

Analysis on the Reform of Sports Calisthenics Curriculum in Higher Vocational Colleges

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Abstract: *Along with our country education reform and innovation, many disciplines and education teaching methods, great changes have taken place in the higher vocational colleges and universities sports aerobics curriculum is deeply influenced by the content of attention, is also a higher vocational college students main choice of sports, but due to the continuous improvement of living standards, the students so many higher vocational college students is more and more do not take the physical training, Even some students because of poor overall physical quality, so as to affect other aspects of learning, but there are still some problems in the process of developing sports aerobics courses in higher vocational colleges. In this paper, the author analyzes the problems existing in the teaching process of higher vocational college physical calisthenics, and expounds the relevant countermeasures to improve the curriculum of higher vocational college physical calisthenics. After "knowing", to realize "the generation flip" of the learning content by online classroom exercises, "understanding" and "applying", to realize "the generation flip" of the learning content, can be achieved by the online classroom discussion function.*

Keywords: Higher Vocational Colleges; Sports; Aerobics; Curriculum Reform; Analysis.

1. INTRODUCTION

Offline flip-mix teaching mode is an organic integration of offline classroom and online classroom, that is, online classroom exercises and discussions activate offline classroom, extend after-school learning, and realize "limited" to "unlimited" learning subject wholeness, "passive" to "active" learning autonomy.

After an offline classroom teacher explains one or several knowledge points with the help of teaching materials +PPT courseware+audio and video, students can turn to online classroom exercises. From the seamless and coherent learning and thinking process of listening, doing exercises, understanding and analyzing answers, students have realized the complete construction of knowledge and theory in their brains, that is, "knowing". After the students release the answer to the "anchor of the problem" in the online classroom discussion area, it is essential to carry out "progressive multi-evaluation" in order to realize the "knowing, understanding and applying" of the learning content. On the one hand, the "progressive multi-evaluation" is based on affirming the content that students have completed, and puts forward the direction of further promotion. The evaluation is carried out every week and runs through 18 teaching weeks. The final exam is only one part of the evaluation.

On the other hand, the "progressive multi-evaluation" is the evaluation of students, which is called "the evaluation of differences within individuals". From the beginning of class, students get professional evaluation from teachers, so as to cultivate students' disciplinary thinking, innovative thinking, problem-solving ability and writing ability. Teachers' evaluation often combines theoretical knowledge+case analysis+reference answers+other students' excellent answers. By comparing these four dimensions with students' own answers, the evaluation of affirmation+encouragement+promotion direction is given. Students not only learn the subject knowledge content vertically, but also learn the application method of knowledge content horizontally from the excellent answers among classmates, so as to achieve the "knowing, understanding and applying" of learning content, the "generation flip".

To sum up, the offline flip-mix teaching mode combines the vivid explanation of offline classroom teachers with the instant answer analysis and opinion release of online classroom. The progressive multi-evaluation makes knowledge, values and ideas flip repeatedly among materials, students and teachers, which makes the scientific research go deep into the heart.

1.1 First, the problems existing in the teaching process of physical calisthenics in higher vocational colleges

At present, the aerobics teachers in some higher vocational colleges are influenced by the traditional educational ideas in the teaching process, leading to the whole teaching method can not effectively improve the quality of

students' aerobics learning. Traditional education teaching idea in the teaching process are mainly composed of teachers, the students can only passively accept knowledge content, moreover aerobics teachers in the teaching process is not to let it go to class for the students, coupled with the sports aerobics course itself is a kind of weak practical and theoretical courses, students need to continue to practice to a certain achievements [1]. Therefore, under the influence of the traditional education concept and teaching mode, the overall teaching quality and effect are not very ideal. Although some physical education teachers have a high level of understanding of calisthenics, but teachers do not know how to implement the teaching content in the teaching process, so that students in the learning process, unable to completely remember a set of calisthenics, students often only learn about, only know its shape do not know its meaning.

