



CURRENT SITUATION AND COUNTERMEASURES OF PUBLIC
PHYSICAL EDUCATION IN HUNAN FOREIGN LANGUAGE
VOCATIONAL COLLEGES

BY
ZHIXU ZHAO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
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Independent Study Title Current Situation and Countermeasures of Public
Physical Education in Hunan Foreign Language
Vocational Colleges

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(International Program)

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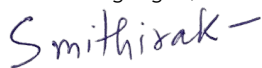
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Abstract

The purpose of this study was to understand the current situation of conducting public physical education classes in Chinese higher education institutions taking XX University as an example. To sort out the factors affecting the current situation of conducting public physical education classes at University and To find out the suggestions to improve the quality of public physical education classes in XX University. From the results, the influence of positive factors slightly outweighs the influence of negative factors, especially under the influence of the new crown epidemic, online teaching through new media has an irreplaceable role; finally, the current situation of art education management in the new media era is analysed, and art educators are encouraged to use new media software to assist in teaching. In the new media environment, we should take a positive attitude towards the new media information platform and carry out good education and management of art students in universities in the new media environment. The innovative work path of art education management in the new media era proposed in this paper is conducive to colleges and universities taking corresponding measures in accordance with their actual situation, so as to improve the efficiency and effectiveness of management, promote the sustainable development of colleges and universities, and promote social harmony and progress.

Keywords: New Media, Arts Education, Management

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Zhizhu Zhao

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Chapter 1

Introduction

1.1 Statement of the research problem

The history of vocational education in China is divided into three stages, from the initial foundational development stage to the current connotative development stage. 74 years of development of vocational education in China has been a short period of time but has made great achievements. In the current connotative development stage of vocational education in China, higher vocational colleges and universities have become an important place for implementing vocational education in China, and the current development of Chinese higher vocational colleges and universities shows a thriving scene, and the ability of higher vocational colleges and universities to serve the economy and society is obviously enhanced.

Although Chinese colleges and universities have made great achievements in terms of development speed and quality, there is still a status quo of unsatisfactory development quality. One of the most intense manifestations is the compression or even marginalization of public physical education classes, which improve students' physical health, mental health, social adaptability and team spirit and will quality, thus leading to the problems of insufficient investment in public physical education classes, lack of teachers, compressed course hours and imperfect venue facilities in Chinese colleges and universities. As a result, the development of public physical education in Chinese colleges and universities is difficult, and public physical education has become a weak link in China's higher vocational education, which is also an important factor restricting the development of Chinese vocational education.

From the catalog of occupational classification recognized by the Ministry of Labor and Social Security of China and the "Catalogue of Guiding Specialties for Higher Vocational Education in General Higher Education Schools" of the Ministry of Education of China, we can see that the market not only has a strict examination on the skills and technical level of the workers, but also has corresponding requirements on physical quality and professionalism, so the higher vocational

institutions should also focus on improving the physical quality of students in the process of cultivating professional skills.

Posture	Job examples	Corresponding profession	Key qualities for the job	Qualifications	Professional Fitness Course
Rheological postures	Marketers, tour guides, etc.	International trade, municipalities, etc.	Waist and Leg Strength	Formality, sociability	Outdoor Quality Development Training
Static standing posture	Receptionist, flight attendant, etc.	Wine control, clerical, etc.	Low back and leg strength	posture, sociability	Physical training Outreach Training
Static sitting class	Accountants, secretaries, etc.	Enterprise management, etc.	Neck and Shoulder Upper Extremity Strength	Mental Adjustment, sitting posture	Body Training Yoga yoke
Factory operation class	Mechanics, etc.	Auto inspection, logistics, etc.	Upper and Lower Extremity Strength	attention, the Mental Adjustment	Strength quality Training

As the main carrier of physical activities in higher vocational colleges, public physical education classes are an important means for students in higher vocational colleges to improve their health and physical quality; to master certain sports skills and to cultivate the spirit of solidarity and cooperation and are an important method to cultivate qualified socialist builders and successors. Therefore, the development of public physical education classes in higher vocational colleges and universities directly affects the health level of future professional talents.

In summary, this study analyzes the relationship between physical education and vocational education in the context of the great development of vocational education in China, and takes Hunan Foreign Language Vocational College as an example to study the development of public physical education classes in Chinese higher education institutions under the objective situation that the current development of public physical education classes in higher education institutions is not optimistic, and proposes corresponding solutions in the hope of optimizing the development of public physical education classes in higher education institutions and promote the development of vocational education in China. Therefore, the research questions of this study are:

Research Question 1: Public physical education classes in Hunan Foreign Language Vocational College: current status of development.

Research Question 2: Factors affecting the current situation of public physical education classes in Hunan Foreign Language Vocational College.

Research Question 3: Suggestions for improving the quality of public physical education classes in Hunan Foreign Language Vocational College.

1.2 Research objectives

The research objectives of this study are:

Research Objective 1::To investigate the current situation of public physical education classes in Hunan Foreign Language Vocational College and to understand the current situation of public physical education classes in Hunan Foreign Language Vocational College.

Research Objective 2: To analyze the causes of problems in the development of public physical education classes in Hunan Foreign Language Vocational College, and to explore the factors influencing public physical education classes in Hunan Foreign Language Vocational College.

Objective 3: To propose countermeasures based on the current situation and factors affecting the implementation of public physical education in Hunan Foreign Language Vocational College in order to improve the teaching quality of public physical education in higher education institutions and to promote the physical health of students in higher education institutions.

1.3 The Research Hypothesis

According to the results of previous studies on the development of public physical education classes in higher education institutions and the reality of public physical education classes in higher education institutions, the following two hypotheses are proposed.

H 1: The effect of public physical education classes in Hunan Foreign Language Vocational College is not ideal.

H 2: The factors that affect the current situation of public physical education classes in Hunan Foreign Language Vocational College are mainly composed of teaching organization and teachers' team.

1.4 LimitationThe and Scope of the study

The limitations of this study are: due to the vast territory of China, the economic development and cultural characteristics of each region differ greatly, especially the industrial structure between the south and the north, which means that the development of higher vocational colleges and universities in each region is not at the same level, and the development level of higher vocational colleges and universities in the southern coastal region is obviously higher than that in the northern inland region. This study takes Hunan Vocational College of Foreign Languages as an example to explore the current situation and factors influencing the development of public physical education classes in higher education institutions in China, so the limitation of this study is that the findings may differ from the current situation of public physical education classes in higher education institutions in other regions.

The scope of this study is mainly: the current situation of public physical education classes in higher education institutions in college education. The study takes XXuniversity as the research object, in which the survey subjects are 24 physical education teachers in XXuniversity and 4624 students who participate in public physical education classes.

1.5 Research Terminology

Term 1: Higher vocational colleges and universities

Higher vocational colleges and universities is the abbreviation of higher vocational colleges and universities, and the higher vocational colleges and universities in China can be divided into two categories: namely, the vocational and technical college category and the higher specialized college category.

Term 2: Public physical education courses

Public physical education courses in colleges and universities refer to the public compulsory courses that provide scientific exercise instruction for non-physical education majors, promote students' physical and mental health and enhance their physical fitness through physical exercises.

Term 3: Vocational Education

Vocational education refers to the educational activities implemented to equip the educated with comprehensive qualities such as professional ethics, scientific, cultural and professional knowledge, and technical skills needed to engage in a certain occupation or career development. Vocational school education is academic in nature and is divided into secondary and higher vocational school education.

1.6 Research Benefits and significant

Research significance:

One is to promote the development of public physical education in Hunan Foreign Language Vocational College. The main purpose of teaching public physical education in Hunan Foreign Language Vocational College is to enhance students' physical fitness, promote their physical and mental health and improve their awareness and ability of lifelong physical exercise. Based on this, this study has some theoretical significance by exploring and promoting the reform of public physical education class teaching and striving to form a unified development of public physical education class teaching objectives, teaching contents, teaching methods and teaching evaluation, aiming to promote students' healthy physical and mental growth at the same time.

