

Research on the Implementation of Outdoor Sports Training in College Physical Education

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ABSTRACT. *In the sense of teaching, college physical education should be better than physical education in primary and secondary schools. This mode of education should combine fitness with social sports and avoid being limited to single physical education. It is expected to improve students' physical quality and cultivate their interest in sports. As the contemporary college physical education workers, we should take "lifelong sports" as the educational goal, and constantly reform and innovate teaching measures based on the purpose of integrating sports into life. Because of its unique challenge and stimulation, more and more young college students pursue outdoor sports. The Guiding Outline of National Physical Education Curriculum issued by the Ministry of Education clearly points out that the integration of outdoor sports training into physical education teaching practice in colleges is the innovation and development of physical education teaching in colleges, as well as the inevitable requirement of training all-round development talents.*

KEYWORDS: *Physical Education; Outdoor Sports; Lifelong Sports; Reform and Innovation*

1. Introduction

When it comes to "outdoor sports" and "outdoor sports education", we always think that it was introduced from the West. However, in the 3000 years ago, Zhou Dynasty, there was an education system of "ritual, music, shooting, imperial, book and number", among which "shooting, imperial" was the earliest outdoor sports education. The core of "six arts" emphasizes the comprehensive development of students' abilities in all aspects, including both literature and martial arts. However, at the present stage, our education is seriously affected by the traditional exam-oriented education, and the innovative physical education has many problems in the implementation process. Therefore, outdoor sports training is particularly important in college physical education. However, how to effectively combine outdoor sports with physical education is an urgent problem for all physical education workers.

2. The importance of outdoor sports training for contemporary college physical education

Firstly, the fixed teaching content and teaching mode of traditional physical education make most students have no interest in it, and more students evade physical education under various excuses. In the long run, it is bound to affect students' physical and mental health. Because of its unique uncertainty and stimulation, "outdoor sports" breaks the limitations of traditional physical education and attracts more students to participate in it. Students' participation and interest in learning are the basis and key to the implementation of physical education curriculum reform. Secondly, outdoor sports is a process of the complete integration of human and nature, which is extensive in content and highly comprehensive. Whether it is simple mountain climbing or mountain biking, or diving or skiing that requires skill and courage, natural resources such as sunlight and air accelerate the metabolism of the body, improve the cardiopulmonary resuscitation function, and enhance the body's immunity. For example, diving and skiing can help participants build up self-confidence while serving their fears; camping can cultivate participants' sense of cooperation and indirectly eliminate their loneliness; fishing can relieve participants from the pressure of fast-paced life in a calm waiting process. Students help each other and face challenges together in the process of participating in outdoor sports[1]. This experience helps to eliminate their psychological barriers and reduce the incidence of mental illness among young people. As an extension of physical education, outdoor sports training is no longer limited to the traditional gymnasium or playground. Students can walk out of the classroom and into nature to effectively combine sports with outdoor teaching.

3. Factors influencing outdoor sports training in college physical education

3.1 Low participation of students in physical education

At present, our physical education teaching is too much in the course of curriculum design, students' participation is low and they have no choice. As a result, our curriculum reform only changed the teaching content, but did not change the teaching mode.

3.2 Outdoor sports training is restricted by time, environment, equipment and other factors with higher risk

Because of the particularity of its project, outdoor sports require higher teaching environment. This special teaching mode can not be carried out in traditional gymnasiums. Only by organizing students into nature can we achieve the goal of practical teaching. Therefore, before carrying out outdoor teaching, teachers must carry out a practical investigation of the relevant factors in advance, such as weather changes, the time required for round trip, geographical environment and so on. However, due to environmental and project constraints, the potential risks are still unavoidable[2].

4. Strategies for improving outdoor sports training in college physical education

4.1 Strengthen the training of teachers' professional skills in outdoor sports training teaching

Outdoor sports as a comprehensive sports, is the organic combination of man and nature. In the process of outdoor teaching, in addition to basic sports skills, students should learn and understand the geographical environment, cultural environment, climate and economic conditions of the area. In order to teach outdoor sports in the complex nature, it is necessary to combine the traditional sports foundation with the natural environment, which requires higher outdoor sports skills of teachers. Therefore, it requires college physical education teachers to have a wealth of knowledge reserves. However, physical education teachers in Colleges and universities lack professional knowledge in this respect, and it is difficult to complete teaching according to the requirements of curriculum reform. In addition, due to the restriction of traditional teaching mode, the teaching experience of most college P.E. teachers is mostly limited to traditional sports, and there is no professional training experience and special knowledge reserve in outdoor sports training and teaching. In this regard, before implementing outdoor sports teaching, colleges and universities should give special guidance to physical education teachers, including but not limited to "outdoor sports skills, outdoor comprehensive knowledge, emergency treatment of dangerous situations". At the same time, teachers should also use rest time to participate in outdoor sports, and improve their outdoor sports through self-practice. Skills and theoretical knowledge can combine theory with practice in teaching and make practical teaching more splendid.

4.2 Organizing students' discipline and safety awareness education

As a participant in outdoor sports training, students should have the most basic security awareness and self-protection skills. For example, students should wear protective gear from time to time in outdoor skiing and roller skating teaching. In outdoor camping teaching, they should understand how to use fire safety, not eating wild fruits to avoid food poisoning and so on. At the same time, students should always give priority to collective interests in the process of participating in group activities[3].

4.3 Conduct special activities for outdoor sports for group teaching

Outdoor sports and physical education are not restricted by traditional teaching modes. Therefore, the teaching of students' outdoor sports ability is not limited to physical classroom education. Teachers can organize more outdoor sports to engage more students who love outdoor sports. In addition, teaching based on the premise of student interest, teachers can also take the form of teaching activities in conjunction with the student community to achieve significant improvement in

learning efficiency. During the holidays, outdoor activities such as outdoor adventures can be organized. Students can also exchange outdoor sports experiences. The so-called “three-person must have my teacher” is a complex outdoor activity, and students improve themselves during the communication process. Of course, teachers of professional disciplines such as “geography, history, and biology” can also participate in it. Through communication, students can broaden their knowledge in the process of outdoor activities.

5. Conclusion

At present, outdoor sports training is still the most important subject in the reform of physical education in colleges. Effective and safe organization of outdoor sports teaching requires the joint efforts of schools, teachers and students. As physical education teachers in colleges, constantly improving the outdoor sports teaching system, enriching the teaching form and teaching content, and improving students' physical quality and comprehensive ability, they need to persist in self-improvement. Despite the difficulties in the process, teachers' efforts will eventually create a better physical education environment for students.

References

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