Table 1: Number of publications by principal investigators and their affiliations

Number of articles published	Author	affiliation/institution	Number of articles published	Author	affiliation/institution
8	Lin Xia	Wuhan University	5	Han Deying	Shanxi University
7	Tu Guoyuan	Ningbo University	4	Li Changbao	Zhejiang University of Finance and Economics
7	He Fang	Hengyang Normal University	4	Bian Jianhua	Qingdao University
7	Tan Yunfei	Hunan Police College	4	Lu Xiuying	East China Jiaotong University
6	Li Huifang	Hohai University	4	Chen Min	Huaihua College
5	Jia Dejiang	University of South China	4	Liu Shumei	Anhui University of Architecture
5	Li Qingming	Xi'an University of Technology	4	Zeng Erqi	Xuchang College
5	Xu Lan	Huaihai Engineering College			

1.2 do not pay attention to the cultivation of interest Einstein once said: "Interest is the best teacher"

Vocational college students in the selection of physical education courses, are basically based on their own interests to choose. Higher vocational colleges based on the related research found that the aerobics course, about 45% of the students are very like aerobics, about 30% of the students like aerobics, 15% of students of aerobics is a kind of indifferent attitude, the last is about 10% of the students don't like aerobics, but for some reason choice of aerobics [2]. Therefore, it can be seen that most of the students for aerobics courses are basically holding the purpose of taking credits, these students are not really like aerobics. In addition, some male students think that aerobics is more feminine and not suitable for boys. These problems not only show that the higher vocational colleges for the aerobics campaign propaganda is not in place, but also shows that the higher vocational colleges for the aerobics course teaching is not important.

1.3 Teaching methods and techniques are relatively simple

In the course of calisthenics in higher vocational colleges, unified teaching methods are basically used. Such teaching methods are very boring, and students generally lack enthusiasm in learning. Such as the one in front of the teaching aerobics teachers in higher vocational colleges, let the students to carry on the simple run lap to warm up, and then for each joint tensile, aerobics teachers will pass below action tells, action demonstration, let the students understand the content of this lesson learned, and let the students one by one, to practice, talking to the students in some action is not standard, Finally, relax, gather and dismiss [3]. This is a unified calisthenics teaching process, in this way of teaching students lack a certain motivation and enthusiasm for learning, at the same time there is no enthusiasm for independent learning. Finally, some calisthenics PE teachers have incorrect ideas, holding a muddle along attitude to implement teaching activities, and are not willing to spend a lot of time for students to study teaching content, which will not only lead to students can not really learn calisthenics, but also will only stay in the stage of self-amusement.

2. SECOND, IMPROVE THE VOCATIONAL COLLEGE SPORTS AEROBICS CURRICULUM RELATED COUNTERMEASURES

Among them, expert teaching means that teachers of the same major in colleges and universities listen to experts' explanation in large classes. Theoretical knowledge explained by the major is universal and objective to a certain extent, so it does not play a great role in improving teachers' practical ability. Experience interchange means that teachers in colleges and universities improve their own experience through mutual communication, which is mainly shared. Although teachers can resonate with each other in the process of communication, these tests are of individual level, so they have low exchange value. Listening to evaluation type is in the process of teachers' lecture experts to listen to the teacher's teaching, after hearing evaluation is given, although this way can teachers gain some practical experience to solve the problem, but has many shortcomings, because interpretation of the contents of each course is different, so listen to lessons will only lead to the expert evaluation has the one-sided sex, In this case, when teachers do not agree with the expert's evaluation, they will ignore the expert's opinion.

In education in colleges and universities, therefore, is to practice activities are not effective to improve teachers' ability, it is also to a certain extent, restricted the sustainable development of colleges and universities colleges and universities, so in order to improve the phenomenon have been introduced in some colleges and universities practice - guide - reflection ways of the teachers' ability to ascend. In the development of the social life by the teacher can be concluded that the practice of knowledge to ascend and not by preaching work, but in the process of the interactive effect between the heart and the outside world object generated from within, so to both students and teachers to improve their own ability itself will have stronger subjective initiative, In this way, the knowledge acquired can be actively constructed in the process of learning and activities. Has a related study, people's thought has important influence to the promotion of the learning efficiency, when people are in a relaxed and pleasant atmosphere for knowledge acquisition efficiency is better, so in the development of colleges and universities colleges and universities in order to build a first-class teachers.