Second, it enriches the theoretical basis for the reform of public physical education course teaching in higher vocational institutions. At present, the teaching of public physical education courses in higher vocational institutions basically follows the traditional teaching mode to reform and innovate the public physical education teaching system in higher vocational institutions, systematically explores the theories related to the teaching of public physical education courses in higher vocational institutions, further enriches and improves the theories related to

physical education teaching and sociology, puts forward new ideas for the teaching reform of public physical education courses in higher vocational institutions, lends to solve the difficulties faced by the teaching of physical education courses in universities now, improves the It is of academic value and theoretical significance to provide theoretical suggestions for the final establishment of systematic teaching strategies of public physical education classes in higher education institutions.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Higher vocational colleges and universities

Higher vocational colleges and universities refer to independent colleges and universities in China that specialize in training highly skilled and applied talents. The main enrollment of higher vocational colleges and universities is fresh Koranic and secondary school graduates, and their teaching mode is full-time teaching. The higher vocational colleges in China can be divided into two categories: vocational and technical colleges and colleges of higher education. The higher vocational colleges in China can be divided into two categories, namely, vocational and technical colleges and higher specialized colleges. Among them, Korakan specialized colleges refer to the specialized higher vocational colleges of teacher training, medicine and public security, while vocational and technical colleges refer to the higher vocational colleges other than the above-mentioned specialized colleges. Most of the higher vocational colleges in China have their own specialties, and they have trained a large number of professional and technical talents for various industries in the society.

The first higher vocational education in China was established in 1980, with the successful establishment of Tianjin Vocational University, the first higher vocational college since the founding of New China; then, in 1985, the Decision of the Central Committee of the Communist Party of China on the Reform of Education System emphasized that China should pay attention to the promotion and construction of higher vocational colleges and universities, and establish a complete and The "Decision of the State Council on Vigorous Development of Vocational and Technical Education" issued in 1991 once again stated the educational objectives, educational tasks and development direction of vocational and technical education, and emphasized the importance of developing vocational and technical education in China. In 1994, the State Council's "Opinions on the

Implementation of China's Education Reform and Development Program" emphasized the development direction of China's education career: basic education and vocational and technical education should be vigorously implemented with two hands. In the 21st century, China's central government has paid more attention to the development of education and promulgated the Law of the People's Republic of China on Vocational Education and the Outline of Vocational Education, which define the name of vocational education in the form of legal provisions and emphasize that vocational education is the guarantee of talents for China's socio-economic development and is a powerful support to promote the "professional modernization" of society. It is a strong support for "professional modernization". Scholars such as Liu Chunsheng have defined vocational education as: Vocational education is based on high school education and secondary school education, and through vocational knowledge and professional skills training, vocational education can cultivate skilled personnel who are suitable for various industries in society. The teaching purpose of vocational education is to deliver talents with specialized skills, good moral character and excellent professionalism to the society, so as to promote the development of the productivity of the whole society and the optimization of the production structure.

From a macro perspective, vocational education in China can be divided into two parts: vocational training and full-time in-school vocational education; however, from an educational perspective, vocational education in China refers to vocational education that can help students acquire specialized skills and knowledge through teaching, i.e. full-time in-school vocational education. The education department of China clearly points out that the main teaching purpose of senior high school education is to cultivate high quality technical talents according to the demand of the society for talents, and the education mode of senior high school education is to cultivate students' professional and technical skills while focusing on the comprehensive cultivation of students' abilities. The qualified graduates of senior high school should be talents with solid professional skills, good moral character and excellent vocational qualities.

The Encyclopedia of Education in China states that higher vocational education is the highest level of vocational education and its main form of education is to combine school education with skill training.

In the Dictionary of Education, it is written that higher vocational education includes vocational and technical education at school and vocational training and continuing education after employment.

The definition of higher vocational education is: higher vocational education is an important part of higher education in China, and the purpose of higher vocational education is to cultivate highly qualified workers and front-line technicians with professional skills that meet the needs of various industries according to the social development of China.

In this study, Hunan foreign language vocational colleges and universities refer to private higher vocational colleges and universities with independent legal personality, which are approved by the provincial people's government and established by the state education administration for record.

2.1.2 public physical education class

The definition of physical education given in the Theory of Physical Education is that physical education is the systematic design of physical education courses based on students' interests and abilities by professional teachers in school education. The physical education curriculum is designed systematically by professional teachers based on students' interests and abilities, and the students' physical education abilities are developed in a planned manner according to the curriculum progress, so that students can learn professional skills in school and develop in various aspects, and become well-rounded talents.

The definition of college physical education in the New Koranic Pedagogy is: college physical education is an educational process in which college physical education teachers provide college students with relevant physical education knowledge and develop good physical education habits through professional courses.

The definition of physical education in vocational education is: physical education is an educational process organized by teachers and participated by

students with the purpose of enhancing students' physical fitness and teamwork ability, and the task of enabling students to master relevant physical education knowledge and develop good physical education habits. Physical education is an important part of realizing the teaching goal of cultivating all-round talents in schools.

In the "2002 National Physical Education Curriculum Guideline for General Colleges and Universities", it is pointed out that physical education should be an important compulsory public course in university education, and that university students should pursue comprehensive development and plan to improve their abilities in various aspects while learning professional knowledge.

To sum up, the public physical education course in colleges and universities refers to the physical education activities that promote the physical and mental health development of college students through physical exercises and other means, with the participation of teachers and students. The target audience of public physical education classes in colleges and universities is all students who can normally participate in public physical education classes. The public physical education courses in colleges and universities mainly include: general courses, elective courses and physical health courses. The public physical education courses in higher education institutions selected for this study include general physical education courses with class units and special elective courses with special teaching units. Public physical education teaching does not involve physical education majors and military physical education courses in higher physical education institutions and general higher education schools.

2.2 Literature Reviews

2.2.1 Research on the status of public physical education courses in colleges and universities

Higher education institutions whose essence class belongs to higher education institutions, therefore, when the literature on public physical education in higher education institutions is sorted out and analyzed, the research on public physical education in higher education institutions should be sorted out.

Fei Zhenqiao (2015) mainly analyzed the current situation of physical education teaching in private colleges and universities, the current situation of physical education teachers, the current situation of students' physical education learning, and the problems existing in physical education teaching, and the study concluded that teachers in private colleges and universities in Sichuan Province can grasp the teaching objectives of physical education classes, the teaching process attaches importance to the overall education of students, the physical education venues and equipment cannot meet the needs of physical education teaching, and the lack of practical physical education materials.

Ma Haohui (2016) investigated and analyzed the current situation of teaching management, current situation of teachers and current situation of students' learning in public physical education courses in five independent colleges in Beijing at three levels, and concluded that the main influencing factors of public physical education courses in independent colleges in Beijing are the importance of the person in charge of physical education related to colleges and universities, the teaching team, the provision of hardware facilities, financial investment, and teaching contents. And we proposed countermeasures such as sound management system of school physical education system, teacher team construction, and reasonable setting of teaching contents.

Yang Zonglin (2017) mainly investigated and studied the hardware and software of public physical education courses in nine independent colleges in Guangxi Province in five aspects: teachers' strength, teaching content setting, teaching management, venue equipment, and students' learning, and analyzed that the teaching deficiencies of public physical education courses in independent colleges in Guangxi Province mainly include unreasonable teaching content setting, single content of students' performance evaluation, too few items offered, imperfect teacher team construction, The degree of openness of the venues is insufficient, and the teaching of theory courses needs to be strengthened.

Yun Ying (2018) mainly analyzed two aspects of public physical education course structure and content, and public physical education course setting factors, and concluded that the course structure system is not standardized and the teaching

hours do not meet the standard; the relevant person in charge does not pay attention to physical education work; the teaching content is single; the evaluation of students' performance does not pay attention to individual differences of students, focusing on the evaluation of performance and neglecting the evaluation method; the public physical education teachers' education is generally undergraduate and master's degree, and the age is appropriate; the venue is not suitable for the students. The teachers' education is generally bachelor's degree and master's degree, and their age is appropriate; the number of venues is insufficient and lack of funding sources. And the optimization strategies were proposed in terms of reforming ideas, optimizing structure, enriching contents, evaluation methods, teachers' team, and relevant guarantees.

