reforming vocational education sports courses. The cultivation of vocational fitness requires interdisciplinary knowledge and skills. Therefore, vocational education sports courses should encourage interdisciplinary collaboration and integration with other disciplines. At the same time, adopting practice-oriented teaching methods and focusing on cultivating students' operational and applied abilities in practice will enable them to better integrate learned knowledge with practical situations, thereby enhancing their vocational development [4].

4.2. Innovations in Teaching Methods and Approaches

From the perspective of vocational fitness requirements, vocational education sports courses need to provide more effective education and training through innovative teaching methods and approaches to meet the demands of the modern professional environment. This means exploring new teaching models and technological tools to enhance students' learning experiences and the development of their vocational skills. Firstly, innovative teaching methods should be employed. Vocational education sports courses should utilize diverse teaching approaches such as problem-based learning, collaborative learning, case studies, etc., to stimulate students' thinking and innovation abilities. These methods can help students better understand and apply the knowledge they have acquired, and develop their abilities to analyze problems, solve problems, and make decisions. Secondly, leveraging modern technological tools. Vocational education sports courses can make use of technologies like virtual reality, augmented reality, remote teaching, etc., to enhance students' learning outcomes and experiences. Through these technological tools, students can engage in virtual practices, simulate vocational fitness scenarios, and gain more immersive and enriching learning experiences. Additionally, utilizing online learning platforms and applications can provide personalized learning resources and opportunities for communication, enhancing students' motivation for learning and their ability for self-directed learning. Moreover, introducing practice-oriented approaches. Vocational education sports courses should emphasize the cultivation of practical skills and applied abilities. Through practical activities, internships, field visits, etc., students can actively participate in vocational fitness practices and work. This practice-oriented teaching method helps students integrate their learned knowledge with real-world situations, fostering their abilities to solve practical problems and adapt to vocational demands. Furthermore, drawing from the practical experience and knowledge of industry experts and introducing professional training and lectures is also an effective strategy for promoting innovative teaching. Inviting industry experts to conduct special lectures, workshops, career sharing sessions, etc., allows for the transfer of practical experience and knowledge in vocational fitness to students. Through interactive exchanges with industry experts, students can gain a deeper understanding of the current status and trends in vocational fitness, increasing their awareness and comprehension of the profession.

4.3. Faculty Development and Improvement of Training Models

From the perspective of vocational fitness requirements, vocational education sports courses need to provide high-quality teaching teams through the development of faculty and improvement of training models to ensure teaching quality and the cultivation of students' vocational abilities. Firstly, faculty development is crucial. Vocational education sports courses need to attract and cultivate teachers with relevant professional backgrounds, practical experience, and vocational qualities. By recruiting, selecting, and training, a high-level faculty team can be established. These teachers should have a solid understanding of their disciplines, stay up-to-date with the latest developments in vocational fitness, possess the ability to interact with students, and be able to inspire their learning interests and potential. Secondly, improving faculty training models is essential. Vocational education sports courses should strengthen the construction of teacher training and professional development mechanisms. This can be achieved by providing advanced courses, training programs, workshops, and practical opportunities to develop teachers' vocational qualities, teaching skills, and innovative spirits. Additionally, establishing a sound teacher evaluation system can incentivize teachers to continuously enhance their own qualities and educational levels. In addition to faculty development and training, collaboration and innovation within the teaching team are also essential strategies for reform. Creating platforms for teacher communication and collaboration can promote interaction, exchange, and resource sharing among teachers. Organizing educational research activities, teaching improvement seminars, and encouraging teachers to participate in teaching teams and project research can drive their professional growth and the innovation of teaching methods. Thirdly, partnering with industries to establish practical training bases is crucial. Collaborating with vocational fitness-related enterprises and institutions to establish practice bases can provide teachers with practical opportunities and industry resources. This enables

teachers to understand the latest vocational fitness demands and development dynamics, strengthen the connection with practical applications, and enhance the practicality and vocational orientation of teaching. Lastly, establishing an effective teacher-student interaction mechanism is essential. Vocational education sports courses should encourage teacher-student interaction and foster positive teacher-student relationships. By discussing students' learning needs and providing personalized guidance and support, teachers can better understand students' development requirements, inspire their learning motivation and potential [5].

5. Conclusion

This article explores the reform of vocational education sports courses from the perspective of vocational fitness requirements, aiming to provide teaching strategies and curriculum designs that adapt to the development of the times and vocational demands. The goal is to enhance students' vocational qualities and capabilities, improve their employment competitiveness, and unleash their professional development potential. Through empirical research, we have gained many valuable insights and conclusions. Firstly, incorporating vocational fitness requirements into the teaching content of vocational education sports courses can increase students' understanding of real-world vocational demands and cultivate skills and abilities that match the vocational environment. Secondly, using diverse teaching methods and resources, such as case studies, practical teaching, and school-enterprise cooperation, can enhance students' practical abilities and problem-solving skills. Lastly, the reform of vocational education sports courses cannot be isolated from the education system; it requires support and participation from various sectors of society to foster a diversified training model and pathways for career development. In future research, we should further explore the impact of other factors on the reform of vocational education sports courses to promote the sustainable development of vocational education.

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