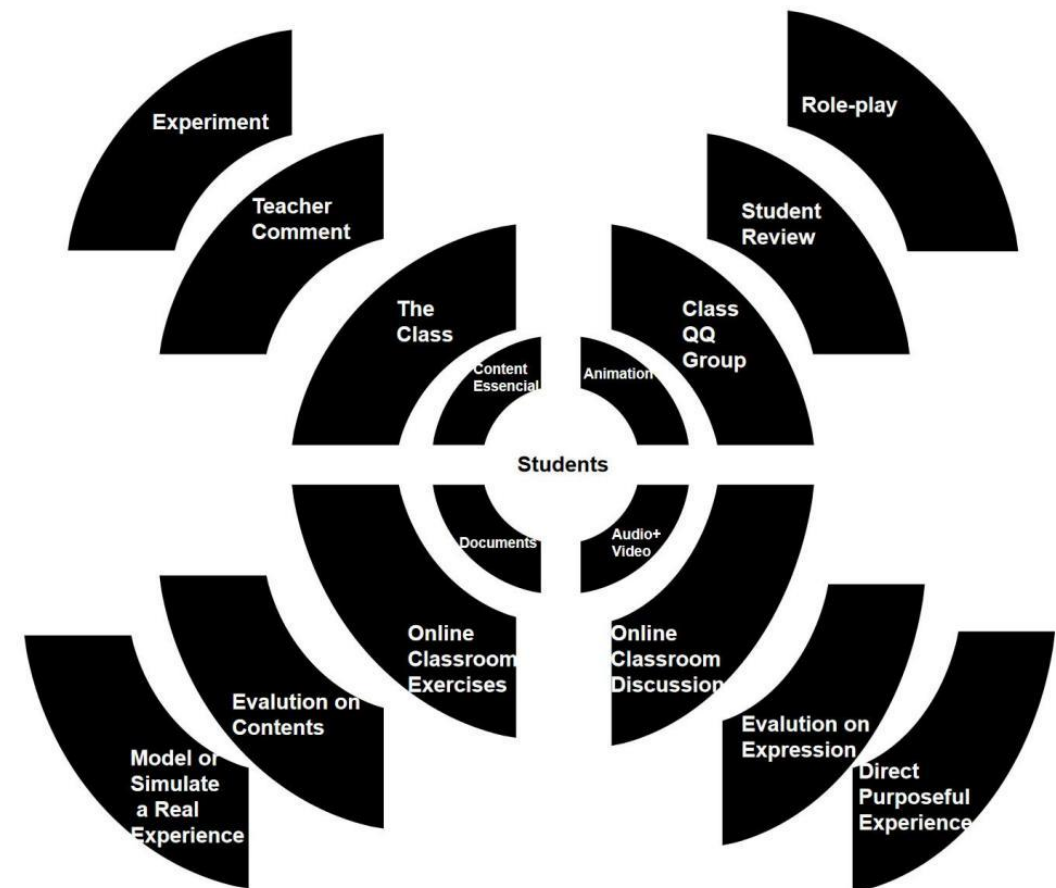


Figure 1: Course activation path

2.1 Change calisthenics teaching methods and ideas

In order to help students in higher vocational colleges to learn calisthenics better, first of all, teachers need to learn some advanced teaching methods, and change their traditional teaching ideas, in the process of continuous improvement, continuous progress, to create a good learning environment for students. Secondly, calisthenics teachers also need to make detailed teaching plans for students, and according to different teaching requirements, make corresponding adjustments, can not implement the teaching content step by step, the teaching process should be targeted, purposefulness. In addition, calisthenics teachers should also change the previous self-centered education concept, should be student-oriented, as a guide and organizer, to help students to complete the teaching objectives. For example, in the process of aerobics teaching, teachers carry out aerobics competitions for students, and formulate corresponding reward and punishment systems, which can not only stimulate students' enthusiasm for learning, but also let students find their own shortcomings. In addition, calisthenics teachers also need to implement teaching activities according to different students' aptitude. Because there are individual differences among students in each class, teaching objectives of different difficulty are designed for students with different levels and physical conditions, so that every student can improve and make continuous progress. Finally, aerobics teachers also need to focus on students' psychological and physiological problems, and give some help, and finally let each student can constantly improve themselves.