Feng Shijie (2019) mainly investigated the current situation of curriculum setting at five levels, including objectives, structure, content, credit hour allocation, and evaluation methods, in eight higher teacher-training colleges and universities in Henan Province, and analyzed the problems and influencing factors in the course of curriculum development in terms of teachers, students, hardware facilities, funding, and future planning. It was concluded that the teaching content was mainly traditional items, the class size was over the standard, the evaluation method was unreasonable, and the number of venues was insufficient.

Zhang Jinlong (2019) investigated the facilities equipped, teaching status and students' learning attitudes of public physical education courses in universities in Changzhutan area, and concluded that public physical education courses in Changzhutan universities are well implemented, but there are problems such as insufficient venues, insufficient teachers' scientific research, and the evaluation method of students' performance needs to be improved, and that school physical education needs to continue to develop.

Yu Zhengzheng (2020) investigated the current situation of public physical education curriculum, teachers' teaching and students' learning in Zhengzhou colleges and universities, and analyzed the influencing factors from four aspects: teaching conditions, management system, leadership concept and financial guarantee, and concluded that the teaching content is monotonous, the structure

of teachers' team is unreasonable and young, the venue equipment is insufficient, and proposed to combine the characteristics of higher education to set goals, innovate teaching. We propose the countermeasures such as setting objectives with the characteristics of higher education, innovating teaching forms, improving teaching contents, organizing teachers' training and completing field settings.

In summary, scholars in China have made some achievements in the study of the current situation of public physical education courses in colleges and universities, and the previous scholars mainly studied many macro aspects such as teachers, teaching management, equipment, evaluation methods and teaching contents, and put forward corresponding countermeasures with the actual situation. It is found that the teaching effect of public physical education courses in colleges and universities is affected by many factors and the teaching effect is not fully reflected, and the teaching of public physical education courses belongs to the process of interaction and communication between teachers and students in colleges and universities to promote students' overall development. We hope to find new breakthroughs to promote the teaching quality of public physical education courses.

2.2.2 Research on the current situation of public physical education courses in higher education

Gao Shanjing proposed in "Research on Countermeasures of After-school Physical Exercise for College Students in Higher Vocational Colleges" that: the mainstream of after-school physical exercise for college students is healthy and upward, but the quality of exercise is not high because of the lack of effective organization and institutional guarantee of after-school physical exercise.

Che Zhihong and Ma Siyuan in "Research on Factors Affecting Students' Motivation to Participate in Physical Exercise in Higher Vocational Colleges" proposed that: students have a weak concept of healthy life to participate in physical exercise and a superficial understanding of the significance of physical fitness; inadequate school sports venues and facilities, simplistic physical education methods, and physical education teachers' own quality are the main negative factors affecting students' motivation to participate in physical exercise.

Cui Shijun in "A Study on the Stages of Physical Exercise Behavior Change of Students in Higher Education Institutions Using Cross-Theoretical Model" shows that only when students recognize the importance of physical exercise, only then can they actively participate in self-exercise.

In "A Study on the Current Situation of Physical Education Teaching in Shanghai Higher Education Institutions", You Haiping showed that the lack of physical education venues, equipment and facilities in higher education institutions is the biggest factor affecting the development of physical education extracurricular activities in higher education in Shanghai.

Zhou Yunhong et al. showed in "Research on the development of physical fitness level of students in higher vocational colleges in Southwest China and analysis of influencing factors" that the physical fitness of higher vocational students changed a lot during their three years in school, which was closely related to the living habits of college students, the time of participating in sports activities, exercise methods and the availability of public physical education classes in each school.

Shi Jiayu and Li Zhe pointed out in "The Current Situation and Countermeasures of Professional Autonomous Development of Physical Education Teachers in Higher Vocational Colleges and Universities" that there are problems such as weak awareness and weak ability of higher vocational physical education teachers in terms of autonomous development.

Shen Hongshan and Zhang Chaohui in "Research on the Current Situation and Construction Countermeasures of Physical Education Teachers in Higher Vocational Colleges" point out that: the number of higher vocational physical education teachers is insufficient, the workload is large, the academic structure is unbalanced, the title structure is unreasonable, the theoretical level is not high, the scientific research consciousness is not strong, the in-service training is not strong, and the results of physical education reform are not satisfactory.

Shi Xingcheng points out in "The Role Transformation of Physical Education Teachers in Higher Vocational Colleges and Universities under the New Curriculum Concept and its Strategy Exploration" that: higher vocational physical education teachers should have the following abilities: the ability to communicate with

students well, strong classroom regulation and control, the ability to reflect and summarize teaching, the ability to network education, and the ability to activate creativity.

In "Research on the Development and Application of Physical Education Teaching Resources in Higher Vocational High School in Liaoning Province", Umbrella Hongguang points out that there is an imbalance in the structure of teachers in terms of academic edge, specialty, age and title.

Tong Jin and Xiang Xianlin pointed out in "Deficiencies and Reflections on the Current Situation of Higher Vocational Physical Education Teaching under the Concept of "Life Education"" that higher vocational physical education should be reformed in four aspects: teaching objectives, teaching contents, teaching organization and assessment and evaluation.

Hu Jingping and Yu Kehong pointed out in the article "Research on the Reform and Development of Physical Education Courses in Higher Vocational Colleges and Universities" that the teaching objectives of physical education courses in higher vocational colleges and universities cannot better serve the cultivation of higher vocational talents, the teaching contents still focus on competitive items, and the course evaluation is single.

Zhang Yuzhong pointed out in "Research on the Current Situation and Countermeasures of Physical Education Curriculum in Higher Vocational Colleges and Universities in the Pearl River Delta" that: the teaching objectives of physical education in higher vocational colleges and universities in the Pearl River Delta are not clear and targeted; the setting of physical education curriculum is unreasonable and the number of teaching hours does not meet the national requirements; the content of physical education has no local characteristics and vocational nature. The development of "three autonomous" physical education mode is not universal.

From 1998, Wang Guanghu proposed that "the reform of physical education must get out of the four misunderstandings" to 2015, there have been a lot of researches on physical education in colleges and universities in these ten years. The objectives of physical education in higher vocational colleges and universities should be formulated based on the personnel training program of higher vocational

colleges and universities, and should be health-oriented and student-centered; the scheduling of physical education classes in higher vocational colleges and universities is sparse and too dense to varying degrees, and most of the venues and equipment are idle and in shortage at the same time, and the existing venues and equipment are not scientifically configured and fully utilized. Most higher vocational colleges and universities still focus on competitive contents of physical education, and physical education contents reflecting local, national and mass characteristics are only carried out in a few schools. Some higher vocational institutions have a relatively perfect reward and punishment system for physical education teachers, and the effect of physical education teaching is good; on the contrary, some physical education teachers in higher vocational institutions are lazy and only want students not to have safety accidents, and adopt "sheepish" teaching for students. Because of the large number of teaching classes and co-ed classes, teachers are often at a loss when choosing teaching methods, and it is difficult to grasp the intensity of sports. Some scientific teaching methods, such as the balanced symmetry method and the integrated constant method, cannot be applied to large classes.

A considerable number of public physical education courses in higher education institutions are only offered for one year and do not include options. It is still very difficult to fully realize the "three autonomy" of students choosing courses, class time and teachers in higher vocational institutions. The course evaluation still basically adopts the way of usual grade plus project grade, and not enough attention is paid to the evaluation of students' learning process.

Tong Jin and Zong Yanfang pointed out in "The reform of higher vocational physical education under the perspective of "life"" that higher vocational physical education should adopt the "job-led" mode and focus on developing students' vocational physical ability; at the same time, it should integrate safety education and frustration education to enhance students' vocational and psychological quality. Psychological quality.

Zhang Xi pointed out in "Research on the Construction of Information Platform of Higher Vocational Physical Education Teaching in Engineering

Combination Mode" that: through the use of multimedia, the modules of vocational job classification, learning resources and communication platform are presented to teachers and students in a simple and clear way, so that students can choose learning contents according to their own needs under the guidance of teachers.

Qiang Menghua and Cui Sidong in "Experimental Research on Vocational Practical Physical Education" point out that "Higher vocational physical education should develop physical education courses with stronger relevance and practicality for students' future vocational needs based on the overall development of students' physical quality and according to the characteristics of the occupation."

