

# **Research On The Reconstruction Approach Of Physical Education Curriculum System Based On First-Level Discipline Establishment With The Teaching Reform Of P. E. Postgraduate Courses In Yan'an University As The Study Case**

Shirong Li

School of Physical Education, Yan'an University, 716000, China

**Keywords:** P. E. Postgraduate Students; Core Curriculum; Teaching; P. E.

**Abstract:** With the rapid advancing of the world economy, the development in the industry of sports has also received attention from all walks of life. In promoting national economic development, sports industry has a very important status, as a promising industry, health industry and eco-friendly industry, it plays an increasingly important role in continuous promotion of the growth of domestic demand, enhancing people's physique, and building a harmonious society. Based on the first-level discipline construction, how to cultivate high-quality professional complex talents is an urgent problem to be solved in higher education nowadays; while in the training of talents, curriculum is the key segment. Current development of P. E. major curriculum in China is still in an immature stage. Taking Yan'an University as the example, based on the abilities that P. E. postgraduate students should have, and on the principle of scientific and rational curriculum setting, it is analyzed in this paper the curriculum setting of physical education major, and explored the reconstruction approach of curriculum system for P. E. major postgraduate students.

## **1. Knowledge and ability structure of master degree students of P. E.**

### **1.1 Core competence of master degree students of P. E.**

The cultivation of master's degree P. E. talents is a process of "accumulating knowledge and experience of P. E. discipline, taking the content of P. E. practice as innovative practice, cultivating comprehensive innovation ability, innovative thinking and awareness. In this way, "innovation" is the core ability of postgraduate students majoring physical education.

#### **1.2 Competence constitution of master degree students of P. E.**

The core competence of postgraduate students lies in their own innovative ability. According to the cultivation objectives of P. E. postgraduates in China, combined with the discipline types and professional characteristics, their innovative ability is categorized as five basic characteristics: thinking ability, learning ability, research ability, practical ability and communication ability.

## **2. The basic principles of curriculum system design for master degree students of P. E.**

### **2.1 Basic characteristics of curriculum for master degree students of P. E.**

#### **2.1.1. Professionalization.**

Professionalization means that the curriculum has a specific professional orientation and occupational orientation. Professional degree graduates are not universal education, which have a special vocational background, which belong to professional education. The establishment of curriculum and the selection of curriculum content for master degree students of P. E. must reflect professional requirements of physical education major, sports industry and the related fields.

#### **2.1.2 Pragmatism.**

The so-called pragmatism means that the curriculum should be based on practice as much as possible, which should be closely related to practical occupations, and emphasize the practical

requirements of professional degrees. The establishment of curriculum and its content selection should be based on the needs of actual operation of the industry, so that the educated can understand and master the knowledge and ability required for professionals in practical work, and more importantly, to cultivate their insight into practical work and the abilities to analyze and handle problems.

### **2.1.3 Involvement.**

The authentic cultivation of professional skills and research ideas in P. E. requires postgraduate students to participate in person and develop through personal experience, so it has certain involvement requirement.

### **2.1.4 High standards.**

Postgraduate education is the education period after undergraduate course that is a constitution of higher education. This would require that the establishing and content selection of curriculum should not duplicate the similar contents of undergraduates, but must be “meticulous, in-depth and professional”, so as to reflect the its high standard nature to meet the high-level requirements.

### **2.1.5 Exploratory.**

Exploration is one of the essential characteristics of postgraduate education, and the process of course learning is also the process of cultivating inquiry ability and habit. Therefore, it is necessary to reconstruct the organization, teaching process and assessing approach of curriculum, rather than adopting traditional teaching methods, such as inculcation or lecturing, but to apply participatory teaching, discussion-based, and self-study teaching methods etc.

## **2. 2 The basic principles of curriculum and its system design for master degree students of P. E.**

### **2.2.1 Systemic principle.**

Cultivation of master degree students of P. E. is a systematic project. The cultivation operation involves mutual participation of school managers, disciplinary (class) teachers, guidance teachers and students. A curriculum system is composed of various types of courses; Competence constitution and knowledge composition of master degree students of P. E. are complex and diversified. In the establishment of curriculum and the designing curriculum system, elements of each main subjects must be considered comprehensively.

### **2.2.2 Competency-oriented principle.**

Under the fundamental guidance of the composition of master’s degree of physical education, the useful elements are selected from the system of knowledge elements as the basic elements of curriculum establishment. In other words, the basic elements of the curriculum must be competency-oriented (in order to develop specific competencies).

### **2.2.3 Highlighting the principle of practice.**

Practicality must be emphasized when choosing the content of professional degree curriculum and establishing curriculum system. Minimize the courses taught by pure theory, so that postgraduate students can participate in the process of teaching and the practice of curriculum establishment. Curriculum content system should be based on practice or science and extends to basic theories or principles. Curriculum system is more important than technical and practical courses. Importance should be attached to the cultivation of postgraduates’ ability to carry out scientific research and practice.