2.2. Design appropriate teaching content

Calisthenics teachers in the implementation of teaching activities in the process, must be reasonable design of teaching content, to ensure that the whole class exercise moderate. Because a set of calisthenics movement will contain a lot of action content, so in order to students can learn calisthenics step by step, the teacher first need to understand the physical conditions of the students, according to the specific situation of the students to design the right amount of teaching content. Because of the exercise of calisthenics movement process, often repeatedly practice a movement, which is easy to lead to fatigue students, but also may cause physical harm to students. Therefore, appropriate and targeted teaching content can achieve better teaching effect. 2.1. Through the research, we can know that the practice- guiding-reflection orientation is put forward under the reflective theoretical framework of the professional development path of teachers in colleges and universities. the reflection is a very fuzzy problem and explanation. When people discuss reflection, they have entered the state of reflection, so the concept of reflection is very easy to understand. Its study middle school students in colleges and universities is the reflection of work after the completion of a study on their performance in the class or rethink some of their own deficiencies, this kind of reflection are concluded from their own thinking experience and education, so in the field of teaching can call this kind of reflection and reflective teaching is the student in learning an experience of the past feedback work. the teacher's reflection simply means correcting the irrationality of self-expression and teaching behavior in practice so as to improve teaching efficiency and accomplishment through self-reflection and correction. Although relevant studies show that reflection is one of the important ways to improve teachers' practical ability, due to the different teaching environments faced by college teachers in the process of education, both their own factors and external factors in daily life will affect teachers' reflection work. In this case, in order to enable teachers to effectively carry out reflective work, it is necessary to intervene in teachers' reflective work in a reasonable way. Different teachers have different abilities, so there are great differences in improving their abilities through reflection. When teachers have poor understanding, reflection cannot play a real role.

2.3 Strengthen the investment in aerobics courses

Teachers as the implementer of the course, teachers' teaching level directly affect the quality of teaching, so the higher vocational colleges must pay attention in this aspect, and increasing investment to build a large and professional aerobics teachers, not only guarantee the teaching quality of aerobics class, also can guide the students to actively participate in aerobic exercise. In addition, higher vocational colleges also need to create opportunities for aerobics teachers to constantly improve and learn, through regular teaching level assessment, irregular training, teaching research and other ways to promote aerobics teachers can continue to innovate teaching ideas and methods, improve the status of aerobics courses in the hearts of students. Finally let the students feel the joy of aerobics course, and have a harvest. 2.1. Aimed at the situation in the development of colleges and universities colleges and universities in order to be able to make effective teachers can't understanding through the reflection to improve their own ability and to play its value, it should be through the professional development path to effective guidance of teachers, through the guide to help some poor individual understanding of teachers' effective reflection, In this way, teachers can improve their teaching practice ability from the reflection work. It can be seen that the improvement of teachers' practical ability in the practice-guiding- reflection orientation should

guarantee the effective implementation of these links, and the absence of one link will have an impact on the improvement of teachers' ability. Through the reflections on practical guide - orientation research, the practice of the beginning and end of the lead teachers to reflect on, guide for teachers to reflect on an activity in the process of work and medium, introspection is working to directly target, so in practice - guide - reflection orientation to guarantee effectively will reflect on activities with the involvement of a third party, This intervention is the facilitator in the work of practice and reflection. Therefore, in order to cultivate teachers with higher abilities in college education, we should not only improve teachers' reflective work, but also pay attention to how to cultivate teachers' reflective guides with better abilities [2].