Wang Leiyi pointed out in "Exploration of "Three bases and three points" physical education teaching mode in higher vocational institutions" that "Three bases and three points" physical education teaching mode can effectively improve the shortcomings of traditional teaching mode, effectively increase students' interest in physical activities and improve students' physical condition.

Lisa Zhang and Ping Li pointed out in "Feasibility Study on Integrating Fashion Gymnastics into Physical Education Curriculum of Higher Education Institutions" that "fashion gymnastics integrates dance, sports and music, and integrating fashion gymnastics into physical education curriculum of higher education institutions can help liven up the teaching form and enrich the teaching content, which is also an effective way to realize happy physical education.

Xie Yan and Hu Bing point out in "The influence of form class on the comprehensive quality of higher vocational girls" that form exercise has a unique role in improving the comprehensive quality of students, especially girls.

Zhang Lisheng in "The Use of Motivation Education in Physical Education Teaching in Higher Vocational Colleges" points out that: motivation education has positive significance to the physical education learning and physical quality improvement of students in higher vocational colleges.

Wang Yong points out in "The Embodiment and Role of Ideological Character Education in Physical Education Teaching in Higher Vocational Colleges and Universities" that integrating ideological character education into physical education teaching in higher vocational colleges and universities can help improve the

effectiveness of physical education teaching, cultivate students' good interests and promote students' physical and mental health development.

Shu Yanbin and Wu Xiongwen pointed out in "Research on the management of physical education in colleges and universities under the reform of quality education" that "the following problems exist in the management of physical education in colleges and universities: physical education managers do not have clear management methods, physical education managers' quality is not high, the implementation of management plan is not in place, the concept of physical education is backward, the function of network education is less, and the rules and regulations of physical education department are not perfect, etc."

Li Jian points out in "Problems and Countermeasures of Physical Education Management in China's Colleges and Universities" that "the following problems exist in the management of physical education in colleges and universities: imperfect legal environment and lack of supporting and coordinated physical education management system; backward management concept and insufficient incentive development function of evaluation and assessment system; lack of reasonable arrangement of physical education resources and insufficient funding to limit management effectiveness; teaching cannot fully meet students' learning needs, and the physical education culture construction in colleges and universities is obviously weak."

Inadequate management mechanism and imperfect management system of physical education seriously restrict the improvement of public physical education teaching quality in higher education institutions; insufficient attention to physical education in the development and construction process and thus insufficient investment in physical education venues, facilities and equipment.

Insufficient investment in sports venues, facilities and equipment in the development and construction process is also a bottleneck in the development of physical education in most private higher education institutions. It is urgent for managers to update the concept, improve the management mechanism, perfect the management system, innovate the management mode, keep abreast of the times and adapt to the new normal of college sports work, and at the same time, make

use of the existing channels to include the construction of school sports venues and facilities and sports activities into the financial budget and capital construction investment plan in the academic year, and increase the investment to ensure the synchronous growth of sports funding with the number of students.

Schools are also required to speed up the construction of sports venues and facilities and allocate sports resources scientifically in strict accordance with the requirements of the "Catalogue of Sports Facilities and Equipment Equipments for Ordinary Higher Education Schools" (Education, Sports and Arts Department [2004] No. 6). At the same time, schools must also fully improve the efficiency of the use of existing sports resources to meet students' sports needs to the maximum extent.

2.2.3 Overseas research on the status of public physical education courses in higher education

Each state in the United States has no specific requirements for physical education curriculum, and each state can set it according to its own actual situation. Physical education teachers in the United States have a lot of space as well as selectivity when designing teaching programs, and as students grow in grade, the more space is available for students to choose. In general, the development of college sports in the United States is generally good. Firstly, American colleges and universities have complete facilities, efficient equipment management mode, abundant physical education books and materials, high professional level of teachers and sufficient financial support (state finance, venue income, teaching income and social sponsorship); secondly, the curriculum of American colleges and universities mainly aims at promoting the development of students' personality and helping them to develop a sound personality, and the organization of physical education classes in American colleges and universities is mainly based on interest. In recent years, there are four types of curriculum models: competitive sports model, social responsibility model, fitness sports model and discipline connection model. Cardinal shows that American colleges and universities generally attach great importance to physical education theory classes, and basically reach the same level of importance as practical classes. It is clear that the public physical education

programs in American colleges and universities are gradually moving toward student-centered and holistic development.

In the early 1950s, Japan considered that military form of education was no longer suitable for the development of contemporary school physical education, and the goal of school physical education was changed to focus on students' interest and economic ability;² the syllabus of 1958 in Japan highlighted the institutional and scientific nature to strengthen students' physical fitness as a requirement, and at that time, along with the booming economy and the increase of people's income in Japan, students' physical fitness declined under the influence of social influence, compared with In 1978, the Japanese government supported a major reform from the "physical exercise theory" to the "sports culture theory". For historical reasons, the American philosophy of physical education has had a great influence on the development of physical education in Japan, and Japan has built a happy physical education for students in a pleasant atmosphere, and the teaching conditions in Japanese schools are second only to those in the United States. In modern times, Japanese school physical education aims at developing students' understanding of health and making them enjoy sports.

Some European countries, such as Germany, have a highly developed society that has influenced their college sports to be very well developed as well, and have built a very reasonable teaching model. In terms of hardware facilities, they are equipped with sufficient equipment and venues; in terms of extracurricular physical exercise, they arrange enough teachers to guide them, and they mostly recruit excellent teachers from outside the university, with many part-time teachers and funding sources similar to those of the United States. They do not have separate physical education classes, and with the encouragement of the national culture, both college students and ordinary people have developed a sense of exercise. Their slogan is "Let's get our brains spinning", and participation in various individual sports clubs and elective courses are the main options for extracurricular physical activity for college students.⁴ The choice of elective courses is optional and flexible for students, but elective courses are similar to clubs. From the point of view of the daily set of competitions, students as a unit of colleges and universities are

independent to set up their own sports teams, that are relatively high level students with ordinary students, and each local relevant association is responsible for their training. Sports are very important for education, without good physical fitness, you cannot have sufficient energy to face other things, and lifelong sports are more important for lifelong education.

To sum up: in many foreign countries such as the United States, Germany and Japan, the main focus of sports in colleges and universities is to improve the physical fitness of students and to encourage them to develop motor functions, and teachers as well as students are given sufficient space to choose. At the same time, in the development of colleges and universities, the actual situation of local teachers and students as well as hardware facilities will be fully combined, and the change from unity to diversity and from invariance to variability. Theoretical knowledge is added to the usual teaching content to supplement students' theoretical knowledge storage. From the above, it can be seen that foreign universities pay more attention to the cognitive and emotional cultivation of students in public physical education classes, which is worth learning from.

2.2.4 Literature Review

Foreign universities do not have specific standards and requirements for physical education courses, they pay attention to the development of contents that are conducive to enhancing students' physical fitness and improving motor skills, and the contents show a trend of flexibility, selectivity and adaptation to individual differences. And the reform of foreign physical education curriculum content fully considers various factors, attaches importance to cultivating lifelong physical education, strengthening the connection with life, and achieving the purpose of health promotion through physical exercise. The study on the current situation of public physical education courses in domestic colleges and universities concluded that the current public physical education courses in colleges and universities have not fully stimulated students' interest in learning, and the value of public physical education courses has not been fully reflected, and the shortcomings are summarized as follows: unreasonable ratio of teachers to students, insufficient equipment and facilities, non-novel teaching contents, lack of theory classes,

insufficient competition and other conditions that need to be improved. And previous researchers have studied and analyzed the reform of public physical education courses in colleges and universities from different perspectives, summarizing that researchers have optimized the reform of physical education courses in colleges and universities mainly from: innovative ideas; student-oriented; focusing on theoretical knowledge; setting up scientific assessment methods; construction of teachers' team; and venue facilities.

Chapter 3

Research Methodology

3.1 Methods of study

3.1.1 Literature method

The thesis adopts the literature method, using "higher vocational colleges, public physical education courses, current situation" as the key words, and collects relevant information in the past ten years through websites such as China Knowledge Network, Wanfang Data, and Vipshop. The theoretical foundation for the research and writing of the thesis is laid by identifying the literature that can be used as reference.

