Research on the Content Selection of Vocational Practical PE Course in Higher Vocational Education

Cheng-Bo ZHANG¹,a and Feng-Mei YUAN²,b,*

¹Yunnan Vocational College of Mechanical and Electrical Technology, No. 704 Longquan Road, Panlong District, Kunming, Yunnan, China
²College of Physical Education, Yunnan Normal University, No. 798 Juxian Street, Chenggong district, Kunming, Yunnan, China

¹474017162@qq.com, ²meizi0411@163.com

*Corresponding author

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Abstract. Compared with ordinary undergraduate higher education, higher vocational education, as a type in the development of higher education, shoulders the mission of cultivating high-skilled talents for the first line of production, construction, service and management, and plays an irreplaceable role in speeding up the process of socialist modernization in China. In order to conform to the trend of PE course reform in higher vocational colleges, vocational practical PE curriculum came into being. This article will focus on how to choose and develop the PE content which is suitable for the professional practical sports according to the demand of the professional group for the PE course, the reasonable choice and development of the PE curriculum content.

Introduction

Nowadays, with the development of science and technology, the popularization of automation, especially with the development of Industrial 4.0, the labor intensity of professional workers has been continuously enhanced, and the degree of automation has been enhanced, but not completely replacing manual workers, and the work of quasi-professionals in higher vocational colleges has also developed in the direction of complexity and refinement. The professional person's physical and mental quality request also is higher and higher. However, the rapid pace of work, the increasingly fierce competition, and the heavy pressure of work make professionals in the state of overloading for a long time, sub-health, job burnout and other phenomena, directly affect the life of professionals. In response to the above-mentioned requirements, we can aim at professional intervention and prevent it as early as possible. It is that practitioners face great intensity, strong competition and early intervention in order to enable the quasi-professional to improve their social adaptability from physical quality and vocational skills.

The PE teachers of vocational education should take the professional group as the foundation, carry out the PE curriculum research which is based on the professional practical sports, take the occupation as the guidance, take the student as the main body, take the higher vocational education goal as the guidance, exercise as the main body, and give consideration to the prevention. Through the teaching of vocational practical PE, it fully embodies the idea of combining higher vocational PE with vocational education, and highlights the value and function of the PE curriculum in higher vocational education in the talent training scheme.

Definition of Related Concepts

Professional Group

At present, the definition of the professional group can be summarized into two viewpoints: the first is that the professional group consists of several similar professional or professional directions with the same engineering objects, the same technical foundation or similar disciplines. This view emphasizes the similarity of group professions and the professional similarity (that is, whether there
is a common basis) as the basis for the division of professional groups. The discussion that holds this kind of view is as follows: "Relying on the existing professions, according to the needs of the society, we will start some similar and adjacent majors, and form a professional system based mainly on basic majors, basic sharing, and relatively close branches." [1] "The so-called professional group is a professional group composed of one or more similar related majors and their professional directions." [2] "A professional group is defined as having the same or closely related professional and technical foundations, as well as having a common professional and technical basic curriculum and basic technical competence (skills) requirements. A collection of several professions (directions) that can cover a particular field of technology or services "[3], etc. The second point of view is that the professional group "should be two or more majors that transcend the second class. Through the drive of the core major and the dependence and promotion between the majors, a joint force can be formed to improve the teaching level of the whole professional group." A professional group is a collection of majors for the purpose of improving students' professional ability and improving the ability of higher vocational colleges to serve the economy and society "[4]. This view emphasizes the joint force and the purpose and significance of the professional group. The basis for the division of the professional group depends on the training of talents and the needs of the school to serve the economy and society.

This study believes that the construction of professional groups is the embodiment of the internal relationship between higher vocational education and industrial development, and is also the focus of the basic, oriented and long-term service role of higher vocational education in economic development. It embodies the professional education of higher vocational education.

