

The Theory and Practice of Establishing Yoga Course in College Physical Education

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Abstract: Yoga is a sport with unique project characteristics, college teachers can teach targeted according to the characteristics of yoga projects, in order to improve the enthusiasm of college students to choose yoga elective courses, teaching quality and effect. In reality, at present, many colleges and universities in China have set up yoga courses in physical education, and have been loved by the majority of students, but there are still problems in the integration of yoga into the practice of physical education in colleges and universities, such as consciousness, teaching, talent and facilities, and it is difficult to give full play to the fitness and education functions of yoga. Through the investigation and analysis of the development of yoga courses in Liaoning province, this paper puts forward targeted exploration and optimization strategies, it hoping to effectively promote the development of yoga in college physical education.

Keywords: physical education, yoga, course

1. Introduction

According to literature records, China launched a study on the integration of yoga into university education in 2005, and some research results have been achieved[1]. With the continuous development of physical education in China and the wide spread of yoga in China, the practice of integrating yoga into physical education in colleges and universities has been continuously broadened and deepened, and relevant researches have become more and more abundant. Through the analysis of the existing research results, we find that the academic circle has formed a general consensus on the positive value of yoga in college physical education, which is mainly reflected in the following two aspects: First, teaching value. At present, China's college physical education is still dominated by the traditional competitive education model, and the lack of attention to the personalized sports needs of students. Under this situation, the inclusion of yoga in college physical education is conducive to enriching the current physical education content. Secondly, aesthetic education value, the aesthetic education value of yoga mainly includes two aspects: first, yoga is conducive to correcting bad posture, shaping symmetrical muscle lines, and realizing the effect of plastic body beauty; finally, yoga requires students to integrate their body and mind, concentrate their attention, and the inner peace is conducive to students' self-examination and purification, which has a positive effect on the improvement of students' moral cultivation [2]. To sum up, it is feasible in theory and necessary in practice to set up yoga in college physical education.

2. Practical basis for establishing yoga courses in physical education in colleges and universities

Based on the actual situation in China, the establishment of yoga courses in college physical education has a good foundation in many aspects such as culture, policy, educational reform background and audience, which provides a strong support for further expanding and deepening the establishment of yoga practice in college physical education [3]. Through in-depth analysis of the cultural connotation of yoga, it is found that it is highly compatible with Chinese excellent traditional culture in many aspects. First of all, the reverence and concern for life, yoga emphasizes the perception of the internal voice of the body through breathing and posture in a quiet environment, and this perception process is also the inner listening of human life. The Chinese Taoist thought of "harmony between heaven and man" also emphasizes the control of body and mind through breath adjustment, so as to achieve the unity and coordination of human essence, qi and spirit, and improve human health. It can be seen that both yoga culture and Chinese Taoist culture reflect the exploration of the truth of life.

Secondly, the cultivation of people's inner moral character and will quality. The yoga sutras put forward eight yogas, namely, keeping precepts, obeying, postures, regulating breath, mind, concentration, meditation, and Samadhi. Among them, the holding of precepts, respectful actions and postures mainly refer to the behavioral norms to be observed to improve external behaviors, while the regulation of breath, mental stimulation and concentration all refer to the control and exercise of one's own consciousness. Therefore, it can be seen that the core of yoga is the cultivation of the mind, which is consistent with many traditional Chinese cultures.

3. The practical difficulties in setting up yoga courses in physical education in colleges and universities

In recent years, under the background of policy promotion and physical education reform in colleges and universities, more and more colleges and universities have set up yoga courses in physical education. Although the course has been welcomed by the majority of students, its practical effect is not satisfactory. The difficulties in consciousness, teaching, talent and facilities restrict the full play of the effectiveness of yoga.

3.1 In reality, insufficient attention is paid to yoga

Physical education is an important part of college teaching, which bears the important responsibility of cultivating talents and transmitting social culture. With the development and reform of college teaching in China, physical education in colleges and universities is also improving continuously. Objectively speaking, physical education in colleges and universities needs to continue to work hard from the surface to the deep efficiency. Among them, the school leadership does not pay enough attention to yoga. Some scholars take teachers as the main research object and conduct a questionnaire survey on whether the college leaders support the establishment of yoga courses. The survey results show that only 12% of the teachers think that the college leaders have a positive support attitude. Another 58 percent and 30 percent of teachers said that college leaders were generally supportive and indifferent to yoga programs [4]. Combined with the practice of yoga in colleges and universities, most of the current yoga teachers are female teachers, and most of the students who choose yoga classes are female students, which highlights the widespread misunderstanding of yoga between teachers and students in colleges and universities. The lack of attention paid by college leaders to the establishment of yoga courses will directly affect the financial support for the establishment of yoga courses, and then affect the construction of venue facilities, equipment purchase and other aspects, and ultimately hinder the effective development of yoga courses.