3.1.2 Questionnaire survey method

In order to understand the current situation of public physical education teaching in Hunan Foreign Language Vocational College, based on the theoretical literature and research reports on physical education teaching, we designed "Research on the Current Situation and Countermeasures of Public Physical Education Teaching in Hunan Foreign Language Vocational College - Student Questionnaire", "Research on the Current Situation and Countermeasures of Public Physical Education Teaching in Hunan Foreign Language Vocational College - Teacher Questionnaire --The survey was conducted on some students and all physical education teachers of Hunan Foreign Language Vocational College, and the survey was conducted on physical education experts of Hunan higher vocational colleges.

3.1.3 Mathematical and statistical method

The valid questionnaires returned were statistically processed using Microsoft Excel, and the results were analyzed.

3.1.4 Logical analysis method

The questions and contents of the survey in the questionnaire were organized, and the logical analysis was carried out by combining all the actual situations and drawing conclusions through induction and evolutionary reasoning.

3.2 Population and Sampling method

The subjects of this study were 24 physical education teachers involved in teaching public physical education classes and 4624 school students involved in studying public physical education classes in Hunan Foreign Language Vocational College. Questionnaires were distributed to them separately for the survey. Finally, 24 valid questionnaires were obtained for teachers and 4300 for students.

3.3 Data collection

According to the research theme of this study, a questionnaire survey was conducted to investigate the current situation of conducting public physical education classes in Hunan Foreign Language Vocational College, and the data from the questionnaire were collected and organized. The questionnaire was distributed to 24 physical education teachers and 4,624 students who participated in public physical education classes in Hunan Foreign Language Vocational College. The questionnaires were distributed to 24 physical education teachers and 4,624 students who participated in public physical education classes. For teachers, data were collected and compiled on the faculty, teaching objectives, teaching organization, teaching assessment and evaluation, teaching effectiveness, and teachers' participation in training. For students, data on student awareness, student satisfaction, and student interest were collected and compiled. Data were collected and compiled on school management aspects of public physical education class management organization, management mechanism of public physical education class, management style of public physical education class, and management effect of public physical education class. Data were collected and compiled on the basic situation of venue equipment, management and use of venue equipment in terms of hardware and software conditions for the development of public physical education.

Questionnaire distribution and recovery.

The questionnaires were mainly distributed by field and mail. There were 4,624 questionnaires distributed to students and 4,509 were collected, with a recovery rate of 97.5%, of which 4,300 were valid, with a recovery rate of 95.4%. 24 questionnaires were distributed to teachers, and 24 were collected.

24 questionnaires were distributed to teachers, and 24 questionnaires were collected, with a recovery rate of 100%, and 24 valid questionnaires were collected, with a recovery rate of 100%. 10 questionnaires were distributed to experts, and 10 questionnaires were collected, with a 100% return rate, and 10 valid questionnaires were collected, with a 100% return rate, as shown in the following table1.

Table3-1 Statistical table of questionnaire distribution and return

Questionnaire Category	Number of distribution	Recycle quantity	Recycling rate	Effective quantity	Effective rate
Student Questionnaire	4624	4509	97.5%	4300	95.4%
Teacher Questionnaire	24	24	100%	24	100%
Expert Questionnaire	10	10	100%	10	100%

Reliability of the questionnaires: In order to ensure the reliability of the materials obtained from the questionnaires, 7 and 50 questionnaires were first distributed to teachers and students respectively according to the retesting method. A week later, 7 teachers and 50 students were retested and the reliability of the questionnaire was tested by statistical analysis.

Validity test of the questionnaire: To ensure the validity of the content of the questionnaire, expert consultation was first conducted after the questionnaire was designed, and opinions were widely solicited, and modifications and additions were made according to the experts' suggestions. Then we asked 10 associate senior experts who are engaged in kinesiology in higher education institutions to review and evaluate it. From the results of the expert evaluation in the following table, the questionnaire has the validity for the study of this thesis and can be investigated to the physical education teachers and students of Hunan Foreign Language Vocational College.

Table3-2 Statistical table of the validity test of the questionnaire (N=10)

Item	Very reasonable	Reasonable	Fair	Unreasonable	Very unreasonable
Content of the questionnaire	9	1	0	0	0
Structure of the questionnaire	8	2	0	0	0
Measurement of the questionnaire	8	2	0	0	0

3.4 Data preparation and analysis

In this study, data from student questionnaires and teacher questionnaires were compiled, and descriptive statistics were used to analyze the data.

Chapter 4

Result of Data Analysis

4.1 The situation of teachers' team involved in teaching public physical education in Hunan Foreign Language Vocational College

The study investigated the teachers' team involved in teaching public physical education classes in Hunan Foreign Language Vocational College, and the survey was conducted on all 24 physical education teachers, and the data on the basic situation of physical education teachers, which included age, gender, education, teaching age and title structure; teaching objectives; teaching mode; teaching assessment and evaluation; and teachers' participation in training were processed respectively.

4.1.1 Basic situation of physical education teachers

Table 4-1 Age statistics of teachers (N=24)

Age	Number of people	Percentage
Under 30 years old	18	75%
31-40 years old	6	25%
41 - 50 years old	0	0%
51 years old and above	0	0%
Total	24	100%

Table 4-2 Gender statistics of teachers (N=24)

Gender	Number of people	Percentage
Male	18	75%
Female	6	25%

Table 4-3 Statistics of teachers' education (N=24)

Academic qualifications	Number of people	Percentage
Undergraduate	0	0%
Master's Degree	2	83%
Doctoral Student	22	17%

Table 4-4 Statistics of teachers' titles (N=24)

Title	Number of people	Percentage
Professor	0	0%
Associate Professor	4	16.7%
Lecturer	20	86.3%
Assistant Professor	0	0%

Table 4-5 Statistics of teachers' teaching experience (N=24)

Teaching experience	Number of people	Percentage
Less than 1 year	0	0%
1-4 years	18	75%
5-8 years	2	8.3%
9 years or more	4	16.7%

According to the above data processing of the basic situation of physical education teachers involved in teaching public physical education classes, it can be found that, first of all, in terms of age and teaching age, the number of teachers under 30 years old reaches 75%, the number of teachers between 31 and 40 years old reaches 25%, and in terms of teaching age, 1-4 years is dominant, accounting for 75%. It shows that the physical education teachers in Hunan Foreign Language Vocational College present a younger degree of engagement. Young teachers have a unique perspective on the perception of things, and they are more receptive to new things, so it is easier to apply new teaching ideas and teaching modes to teaching activities, and they can often get more support and recognition from students. However, young teachers often lack sufficient teaching experience, and they often cannot accurately grasp the teaching rhythm in actual teaching activities, so young teachers should also continue to further study and observe the classroom teaching of veteran teachers to accumulate teaching experience in order to adapt to the development needs of future teaching activities.

Secondly, the gender statistics indicate that the number of male physical education teachers is significantly higher than the number of female physical education teachers, which is also in line with the characteristic that there are more male than female physical education teachers in China. Although male physical education teachers have more advantages in teaching strength-based sports, to a

certain extent, compared to the teaching of sports suitable for female participation such as yoga, they will show an increase in the ratio between students and teachers, which will affect the teaching effect.

Once again, the results of the education and titles of physical education teachers show that the education of physical education teachers in Hunan Foreign Language Vocational College shows high education, but in terms of titles, most of them are mainly lecturers and none of them are professors with master's or doctoral degrees, which have relatively broad knowledge base and relatively exquisite teaching skills, short time to adapt to teaching activities, and have the characteristics of quick results and strong adaptability. However, the mismatch between titles and academic qualifications can affect the teaching initiative of teachers with high academic qualifications, thus affecting teaching effectiveness.