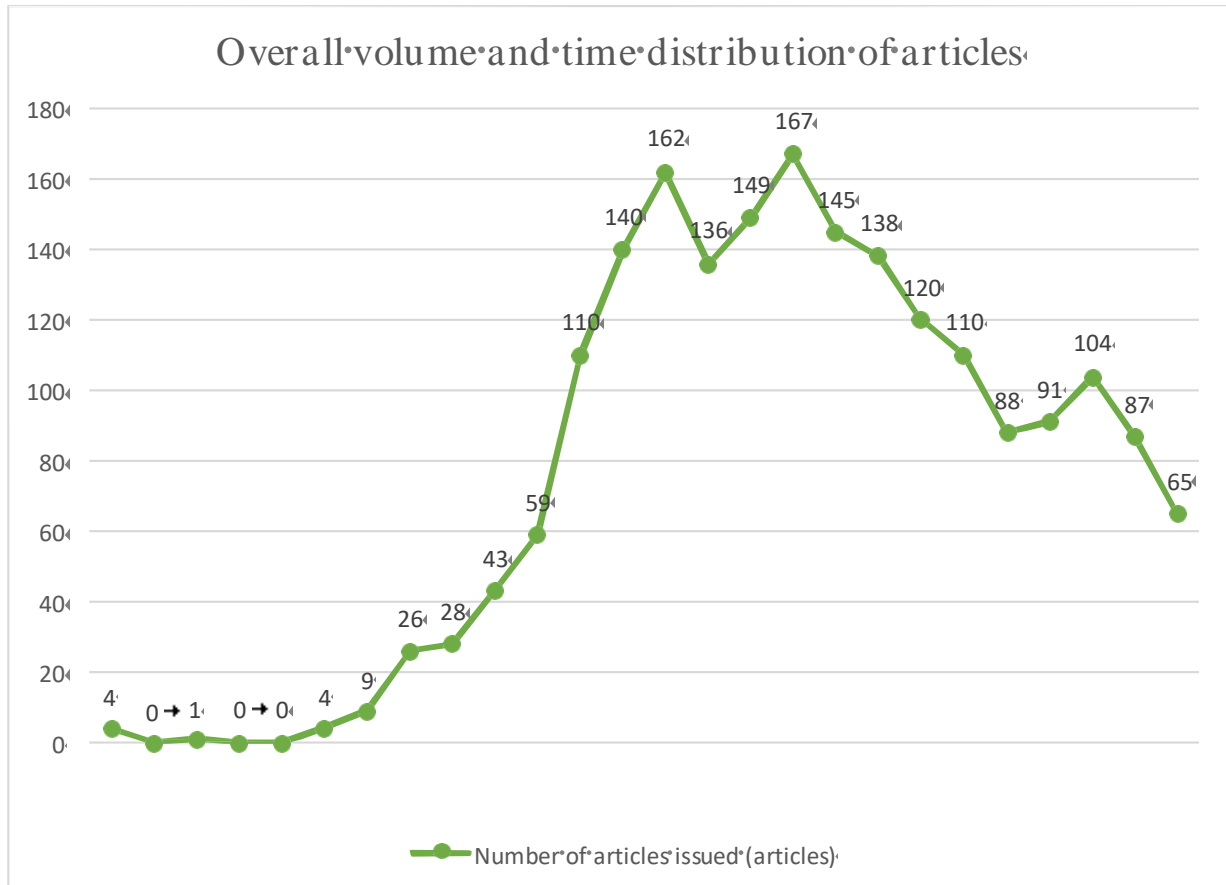


Figure 2: Line graph of the distribution of annual issue data

3. SUGGESTIONS

3.1 Cover Six Elements by NECS to Promote All-round Development of Students.

As the basis for developing students' English subject core competencies, including six elements, the teaching content should cover hematic context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies (Ministry of Education, 2020).

This requirement makes it clear that the content of high school English curriculum is not only the mastery of grammar knowledge and literacy skills training, which are just two little aspects. The content of high school English course should be comprehensive and oriented to guide students to understand the meaning of the topic. This requires teachers to deeply analyze the text, dig out the theme meaning, analyze the important and difficult points, and take understanding the theme meaning as the ultimate goal to learn language knowledge, cultural knowledge, and develop language skills. This is conducive to the all-round development of students. Take FLTRP's compulsory book 1, Unit 1 Understanding ideas as an example. The discourse is a diary, in which the protagonist's observations and feelings on the first day of high school are recorded. Its theme meaning is to help students feel and adapt to high school life, and teachers' curriculum content should serve it.

3.2 Change Mechanical Teaching Methods to Achieve Efficient English Teaching and Learning

Based on the concept of English learning activities, led by the thematic context, based on the oral and written forms of multi-modal discourse, English activities promote the development of students' English subject key competencies through the progressive integration of language, thinking and culture through learning and comprehension activities, application and practice activities, and transfer and innovation activities (Ministry of Education, 2020).

The past mechanical teaching method can not meet the requirements of the new curriculum standards, and can not build an efficient English classroom. In order to reverse the mechanical teaching method and improve the efficiency of classroom teaching, teachers must dig deep into the text, dig the meaning of the theme, and design a series of logical activities based on the text, in-depth text and beyond the text. Take Unit 4 understanding ideas of FLTRP Compulsory 2 as an example. The material is a narrative article titled When Hamlet meets Peking Opera, which describes the author's experience of watching Hamlet in Peking Opera. The author's emotional changes before, during and after watching the film are linked together to guide students to protect Chinese traditional culture, build up cultural confidence and the awareness of the integration of Chinese and Western culture. The teacher introduced a video of Peking Opera in class to attract students' interest. Then the students are instructed to predict the content of the article based on the title. And then to the analysis of emotional changes and article structure; Finally, discuss how to treat Chinese and Western culture correctly in the form of a group. Through this series of activities, students can understand the greatness of traditional Chinese culture, arouse their protection and inheritance heart, and at the same time view the integration of Chinese and Western culture in a correct way. This teaching method contains the concept of English learning activities, which is student-centered and teacher-led. It greatly enhances the participation of students, builds an active classroom, and promotes the development of students' English subject core competencies.