Vocational Practical PE Course

The professional practical PE curriculum is the concrete embodiment of the professional practical PE thought. It is a kind of teaching mode which is formed with the social production division of labor being more and more refined, the work more and more complex, and the professional work becoming more and more obvious. Guo Yujun thought that: "Professional practical Sports (VPPE) makes use of the Multi-functional characteristics of Professional practical Sports to understand VPPE. Sports, on the basis of the development of national fitness, pay attention to strengthening students' special sports elements. Develop and cultivate quality and skills in order to better carry out professional activities, make use of the practical sports knowledge learned by the school, carry out reasonable and effective physical exercises, so as to achieve the purpose of fitness and prevention of occupational diseases [5]. Huang Zhe believed that the professional practice PE curriculum refers to the development of the students' physical quality, the improvement of their physical health, the enhancement of their physique and the cultivation of their interest in sports. [6] Vocational practical PE curriculum refers to "quasi-professional personnel" (students) in the professional work required in the comprehensive ability, is the first possible career position in the future. The purpose is to cultivate and perfect the professional physique, lifelong physical exercise ability, specialized physique and comprehensive professional quality for professional posts, and summarize the purposeful educational contents [7].

Experts to learn in the statement is differ, but the core idea is consistent, professional practical sports curriculum is curriculum that to provide service for quasi-professional in the future job of sports skills, physical quality, and is suitable for the future position of sports knowledge and methods, to improve their professional ability and competitiveness, prevention of occupational disease occurrence.

The Choice and Development Direction of Practical PE Curriculum Content

According to the principles of content selection and development of vocational practical PE courses, we scientifically select and develop the content of vocational practical PE courses from the aspects of sports skills, physical fitness, working environment and labor intensity required by the future positions involved in the professional group.
Offering Professional Practical PE Course on the Basis of Specialty Group

Professional group construction is the new bright spot of curriculum construction in higher vocational colleges. It not only embodies the educational characteristics of cultivating professional talents in higher vocational colleges, but also accords with the requirements of establishing excellent teaching staff and improving the teaching quality of higher vocational colleges. This is also a powerful grasp of the reform of higher vocational education. The higher vocational PE curriculum must strengthen the curriculum reform around this trend, the vocational practical PE curriculum construction can adapt to this situation very well, at the same time, the professional group construction also creates favorable conditions for the vocational practical PE curriculum.

The implementation of the vocational practical PE curriculum is carried out according to the professional groups. Under the premise of the fixed teaching students, the time and progress of the teaching practice are relatively unified, which provides the time and space for the practice of PE curriculum and guarantees the integrity and continuity of the PE curriculum. At the same time, it has a strong pertinence and professional practicability in the teaching content, better serve the students' future work needs, and enhance the position and role of the PE curriculum.

In the teaching of vocational practical PE around the professional group, the students should first classify them according to the requirements of vocational practical courses before ensuring their own choice of courses. This not only preserves the right of students to choose courses independently, but also embodies the pertinence and practicability of selecting courses. At the same time, make full use of the PE resources of the school, reduce the investment and cost of the school teaching. For example, electrical majors choose courses according to the needs of professional practicality, such as track and field, basketball, etc.; students majoring in management, according to yoga, aerobics; Students majoring in mechanical engineering set up Frisbee shot and other selective courses to make all teaching resources open at the same time and make full use of teaching resources so as to reduce the teaching cost.

To Select and Develop from the Sports Skills Needed by the Future Career

In the General Dictionary of Occupational Classification of the People's Republic of China, the occupation of our country is classified into 8 broad categories, 66 middle categories, 413 subcategories and 1838 subcategories (occupations). Many occupations require professional sports skills and knowledge of sports in some detailed occupations, and can’t be successfully completed without good sports skills. The sports skills required for these occupations can be modified directly or slightly as part of the vocational practical PE curriculum. For example, the future career of students majoring in electricity involves outdoor survival and orienteering knowledge, and flight attendants need sports skills such as body manners training and sports dance.

Some professional sports skills can’t be used as PE courses alone, but PE courses can achieve the same effect through similar sports skills teaching. For example, students of electrical major group need climbing and high-altitude homework in the future. School PE can improve students' ability of high-altitude homework by means of learning basketball events, upper limb strength and balance physical fitness exercises and so on.