4.1.2 Teaching Objectives of Public Physical Education Courses

Physical education curriculum objectives are the spirit of the entire physical education curriculum, condensing the content of educational purposes and providing guidance and soul for teaching. As Bloom and other western scholars believe, the goal is the expected result, and the formulation of physical education curriculum goals must simultaneously meet the needs of the state and society for talent standards, the needs of the development of discipline construction and the individual needs of students' personal physical and mental development. The objectives of physical education curriculum are divided into two levels: basic objectives and developmental objectives in the Guidelines for Teaching Public Physical Education Courses in National Higher Vocational (Specialized) Colleges and Universities (hereinafter referred to as "the Guidelines"). The basic objectives of school physical education include five areas: sports participation, motor skills, physical health, mental health, and social adaptation. The "three-dimensional objectives" of the physical education curriculum are composed of three domains: knowledge and skills, process and methods, and emotional attitude and values.

Emotional attitude and values. According to the basic objectives of the physical education curriculum in the Outline, the cognitive, skill and emotional dimensions are required, while the developmental objectives of the physical

education curriculum have higher requirements for the development of students' vocational fitness and the improvement of physical education core literacy.

The study conducted statistics on the teaching goal setting of physical education teachers in Hunan Foreign Language Vocational College, and the results are shown in Tables 4-6.

Table 4-6 Statistics of teachers' teaching objectives (N=24)

Objectives	Number of people	Percentage
Develop interest	12	50%
Skills and Techniques	24	100%
Physical fitness	24	100%
Exercise Habits	8	33.3%
Social Attitude	4	16.7%

From Tables 4-6, it can be found that all physical education teachers in Hunan Foreign Language Vocational College set skill technique and physical fitness quality as the teaching objectives of public physical education class, but only 50% of the teachers set cultivating interest as the teaching objectives, and the number of teaching objectives of exercise habit and social attitude is smaller, accounting for 33.3% and 16.7% respectively.

The above data show that physical education teachers in Hunan Foreign Language Vocational College neglected the teaching objectives of cultivating interest, exercise habits and social attitudes in public physical education classes. In the interviews with physical education teachers, it was found that the physical education courses are mainly "permissive" in that students who have completed the physical fitness test do not organize content teaching exercises in the next physical education classes, but are required to do physical activities freely in a certain area. To a certain extent, the leading role of teachers in the implementation of physical education courses in this institution is not obvious, and the basic objectives of the course can not be met, so that the physical education course objectives are not achieved to a high degree.

4.1.3 Teaching mode of public physical education courses

The academic system of higher vocational institutions is generally 3 years, usually 2 to 2.5 years for students to study in school. Students usually have to participate in off-campus internship in the third year, therefore, most higher vocational institutions only have three semesters of public physical education classes, and some schools even provide only two semesters of public physical education classes. The outline proposes that "the physical education courses in the first and second years of general higher vocational education must be offered, and the number of teaching hours of their compulsory courses is not less than 108 hours." Therefore, the teaching mode varies within different institutions of higher education. The author investigated the teaching mode of public physical education courses in Hunan Foreign Language Vocational College, and the results are shown in Table 4-7.

Table 4-7 Teaching mode statistics (N=24)

Year	Mode
Freshman	Basic Courses
Sophomore	Electives
Junior	No class

From the above table, we can see that the teaching pattern of public physical education courses in Hunan Foreign Language Vocational College is basic courses in freshman year, elective courses in sophomore year, and no courses in junior year. This is the same as the teaching mode of most higher vocational colleges in China. However, compared with undergraduate colleges and universities, it shows a big difference. Compared with the four-year academic system of undergraduate colleges and universities, the academic system of higher vocational colleges and universities is generally three years, so the curriculum of physical education is similar to that of high school, the content of basic courses is similar to that of high school, and the time of option courses, which are more interesting to students, is shorter, which is not very helpful for students to develop good exercise

habits. The "basic class + option class" model has little effect on the cultivation of students' vocational fitness.

4.1.4 Assessment and Evaluation of Public Physical Education Classes

Assessment and evaluation is an important part of teaching activities and an important part of school organization and management, so the validity and scientificity of the evaluation results are of great importance. The teaching evaluation of public physical education courses in higher vocational institutions is a direct manifestation of its teaching results. It is based on the set objectives of public physical education, and scientific evaluation means are used to evaluate the process and results of public physical education teaching activities as the basis and foundation for carrying out subsequent teaching activities. The author conducted a survey on the assessment and evaluation of public physical education courses in Hunan Foreign Language Vocational College, and the results are shown in Table 4-8.

Table 4-8 Assessment and evaluation of teachers' public physical education classes

(N=24)

Assessment and Evaluation	Number of people	Percentage
Technical 70% + usual 30%	15	62.5%
Technical 60% + usual 40%	2	8.3%
Technical 50% + usual 50%	7	29.2%

According to the above table, it can be seen that the assessment and evaluation of public physical education classes are different for different teachers, and the number of teachers with 70% of technical grades plus 30% of usual grades accounts for the most, 62.5%. It means that the assessment and evaluation of public classes in Hunan Foreign Language Vocational College is based on technical grades.

4.1.5 Participation of public physical education teachers in training

Continuing education is an important way to constantly improve the knowledge structure of physical education teachers, improve their own quality, and enhance their business ability to meet the needs of the times. The number of training reflects to a certain extent the level of teachers' ability to keep up with the times in teaching methods and other aspects. The author conducted a survey on the participation of physical education teachers in Hunan Foreign Language Vocational College in training, and the results are shown in Table 4-9.

Table 4-9 Number of teacher participation in training (N=24)

Number of trainings/per academic year	Number of people	Percentage
0 times	2	8.3%
1-2 times	18	75%
3-4 times	4	29.2%
5 times or more	0	16.7%

From Table 4-9, we can find that the number of physical education teachers in Hunan Foreign Language Vocational College who participated in training 0 times per academic year was 2, accounting for 8.3%, the number of 1-2 times was 18, accounting for 75%, and the percentages of 3-4 times and more than 5 times were 29.2% and 16.7% respectively. The above data show that the number of physical education teachers' training in Hunan Foreign Language Vocational College is low, and this situation will lead to a series of undesirable consequences such as teachers' backward teaching ideas, old teaching contents, unreasonable teaching organization and single teaching methods in this college.

4.2 Students' learning situation of participating in public physical education courses in Hunan Foreign Language Vocational College

With the deepening of China's curriculum reform, the concept of student-oriented gradually takes root in people's hearts, the main position of students in educational activities is increasingly prominent, and the student-oriented education

idea has penetrated into all teaching activities, so in the process of public physical education class teaching activities in higher vocational institutions, the main position of learning should be fully respected and valued, and all teaching activities should respect the needs of students, understand Students' ideas and suggestions, and strengthen the effective communication between teachers and students in order to improve the effectiveness of teaching.

Therefore, the author conducted a survey related to students' perception of public physical education classes, students' satisfaction with public physical education classes, and students' interests.

4.2.1 Students' Perceptions of Public Physical Education Classes

Table 4-10 Students' awareness of public physical education classes (N=4300)

Awareness of the purpose of the course	Number of people	Percentage
Skill learning	4300	100%
Relaxation	1254	29.2%
Exercise the body	4300	100%
Mental exercise	0	0%

From Table 4-10, it can be seen that there is an inconsistency in students' perception of the purpose of public physical education class instruction, in which 4,300 students (100%) think that the purpose of public physical education class is skill learning and physical exercise, but only 1,254 students (29.2%) choose the purpose of public physical education class for relaxation, while no students think that public physical education class has the purpose of mental exercise. The above shows that students' perceptions of public physical education classes are deviated, especially in the exercise of mental quality does not have more experience, in the visit with students found that teachers in public physical education class teaching, there is no corresponding teaching and training on mental quality.

4.2.2 Students' satisfaction with public physical education classes

Table 4-11 Students' satisfaction with public physical education classes (N=4300)

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Satisfaction	Number of people	Percentage
Very satisfied	650	15.1%
Satisfied	762	17.7%
General	2466	57.3%
Dissatisfied	422	9.9%
Very dissatisfied	0	0%

From the above table, it can be seen that students' satisfaction with public physical education classes is not satisfactory, among which the number of average and unsatisfied students are 2466 and 422 respectively, accounting for 57.3% and 9.9% of the total number of students respectively. In the survey of students' visits, I found that the main reasons why they were not satisfied with public physical education classes were, firstly, that the school offered fewer sports and could not choose their favorite sports, and secondly, that the teachers were mostly physical training oriented in their freshman year, so they were not satisfied with the public physical education classes.