### **2.2.4 The principle of overall consideration.**

In order to meet the special needs of the master degree in physical education, the relationship between the following aspects should be coordinated: First, the relationship between normalization of education management and the specialization of professional education. Second, the relationship

between the practical standing of the students and the cultivating objectives. Third, the relationship between the basic theory curriculum and the practical technical curriculum. Fourth, the relationship between the normalization of curriculum and the diversity of demand. Fifth, the relationship between the generality and particularity of the various professional fields of physical education. The sixth is the relationship between rationality of a curriculum system and practicality, usability and operability.

#### **2.2.5 Personalized principles.**

It mainly reflects the diversification of demand and the difference of basic conditions. In the first place, it is to consider the differences between schools, highlighting the characteristics and individuation of school education resources; the second is to consider the differences between the needs of different professional fields and students to meet the individual needs of groups and individuals.

#### **2.2.6 the principle of openness.**

Things are developing and changing, in order to ensure the sustainable application, on the one hand, establishing of a curriculum and curriculum system must set aside space for the future development, and reserve space for its development; on the other hand, curriculum establishment should be viewed with the idea of development, since the content of the curriculum varies among different disciplines. The development of technology is constantly enriched and improved with the change of practice. The third is to use educational resources with an open attitude, mainly by using the two favorable resources of theoretical teaching and practical teaching outside a school.

### **3. Reconstruction approach of physical education curriculum system based on first level discipline establishment**

#### **3. 1 Curriculum selection for postgraduates**

##### **3. 1. 1 Primary selection of indexes**

In order to fulfil the task of reconstructing the core curriculum structure of this major, it is organized in this study the compulsory courses of physical education postgraduate students in some P. E. colleges in China through literature research and major compulsory courses. It presents the courses with an enrollment rate of more than 50 % and to be combined with the core curriculum of physical education postgraduates by the Ministry of Education.

As a primary indicator, the details of which are as follows: track and field, gymnastics, basketball, volleyball, football, special theory and practice, P. E. postgraduate, sports psychology, selection of sports talents, sports competition, sports massage, management of P. E. postgraduates, pedagogy, P. E. measurement and assessment, sport anatomy, athletic physiology, sports biomechanics, sports nutrition and recovery.

##### **3. 1. 2 Further selection of indexes**

Based on the preliminary selection of indexes, in this study, an interview outline and a questionnaire has been drafted, and further selection of the preliminary selected indexes is conducted through expert interviews and questionnaire survey. The results of interviews and questionnaires show that these two kinds of curriculum of special theoretical courses and practical courses and P. E. postgraduate courses are the core curriculum of P. E. postgraduate students, which have been unanimously recognized by all experts. Most experts believe that sports competition, sports psychology and postgraduate P. E. management science, sport anatomy, athletic physiology and track and field sports are the core curriculum of P. E. postgraduate students; selection of sports talents, pedagogy, P. E. measurement and assessment, sports biomechanics, sports nutrition and recovery, gymnastics and sports massage have lower selection rate. Some experts believe that sports biochemistry, physical exercise, P. E. philosophy, physical education conspectus, P. E. techniques and diagnostics, basic knowledge of applied sports medicine, Chinese writing and expression, P. E.

textbooks and teaching methods also belong to the core curriculum for P. E. postgraduate students.

### **3. 2 Analysis of cultivating objectives for P. E. postgraduate students of Yan'an University**

The cultivation objectives for P. E. postgraduate students of Yan'an University is to bring out comprehensive talents of application category with strong professional P. E. practice abilities and solid theoretical knowledge for P. E. postgraduate students, and the graduates can be engaged in training, teaching, competition, management and other aspects of work in various P. E. schools, schools, communities and sports in different counties and cities. This goal emphasizes the students' practical ability and theoretical standard of special sports, and tries to cover all disciplines of sports as much as possible in their professional orientation, and tries to make students qualified to meet more professional needs after graduation. It seemingly that the position of P. E. postgraduates is a dilemma. If only one goal is emphasized, then the social adaptability of P. E. talent specialty may be reduced by the poor adjusted output of talents. If too much consideration is given to the diversification of talent output, it will dilute the "characteristics" of postgraduate students of P. E. majors. Both of the two are important factors that have a fatal impact on the development of the major. In this case, if the core disciplinary courses are highlighted and the specifications and implementation process are strictly required, the disciplinary courses are established with the proportion of elective courses is increased according to the quality and quantity completion status of the students, as well as society demand and the characteristics of the students, which will coordinate the relationship between "discipline" and "vocation" to a great extent.

### **3. 3 Discussion on the curriculum establishment for P. E. postgraduates**

#### **3.3.1 Specialized theories and practice**

Starting from the cultivation objectives of the postgraduate students of P. E. majors, improving the specific theoretical and practical methods is the basis for students to have strong physical education practice ability, participation in training, teaching, competition, management and other fields. From the point of view of society demand, physical education schools, health clubs and traditional physical education are the main employment trends of postgraduate students majoring physical education. The most important issue in these segments is the special level of the students. From the suggestion of the Ministry of Education on the establishment of the core curriculum of P. E. postgraduate students in China, we should choose the professionalized theories and practice as the core curriculum.