In addition, English teaching should be closely related to students' daily life. Now English is taught mainly in school classes. To be an excellent English learner, that is far from enough. Nowadays, the development of computer provides great convenience for English learners. Students can choose their learning courses and methods independently according to their personal interests and personality development needs (Zhu Yongxin, 2020). Therefore, in addition to learning English in class, teachers should guide students to use computers to achieve English learning anytime and anywhere. It is a supplement and extension to the English class, which helps students to understand the learning content deeply and develop good English learning habits at the same time.

3.3 Design Teaching Evaluation Carefully and Make Comprehensive Investigation of Students' Quality

Teaching evaluation is an important part of English curriculum. Its purpose is to promote English learning, improve English teaching, perfect curriculum design and monitor academic quality. Teaching evaluation should be based on formative evaluation and supplemented by terminal evaluation. Quantitative evaluation should be combined with qualitative evaluation, focusing on the diversification of evaluation subjects, diversified evaluation forms, comprehensive evaluation content and multi-dimensional evaluation objectives (Ministry of Education, 2020).

The current English teaching evaluation mainly focuses on the final evaluation, which is not conducive to comprehensively examining the quality of students. To change the current situation of English teaching evaluation, teachers can start from the following three aspects. First, update the evaluation system. The final score of students consists of 70% final exam score and 30% ordinary score. Ordinary score is the score of process evaluation, including ordinary performance in and out of class, such as participation in group discussion, role play, cooperative ability, creativity etc. (Ge Bingfang, 2008). This evaluation model is conducive to encouraging students to participate in classroom activities and observe their progress.

In addition, integrate multiple evaluation subjects. Teachers, students and parents can all be the evaluation subjects. As for students, they participate in the whole learning process, so they should have the right to participate in the evaluation process. For example, at the end of a class, the teacher can present an evaluation scale for students to test their learning in this class and remedy their weaknesses after class. Making students evaluative can develop students' learning ability. Parents are good supervisors of students' learning. They can provide information about

students' learning outside of school to enrich evaluation materials.

Furthermore, enrich the feedback tools. Students' evaluation is often presented in quantified scores, which is often abstract to students. Teachers can adopt the grade system and attach some comments in the evaluation. In addition, teachers can seek the help of modern educational technology to collect, sort out and analyze educational data, such as credit bank. In the credit bank, every student keeps his/her own learning results and provides comprehensive, timely and thoughtful services for teachers and students. (Zhu Yongxin, 2020).

4. CONCLUSION

Above all, the author in this article through to the higher vocational colleges and universities sports aerobics teaching exist in the process of the influence of the traditional education idea, no attention to the cultivation of interest, teaching method and the technique is relatively single problems is analyzed, and the change of aerobics teaching methods and ideas, designing proper teaching content, strengthen the investment and relevant countermeasures of aerobics course in this paper. Based on CiteSpace, an econometric analysis software, citations from 1986 CNKI papers related to translator subjectivity from 1997 to 2022 are taken as the data source. This paper makes a visual graph analysis of the overall number and time distribution of published papers, the published papers of major researchers, key word clustering and key word mutation of literatures related to translator's subjectivity research, and objectively presents the research status and research hotspots, with a view to predicting the future research direction. The findings are as follows: The study of translator's subjectivity has received a lot of attention in China and is on the rise in general; Academic exchanges and cooperation between scholars from different research institutions need to be strengthened; The research focuses on the study of the translator's subjectivity in literary translations and the interpretation and analysis of the translator's subjectivity from a theoretical perspective. In the future, the research texts will focus on the famous contemporary literary works and their translations, the foreign translation and publicity texts of Chinese classics, and the research on the translators themselves will focus on the translators such as Goldblatt and Xu Yuanhong, and the theoretical perspective of the research will shift to the emerging translation theory and interdisciplinary theory.

With the continuous development of English teaching, problems arise. The common problems are the imbalance of teaching content, mechanical teaching methods and the fixed evaluation. The new English curriculum standard provides powerful guidance to solve these problems. Teachers must deeply understand and implement the relevant requirements, reasonably design the teaching content, correctly choose the teaching method and carefully design the teaching evaluation.

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