4.2.3 Students' interest in sports

Table 4-12 Students' interest in sports programs (N=4300)

Sports	Number of people	Percentage
Basketball	344	8%
Soccer	241	5.6%
Volleyball	684	15.9%
Table Tennis	261	6.1%
Badminton	4124	95.9%
Tennis	4226	98.2%
Athletics	243	5.6%
Gymnastics	14	0.3%
Swimming	4120	95.8%
Sports Dance	1334	31%

Martial Arts	45	0.1%
Yoga	1336	31%
Aerobics	1542	35.9%

From Table 4-12, it can be seen that the top three interests of students participating in public physical education classes in Hunan Foreign Language Vocational College are tennis, badminton and swimming, and the last three are wushu, gymnastics, track and field and soccer in order. Through the survey of students, we know that the reason for this situation is that the ratio of male to female in Hunan Foreign Language Vocational College is 3:7, and there are more female students, so they tend to choose sports that are relaxing and less confrontational, such as badminton, tennis, swimming, aerobics and so on. Next are martial arts, gymnastics and athletics which are more boring and are not loved by everyone.

4.3 Management of public sports schools in Hunan Foreign Language Vocational College

The author conducted a survey visit to the management of public physical education school in Hunan Foreign Language Vocational College and found that: the teaching management of public physical education courses in Hunan Foreign Language Vocational College is under the overall responsibility of the Department of Basic Teaching and Learning, and the physical education teaching and research department and the teaching supervision group of the department are directly and specifically responsible; the teaching management of physical education courses is monitored by the teaching affairs office and the teaching supervision office of the school.

Under the framework of the school's teaching management system, the Department of Basic Education has put forward a series of teaching management requirements for all public basic courses, including physical education courses, according to the actual situation of the teaching and research departments under its jurisdiction, which are mainly reflected as follows: the physical education teaching

and research department is in charge of the regular inspection at the beginning, middle and end of the semester, and the teaching supervision team is in charge of the regular inspection at the end of the semester. The teaching management of physical education courses is carried out in a "two-pronged" mode, with each of the two administrations performing its own duties and operating in a joint manner. This model not only rationalizes the course management mechanism, clarifies the division of responsibilities, but also greatly improves the efficiency of teaching management, increases the flexibility of work, and is more conducive to timely detection, analysis and solution of teaching problems and scientific research of teaching inspection and student evaluation results, timely summary of experience and improvement of teaching.

The management mode of public physical education courses is that the physical education department is mainly responsible for conducting teaching documents, teaching operation, and teaching assessment inspections at the beginning, middle and end of each semester.

The teaching supervision group of the basic teaching department is mainly responsible for carrying out daily teaching spot checks focusing on teaching discipline and extra-curricular counseling and answering questions. The teaching management of physical education courses in this school mainly involves the following aspects: at the beginning, middle and end of each semester, physical education teachers in this school must fill out the "Hunan Foreign and Professional College Teaching Routine Checklist" and submit it to the Physical Education Teaching and Research Office after self-inspection. In addition, the Physical Education and Research Office also requires full-time physical education teachers to listen to classes at least twice a semester and to sort out and summarize the lectures at the end of the semester, so as to promote mutual learning among physical education teachers, complement each other's strengths and weaknesses, and improve the quality of physical education course teaching. The teaching supervisory team randomly audits and evaluates the physical education teachers in each semester, focusing on their teaching style, teaching attitude, whether they are late and leave early and other teaching discipline problems, as well as randomly

checking the work of physical education teachers in extracurricular coaching, coaching students' sports team training and competition.

The survey on the management effect of public physical education classes in Hunan Vocational College of Foreign Languages was conducted, and the results are shown in Figure 1.

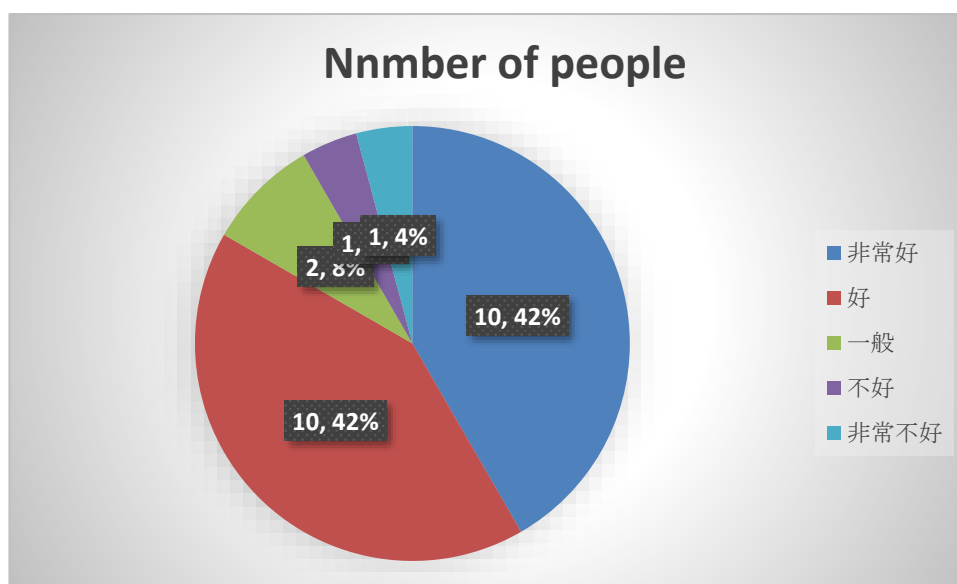


Figure 1 Effectiveness of public physical education class management

As can be seen from the above graph, the teachers' feedback on the management effect of public physical education classes is that 20 of them think that the school has expressed better management effect of public physical education classes, accounting for 83.3%, which means that the teachers are satisfied with the mechanism and way the school manages public physical education classes.

4.4 The hardware and software conditions of public physical education in Hunan Foreign Language Vocational College

4.4.1 The basic situation of public physical education venue equipment of Hunan Foreign Language Vocational School

As of 2023, the total area of outdoor sports venues in Hunan Foreign Language Vocational College is 43,655 square meters, with an average of only 4.21 square meters per student; there is no indoor venue, which is still a big gap with the requirements of the directory of general higher education school sports facilities

issued by the Ministry of Education: outdoor area is 4.7 square meters per student, indoor area is 0.3 square meters per student.

China's private higher vocational education in general started late and the capital investment is relatively lacking. In the process of its development, schools pay more attention to its vocational education attributes and focus on the cultivation of professional and vocational skills, and most of the limited funds are invested in professional construction; the basic construction always lags behind.

Table 4-13 Hardware conditions of public physical education courses in Hunan
Vocational College of Foreign Languages

Field Name	Quantity	Site Area (m ²)
400m standard athletic field	1	15000
Sports field	1	2400
Outdoor basketball court	8	3000
Outdoor Volleyball Court	5	2124
Outdoor Tennis Court	2	1468
Outdoor Table Tennis Court	2	540
Single and double bar area	1	221

4.4.2 Management and use of public physical education venues and equipment in Hunan Foreign Language Vocational School

Hunan Foreign Language Vocational School has formulated the "College Sports Facilities and Equipment Management System", and sports venues and equipment are managed by dedicated personnel.

The management of the outdoor track and field (soccer) field and outdoor basketball court area is managed by the school's security personnel who are responsible for opening and closing the doors. The managers often choose to open only some of the entrances and exits for the sake of saving time, and students and

physical education teachers have to go in and out of the two sports fields in opposite directions, with poor access.

The physical education teachers are responsible for managing the physical education equipment in Hunan Foreign Language Vocational College. Since physical education teachers have a heavy teaching load and have to instruct students' sports teams to train and compete after school, they are often overwhelmed with the management and maintenance of sports equipment. There is no person responsible for the management and maintenance of physical education equipment, and the ball equipment students receive in class is often broken and under-pressurized, which seriously affects normal teaching. Since there is no person responsible for issuing, storing and cleaning the equipment, students basically receive and return the equipment by themselves, which to a certain extent causes unreasonable storage, damage and even loss of equipment. After hiring a person to manage the equipment, all the problems are solved, so that the service life of the equipment is further extended, unnecessary losses are reduced, and the efficiency of borrowing and returning equipment is greatly improved.