3.2 In reality, the teaching mode of yoga lacks creativity

At present, one of the difficulties in the teaching of yoga in college physical education is the weakness of the teaching mode, which is mainly manifested in the following aspects: First, the teaching content is single, too much emphasis on physical exercise. At present, most colleges and universities in China take basic yoga positions and complete sets of movements as the main content of teaching. While paying attention to the role of yoga teaching in strengthening the body, they neglect the education of yoga efficacy, sports injury, yoga psychology, aesthetic knowledge and other related knowledge. The limitation of teaching content leads to the disconnection between yoga learning theory and practice, thus affecting the quality of yoga teaching. Secondly, the teaching method is single, and the students' interest in learning is insufficient. At present, yoga teaching in colleges and universities mainly adopts demonstration method, orthodoxia method, language explanation method and other teaching methods. In other words, the current teaching methods are mainly aimed at the educational nature of yoga, while there is a lack of corresponding teaching methods to explore the artistic nature of yoga. It is difficult for the present teaching methods to give full play to the role of yoga in cultivating students' aesthetic ability and will quality; third, teaching evaluation is single, yoga aesthetic education value is difficult to give full play. At present, the evaluation of yoga courses in colleges and universities mainly includes four aspects: theoretical examination, time assessment, technical level and normal class. It is difficult to reflect the personality of middle school students in this unified standard evaluation mode, and the educational effectiveness of yoga in extracurricular activities is also ignored, which is far from the fundamental goal of yoga teaching.

3.3 In reality, the professional ranks of teachers are insufficient

As for the status quo of yoga in physical education in colleges and universities, the problems of its teachers mainly include the following two aspects: First, the number of teachers is small. At present, the integration and promotion of yoga in college physical education in China is still in the exploration stage. Some colleges and universities have not yet incorporated yoga into physical education, and some colleges and universities offering yoga courses only have 2-3 teachers, or even no teachers on campus, and rely on yoga coaches outside the school as teaching work [5]. For universities with a large number of students, the lack of teachers seriously affects the completion of teaching tasks, and can't fully meet the students' learning needs for yoga. Secondly, the overall level of yoga teachers is low. According to the survey, most of the teachers engaged in yoga teaching in most colleges and universities in Liaoning Province have not received professional yoga education, teaching or training before taking office. Instead, they temporarily become cross-professional yoga teachers after taking office based on personal preferences or work needs. For example, some colleges and universities transfer teachers of gymnastics, aerobics or track and field to yoga teaching. Few teachers receive professional training to improve yoga teaching quality, which leads to the overall level of yoga professional teachers is not high, and it is difficult to ensure the effective construction and development of yoga courses.

3.4 In reality, the facilities of yoga courses are not perfect

By using WOS and CNKI to search and comb the relevant research results of yoga teaching, we can find that most of the investigations and studies show that the imperfect facilities of yoga courses are one of the main difficulties in yoga teaching in colleges and universities. The survey results of sports venues show that only 38% of yoga courses have special indoor venues, another 16% are outdoor venues, and 60% share venues with aerobics, martial arts and other sports. In addition, the survey results of sports equipment show that the proportion of colleges and universities with yoga MATS, multimedia, audio, air conditioning is 78%, 60%, 88%, 66%, while the proportion of mirrors and yoga blocks is 39% and 21%[6]. Through data comparison, it can be found that the special equipment that colleges and universities should be equipped with for yoga is not perfect. At the same time, the students of research schools in Liaoning Province were interviewed, and some students said that although yoga classes in schools are equipped with yoga MATS, the number cannot fully meet the demand, and there are cases of students bringing their own yoga MATS. It can be seen that, compared with other sports, yoga has higher requirements for venue facilities. Without the support of corresponding venues and facilities, it is difficult for teachers to give full play to their teaching level. In this situation, yoga teaching is tangible but without reality, and students' interest in learning yoga will gradually decrease, thus hindering the integration of yoga into college physical education.

4. Optimization strategies for establishing yoga courses in college physical education

4.1 Constantly improve the understanding of yoga

A lot of practice shows that it is an important prerequisite and necessary condition to promote the effective development of yoga courses to improve the university leaders' attention to yoga in physical education. First of all, university leaders should formulate corresponding rules and regulations for integrating yoga into physical education teaching according to the relevant degree policies of China's physical education reform. For example, the teaching objectives of yoga courses are revised in the physical education teaching syllabus of colleges and universities, and the teaching results requirements for yoga teaching in yoga foundation, aesthetic theory, movement creation and other aspects are clearly proposed, so as to clarify the development direction of yoga teaching and ensure the teaching effect. Secondly, university leaders should actively seek multi-subject cooperation, increase the capital investment of yoga in physical education, through optimize the site and equipment support. At the same time, colleges and universities can cooperate with off-campus yoga sports venues to expand them into the second class of yoga sports in colleges and universities, so as to make up for the lack of facilities and venues on campus and the lack of professional teachers. Finally, the leadership of colleges and universities should face up to the important value of yoga in physical education, strengthen the publicity of yoga culture, make full use of campus radio, campus video, school magazine and other media to strengthen the publicity of yoga, and guide all teachers and students to form a correct understanding of yoga.