There are also professional sports skills that we call instrumental motor skills, which we call instrumental motor skills in terms of the classification of motor skills, we should use and develop this kind of specialty group in order to master and operate practical tools. For example, automotive students should master the driving skills of the car, warehousing students may be exposed to roller skating skills, and so on.

Higher vocational colleges should emphasize the cultivation of future vocational-related sports skills, truly achieve "student-oriented", promote students' professional ability, and fully combine PE with higher vocational education. In order to promote the function of higher vocational physical education and the social status of school physical education.

To Select and Develop from the Physical Qualities Required by the Future Career

There are many jobs in the future of students who do not have contact with sports, or can be said
to be basically unable to use sports knowledge and skills, but as workers themselves to engage in professional work must have a certain physical quality. Physical education course itself is a comprehensive course which takes students' physical exercises as the main means. It is incomparable to other courses in enhancing students' physique and improving students' health.

According to the special physical quality, noble moral character and good work style required by the future occupation, the vocational practical physical education course can choose the suitable content to improve the students' professional ability in the future. For example, manufacturing professionals may face heavy work, long time, and production line work that needs to cooperate with each other in the future. The course of vocational practical PE can choose aerobic endurance items and collective sports items which have a large amount of exercise to hone willpower as the content of the course. Another example, students in electrical engineering need strength in their future careers, and students in finance and economics need agility and endurance in their future careers.

**To Select and Develop the Requirements of Future Career Working Environment**

Sports need basic material conditions, the future work and life environment will often affect and restrict people to engage in sports activities, fitness methods learned during school can't be carried out normally. The accumulated sports knowledge and skills can't be fully developed and applied, so that the sports habits or interests established at the beginning of university are slowly lost. For example, at school, often engaged in basketball, football, after graduation in the office building work, no suitable time and venue or no suitable sports atmosphere, slowly lost the formed exercise habits. Many of the fitness methods learned are limited by the number of people who can't carry out the normal development, and so on.

According to the characteristics of the working environment of the students in the future, the vocational practical physical education curriculum can select the sports items suitable for the future working environment as the contents of the physical education curriculum, in order to improve the professional practicability of the physical education curriculum and promote students to "apply what they have learned". For example, the work environment faced by the students of finance and economics is often narrow and closed, such as office buildings, etc., and the vocational practical courses can choose individual sports items with small venues such as aerobics, yoga and so on as the content of the course.

**To Choose and Develop from the Future Occupation Labor Intensity and Type**

Alleged labor is to point to the person that has labor ability and labor experience to have the activity of labor force of purposeful expenditure in production process, according to traditional labor classification theory, labor can be divided into mental labor and manual labor two kinds big. In the light of the intensity of labor, there are four grades: light intensity physical labor, moderate intensity physical labor, heavy intensity physical labor and very heavy physical labor. From the point of view of concept and standard, the future occupation of advanced applied technical talents who are engaged in production, operation, management and service in higher vocational colleges is mainly composed of manual labor and medium labor intensity or heavy labor intensity. Under such a complex labor condition, which is dominated by manual labor and heavy in strength, the physical education curriculum in higher vocational colleges should teach future professionals how to improve their physical fitness in order to meet the needs of future occupations. At the same time, the church will monitor and care for injury-prone and strain-prone areas in future careers. According to the demands of labor intensity and type in the future, vocational practical courses should be chosen and developed from the angle of prevention of occupational diseases and enhancement of labor ability of future professionals.

**Conclusion**

The selection and development of PE curriculum content in higher vocational colleges should take the development of students as the starting point and make it more scientific and reasonable.
according to the characteristics of the specialty set-up in our college to fully coordinate the internal elements. In developing the curriculum, we should incorporate the sports skills and physical qualities required by the students' future careers into the curriculum contents, and also take into account the future working environment, labor intensity and types of quasi-professionals. In this way, we can design the vocational practical PE curriculum which not only accords with the needs of the development of vocational education, but also conforms to the requirements of the development of students' career.

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