#### **3. 3. 2 Selection of sports talents**

In the cultivation objectives for P. E. postgraduates of Yan'an University, it is mentioned that graduates can involve in the occupations in various fields including physical education, training, teaching, competition and management in P. E. schools, general schools, communities and sports clubs. Among which, the most important occupation is coaching. The starting point of coaching is to select materials and promote more children and children to participate in sports. With the rapid development of the discipline of athlete selection, athlete selection has also developed from experience selection to comprehensive selection.

At the same time, this course has also been included in the guidance document by the Ministry of Education on the core curriculum of P. E. postgraduates in China. As one of the four branches of competitive sports, the choice of sports has become the core curriculum of postgraduates of P. E. major, which also meets the requirements of cultivating objectives.

#### **3. 3. 3 Athletic physiology**

Athletic physiology is one of the fundamental disciplines of sports science and a branch of human physiology. Studies of athletic physiology involve changes in the muscle system, respiratory system and circulatory system during exercise, as well as the physiological principles of training methods. By learning about the relevant content, students can understand the basic physiological laws in P. E., and improve the application of physiological principles. The ability to analyze

specific problems in physical education practice also lays a theoretical foundation for learning other courses.

### **3.3.4 Sports psychology**

Sports psychology is a branch of psychology, which studies the psychological characteristics and rules of people when they are engaged in sports. The research task and content of sports psychology are closely related to the major of sports science, and it plays an important role in the curriculum of postgraduates majoring physical education. First of all, the psychological ability in sports constitutes the competitive ability of athletes, and this course plays a unique role in the graduate course of physical education. It guides the learning of sports skills from the perspective of sports psychology, and at the same time supervises and guides the training process psychologically, including psychological training.

### **3.3.5 Discussion on whether other relevant courses can become core curriculum**

As for the courses of management of P. E. postgraduates, sports competitions and sports massage, although the Ministry of Education has listed these as core curriculum for postgraduate students majoring in physical education, in this study, these were not set as the core curriculum. The reason is that the two courses of management of P. E. graduates and sports competition belong to the field of management, and there is a certain difference between the professional cultivation of P. E. postgraduate students. Usually, there are specialized personnel responsible for the courses, that sports massage belongs to the scope of sports medicine, which belongs to the disciplinary fundamental curriculum. Although these courses are not included as core curriculum, they can be applied as disciplinary fundamental curriculum for postgraduate students majoring in physical education. Some courses will become public courses, and some courses may become elective courses to make up for the knowledge structure of the core curriculum of the major and enrich the comprehensive knowledge of postgraduate students majoring in physical education.

### **3.4 Implementation of core curriculum**

Establishing the overall framework of core curriculum is only the first step of curriculum reconstruction. On the basis of reaching consensus, we should enter the stage of optimizing the connotation structure of core curriculum. The optimization of core curriculum connotation structure is not only the sublimation of the whole curriculum structure, but also an important guarantee to realize the function of core curriculum. First of all, after core curriculum is determined, the curriculum structure can be appropriately adjusted, the proportion of elective courses can be appropriately increased, and professional guidance courses, school-based courses and general education courses can be established according to the actual situation. Students' society demand give them more freedom. Secondly, after determining the core curriculum of physical education postgraduate students, compiling the syllabus is the first step to enter the connotation structure. Determine the teaching time, curriculum objectives, teaching content, teaching methods, teaching methods, especially for the core curriculum to be completed by students. We should put forward higher requirements. Combined with the reform of credit system, the examination standard of professional core curriculum can be raised to 70 or 75, and the performance of professional core curriculum can be improved. In addition, the selection criteria of teachers should be different from other courses, and all of them need further study. Finally, in the aspect of teaching management, it is necessary to set standards for core curriculum to be established with focus. When choosing key curriculum in schools, the main core curriculum should be focused.

### **Acknowledgements**

Yan'an University Postgraduate Education Reform Project; No.: YDYJG201826

## Reference

- [1] Wang Bo, Zhou Xuerong, Li Huimeng. Confusion and reflection of college physical education curriculum from the perspective of “Sunshine Sports” [J]. Journal of Beijing Sport University, 2014, 37 (05): 112 - 117
- [2] Wang xiaozan, Yin Zhihua, Li Youqiang, Yu Yingying, Ji Liu. Analysis of the development direction and context of contemporary physical education curriculum model from the international perspective [J]. Sports science, 2014, 34 (11): 3 - 15 + 26
- [3] Fan Wei. Research on the value orientation of school physical education curriculum in China since the 20th century [D]. Northeast Normal University, 2013
- [4] Wang Guoliang. Research on the introduction of flipped classroom into public physical education in Colleges and universities [D]. Beijing Sport University, 2016
- [5] Jiao Xianwei. Research on the curriculum system of leisure P. E. major in P. E. colleges and universities in China [D]. Beijing Sport University, 2014