4.2 Constantly clarify the teaching objectives and improve the teaching system of yoga courses

The establishment of yoga courses in colleges and universities should be based on the individual differences of students and formulate diversified teaching objectives, so as to promote the overall improvement of physical and psychological quality of college students. The realization of diversified teaching goals needs the support of diversified teaching contents, teaching methods and teaching evaluation. First of all, diversified teaching content, comprehensive exploration of yoga teaching resources, based on different teaching situations, adjust the teaching content, such as the cultivation of knowledge concept of wisdom yoga, relaxation yoga to relax the body and mind, can increase the interest of the course of two yoga. In addition, it can also broaden the extension of yoga courses, including yoga psychology, yoga aesthetics, etc., into the teaching content. Rich and multi-level teaching content is not only conducive to enhancing students' learning interest and enthusiasm, but also to broadening students' scope of knowledge and giving full play to the diversified value of yoga. Secondly, diversified teaching methods, flexible use of multimedia teaching, stratified teaching, language guidance and incentive teaching methods, through the use of diversified teaching methods, to create a good learning atmosphere, improve the teaching effect, ensure the quality of teaching; finally, diversified teaching evaluation should be carried out. In order to give full play to the teaching functions of yoga in many aspects such as physical and psychological aspects, the evaluation method should not be limited to a single quantitative evaluation, but should integrate qualitative evaluation with quantitative evaluation, process evaluation with result evaluation, and extend students' interest in learning yoga through multi-dimensional and comprehensive evaluation. Guide students to gradually build inquiry learning consciousness and deepen the teaching effect of yoga.

4.3 Continuously strengthen professional training and improve the professional quality of teachers

Yoga teachers should actively improve their understanding of yoga, based on the concept of "self-education" and "lifelong learning", constantly improve their own knowledge structure, strengthen their own training and reflection, master systematic theoretical knowledge and correct teaching methods, and promote the professional quality of the overall teacher team through the improvement of their own quality. Colleges and universities are not only the training base of yoga teachers, but also the appointment unit of yoga teachers. Therefore, on the one hand, based on the current craze and demand for yoga, timely set up special yoga courses, integrate yoga into the professional training system, and strengthen inter-school cooperation to share yoga teacher training experience. On the other hand, colleges and universities should formulate clear curriculum standards and improve the corresponding grade assessment and evaluation system, so as to strengthen the management of yoga teachers' teaching, which is conducive to promoting the professional quality improvement and career development of yoga teachers. The government should improve relevant policies and support the China Yoga Alliance to build a more effective yoga teacher certification system. For example, in foreign countries, yoga teaching activities can only be carried out by obtaining professional certificates through yoga Alliance, which guarantees the overall quality of yoga teachers. Although there is also a yoga alliance in China that provides professional certification, its effectiveness has not been extended to schools. To this end, the government needs to provide certain policy support, improve the professional certification system of yoga teachers, it build a yoga teacher qualification certification system, and conduct certification and management of yoga teachers at the government level, which undoubtedly can effectively guarantee the quality of yoga teachers.

4.4 Continuously increase capital investment to improve the teaching environment of yoga courses

The improvement of yoga teaching environment mainly includes two aspects: First, the optimization of yoga teaching venues and facilities. Yoga has high requirements for venues and facilities. Therefore, physical education in colleges and universities should be equipped with corresponding teaching venues when expanding yoga sports projects. If other venues are transformed and used, the required teaching facilities should also be improved as much as possible, such as equipping sound equipment, yoga MATS, installing mirrors, setting bars and installing ventilation facilities. Perfect teaching practice is helpful to help students complete the difficult poses, broaden students' knowledge and guarantee the teaching quality. In addition to the facilities required for yoga teaching, schools should actively promote the innovation of yoga teaching through financial support, such as the introduction of multimedia technology and the use of slow, freeze and rotation of graphics and animation in multimedia technology to fully present the teaching content, which is not only conducive to making up for the blind spots and difficulties existing in traditional teaching situations. It also helps

to highlight the key content in the teaching content, so as to further strengthen the teaching effect; secondly, the optimization of yoga teaching atmosphere. Colleges and universities can promote yoga and optimize the teaching atmosphere of yoga through appropriate financial support, such as supporting the establishment of yoga clubs, inviting experts from outside the school to carry out yoga lectures, and setting up yoga teams to participate in competitions. A good teaching atmosphere is conducive to stimulating students' interest and enthusiasm in learning yoga.

5. Conclusion

Yoga is an indispensable part of physical education in colleges and universities. It plays a unique and irreplaceable role in shaping students' interest in physical education, shaping correct world outlook, outlook on life and values, and establishing the idea of "lifelong sports". When teaching yoga technical movements, we should use some teaching methods that can stimulate students' learning motivation and develop students' thinking and analytical ability. At the same time, it is also necessary to learn from the teaching methods that are beneficial to the cultivation of students' comprehensive ability, personality development and emotional development in modern teaching methods, so as to promote the improvement of students' physical health and comprehensive quality. In addition, colleges and universities should continuously improve the understanding of yoga, improve the teaching system of yoga courses, enhance the professional quality of teachers, and improve the teaching environment of yoga courses to optimize yoga courses.

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