Another problem that should not be overlooked is that the number of physical education teachers in the school is small, resulting in sparse scheduling and high density of physical education classes, and the situation that most of the venues and equipment are idle and in short supply at the same time, and the situation that teachers "grab" venues for classes and students' after-school exercise often occurs, which also leads to many students not having venues and equipment for after-school exercise. The situation is that many students do not have the equipment to use for physical exercise after school. The configuration and management of existing venues and equipment are not scientific, and the role of existing resources of venues and facilities is not maximized. These are not conducive to improving students' motivation to exercise.

Chapter 5

Summary, Discussion of Results and Recommendations

5.1 Summary of research results

According to the research theme of this study and the analysis of the collection and processing of questionnaires, we can summarize the situation of public physical education classes in Hunan Foreign Language Vocational College.

First of all, the performance of teachers in public physical education classes in Hunan Foreign Language Vocational College is not satisfactory, mainly because the age structure of teachers in Hunan Foreign Language Vocational College is young, which is conducive to the vitality of public physical education classes, but too young also brings the disadvantage of insufficient experience in teaching public physical education classes, the gender of the teaching team is in the state of more men than women, which is not conducive to the development of sports for girls such as yoga. The mismatch between teachers' academic qualifications and titles reduces teachers' motivation to teach. In the setting of teaching objectives, the teaching team as a whole ignores the cultivation of students' humanistic spirit, i.e., the cultivation of exercise habits and social attitudes, and the cultivation of students' awareness of long-term exercise behavior is weak, and the teaching mode of public physical education classes is short, which is not conducive to the cultivation of students' complete mastery of sports skills and physical fitness. Physical education teachers focus on technology in their assessment and evaluation methods, ignoring the evaluation of students' learning process. Teacher teams attend fewer training sessions, which is not conducive to the development of teachers' self-renewal ability.

Secondly, on the students' side, students' cognitive awareness of public physical education classes for exercising mental quality skills is poor, which indicates that teachers do not timely train students' mental quality skills when teaching public physical education. The main reason for the unsatisfactory performance of students' satisfaction with the development of public physical education classes is that the curriculum is not reasonable. Students' preference for public physical

education classes is more towards recreational, less confrontational ball games and more fun swimming and aerobics programs.

Once again, the school management of public physical education classes, in the school management of its management institutions, management mechanisms and management effectiveness performance is better, there is a systematic and scientific management approach.

Finally, in terms of the hardware and software of public physical education courses, the sports area and the sports area per student in Hunan Foreign Language Vocational College do not meet the national requirements, and there are fewer specific sports fields. In terms of software conditions, Hunan Foreign Language Vocational College has a good management system of field equipment, but in the process of implementation, there is a bad phenomenon that the service life of field equipment decreases and the utilization rate of field equipment decreases due to the lack of full-time care of field equipment.

5.2 Discussion of Results

According to the summary of the above results, we can find that the public physical education class in Hunan Foreign Language Vocational College is not satisfactory, and there are big problems in terms of teachers, students and hardware conditions of public physical education class.

According to the results of previous studies on the development of public physical education in Chinese higher education institutions, the problems of public physical education in Hunan Foreign Language Vocational College are basically the same as the results of previous studies, and the main reason is that, first of all, there is a serious contradiction between the starting time and the development speed and the development quality of Chinese higher education institutions. The foundation of public physical education in higher vocational institutions is relatively weak, but in the case of faster modernization, higher vocational institutions blindly expand and ignore the role of public physical education classes, which leads to uneven development quality, so the public physical education classes are not carried out satisfactorily. Secondly, the education concept is not updated in time. In the concept of the Chinese public and even educators, the main task of higher

vocational colleges and universities is to cultivate highly skilled and sophisticated talents, so the attention to education of physical education is weakened, forming the status quo of unbalanced and mismatched development of skills and physical abilities, so public physical education is ignored to a large extent, resulting in the unsatisfactory effect of public physical education classes. Once again, the teacher team construction is not perfect. During the rapid development of Chinese higher education institutions, there is an obvious contradiction between the quantity and quality of the teacher team and the student population, the small number of teachers and the large number of students will directly affect the effect of students' physical skills and physical fitness practice, the young and highly educated teacher team does not bring more obvious promotion to public physical education. Finally, the national hardware and software construction in higher education institutions is not perfect. It is obvious from the survey results that the ratio between the sports area and the number of students in public physical education classes is obviously lower than the national standard, which directly affects the sports situation and sports effect of students. The lack of dedicated space for different sports has a direct impact on the development of the respective sports, so students are unable to learn their favorite sports and lose their expectation and love for public physical education classes, which affects the development of public physical education classes.

Through the summary and discussion, we can obviously conclude that the factors that affect the development of public physical education classes in Hunan Foreign Language Vocational College are: teachers' staffing, teaching problems, software and hardware conditions.

5.3 Recommendations

5.3.1 Strengthen the construction of physical education teachers

Higher vocational colleges should actively optimize the structure of physical education teachers, balance the title structure of physical education teachers and improve the overall level of physical education teachers; increase the number of teachers, recruit or employ physical education teachers, especially introduce new physical education talents and increase the number of public physical education

teachers to meet the needs of school physical education. Secondly, the overall level of physical education teachers in vocational colleges should be improved by "bringing in and going out". At the same time, it is necessary to recruit excellent young teachers, and at the same time, it is necessary to go out regularly for study and professional training to improve professional skills, and to encourage physical education teachers to actively participate in classroom research activities in schools and government agencies to improve the overall level of teachers and research ability. The professionalism of physical education teachers is reflected through the teaching of classroom theoretical knowledge and physical education competitions. Physical education teachers can also help students progress by leading their own teams and improving their professionalism at the same time.

5.3.2 Improving teaching methods and teaching evaluation

Change teaching methods and use a variety of ways to teach. Physical education teachers can use modern means such as information technology to carry out sports informatization, through which they can improve their interest in physical education learning and innovative learning sports, so as to achieve high-quality teaching effects.

Actively improve the evaluation system of physical education. It is necessary to combine the evaluation of physical education learning effect with the evaluation of physical education process, and combine the students' usual performance, learning attitude, etc. for evaluation.

5.3.3 Strengthen the construction and funding of sports venues

In order to have good physical education classes, there must be enough sports field equipment. Schools should increase the funding of facilities with the actual situation. To a certain extent, the actual needs of public sports can only be met if the construction of public sports facilities is re-sensitized. In addition, sports facilities should be actively purchased to provide students with enough sports equipment to meet the needs of physical education. In addition to this, it should also strengthen the management and maintenance of sports venues, clarify the opening hours of sports venues, conduct regular inspections of sports venues and

sports equipment, and timely troubleshoot sports venues and facilities to provide a safe environment for physical education.

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Appendix

Your age -

Your gender--

Your title--

Your teaching experience--

Your education--

1. What are the teaching objectives of the public physical education class you teach? (Multiple choice)

A to develop interest B skills and techniques C physical fitness D exercise habits F social attitudes

2. The teaching mode of the public physical education class you teach is--

3. What is the assessment and evaluation method of the public physical education class you teach? (Single choice)

A 70% of technique + 30% of usual B 60% of technique + 40% of usual

C 50% technical + 50% usual

4. What is the number of training sessions you attend each academic year? (Single choice)

A 0 times B 1-2 times C 3-4 times D 5 times or more

5. What do you think is the effectiveness of the school's management of public physical education classes?

A very good B good C average D bad E very bad

The Current Situation of Teaching Public Physical Education Courses in Hunan Foreign Language Vocational College (Students)

Your grade--

Your gender--

1. What is your perception of public physical education class? (Multiple choice)

A skill learning B relaxation C physical exercise D mental exercise

2. How satisfied are you with the public physical education class? (Single choice)

A very satisfied B satisfied C average D dissatisfied E very dissatisfied

3. Which sports are you interested in? --

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