

Exploring the Modular Teaching of Higher Vocational Physical Education Courses Oriented on Vocational Needs



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Abstract: Against the background of the current growing social demand for physical education professionals, higher vocational physical education faces many challenges, including the disconnection between educational content and occupational demand, the lack of practicality in the curriculum system, and the lack of students' vocational skills and employment awareness. This paper discusses the importance and implementation strategies of modular teaching of higher vocational physical education courses oriented to vocational needs, including specific teaching implementation strategies in four aspects: practical teaching in line with the industry, the use of modern information technology to promote physical education teaching, the construction of personalized and modularised curriculum system, as well as vocational ethics and employment guidance. These strategies aim to optimize the quality of physical education, improve students' vocational skills and comprehensive quality, ensure an effective interface between education and vocational practice, and contribute to the promotion of the sports industry.

Keywords: vocational demand; higher vocational physical education; teaching modularisation; practical teaching; modern information technology

Introduction

With the enhancement of health consciousness and the rapid development of the sports industry, the demand for sports professionals in the whole society is undergoing significant changes. This trend is not only reflected in the demand for quantity but also includes the requirements for sports skills and knowledge, as well as the expectations for the comprehensive quality of professionals. As an important position for cultivating applied talents, higher vocational education plays an irreplaceable role in the vocational skills training of sports professionals. However, there is a mismatch between the existing higher vocational physical education curriculum and the needs of the industry, which makes curriculum reform an urgent task. Based on the current and future occupational needs of the sports industry, the design and implementation of teaching modules of higher vocational physical

education courses that are closer to the market and the needs of enterprises can improve the students' vocational skills and competitiveness in employment, deliver more professionals with high quality to the sports industry, and further promote the development of the sports industry.

1. Teaching Characteristics and Target Orientation of Higher Vocational Physical Education Courses under the Guidance of Vocational Demand

1.1 Analysis of vocational demand for higher vocational sports courses

In mass sports activities, people's demand for physical exercise has changed from basic physical fitness enhancement to seeking more professional sports guidance. However, the actual situation is that a large number of participants fail to obtain professional skills training, lack project mastery, and face a variety of uncertainties when organizing activities, so the shortage of social sports

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professionals is prominent. This situation not only highlights the importance of the training and delivery of social sports professionals but also exposes the inadequacy of the current sports education system in meeting the needs of society and businesses. The career direction of the future sports industry is expanding to cover a wide range of fields such as social sports coaching, sports health management, sports and entertainment, and outdoor recreational sports. These fields not only require talents to master professional sports skills but also require them to possess good service awareness, communication skills, and practitioner qualifications, to meet the high-quality demand for sports services in society. However, the current mode of training sports talents has not yet been fully oriented to vocational needs, resulting in inaccurate positioning of training objectives, lack of practicality in the curriculum system, and weak employment awareness among students. Although a large number of students majoring in social sports graduate every year, very few of them can work in this field, which reflects that there is an obvious disconnect between higher education's professional talent training and occupational demand. Therefore, given the problems existing in the cultivation of sports professionals, there is an urgent need to carry out a systematic reform and optimization of higher vocational physical education curriculum, to achieve an effective connection between the educational content and methods and the vocational demand.

1.2 Teaching characteristics and target orientation of higher vocational physical education curriculum

Against the background of the diversity of sports industries and occupations, different fields put forward different requirements on the physical fitness and job workability of personnel, while the influence of occupations on personal health also varies. Higher vocational physical education courses based on vocational needs should have obvious educational and social characteristics, which are conducive to enhancing students' knowledge of professional ethics and forming good experiences so that they can fundamentally adapt to the needs of society and development needs. In terms of teaching characteristics, higher vocational physical education

should follow the principle of scientification and build a perfect physical education curriculum system based on the competency-based approach. By drawing on the successful vocational education experiences at home and abroad and integrating the relevant contents of general education, the unity of the curriculum and occupation is realized. As for the target orientation, physical education teaching in higher vocational colleges and universities should broaden the educational function, emphasize the characteristics of healthiness, recreation, culture, and society, sound the theoretical system, and optimize the practical operation content of physical education and health courses. Make students fully understand the beneficial effects of physical exercise on the body and mind, master the human science knowledge related to physical exercise, and actively participate in sports activities. At the same time, quality education is strengthened to enable students to acquire professional knowledge and advanced skills for their future professional work.

2. Module Content of Vocational Demand-oriented Higher Vocational Physical Education Courses

2.1 Core curriculum modules

In the design of vocational demand-oriented higher vocational physical education curriculum, the setting of core course modules aims to respond directly to the specific needs of the market and enterprises, while taking into account the career development of students. These core course modules not only include traditional sports skills training, such as ball games, track, and field, aerobics, etc. but more importantly include courses closely related to career development, such as social sports instruction, sports and fitness instructor training, sports marketing and management, sports rehabilitation, as well as the organization and instruction of outdoor recreational sports activities (Hou, 2023). These courses aim to cultivate students' professional skills, as well as to enhance their professionalism and practical ability, to ensure that students can quickly adapt to the demands of professional positions after graduation. In addition to the cultivation of professional skills, the core course modules also emphasize the training of students in the necessary

qualifications for practice, such as nationally recognized sports coaching certificates and fitness instructor certificates, to increase students' competitiveness in employment.

2.2 Sports skills practice module

The Sports Skills Practice Module is a core component of the vocational demand-oriented higher vocational physical education curriculum, which focuses on combining theoretical knowledge with practical skills to ensure that students can apply what they have learned in vocational practice directly after graduation. The module covers a full range of practical activities from basic sports skills training to the application of professional skills, such as sports event organization and management, sports pedagogy, sports training methodology, and the design and implementation of fitness programs. Through practical learning in real or simulated vocational environments, students can deepen their understanding of the knowledge in the field of sport and improve their ability to solve practical problems. Emphasis is placed on students' participation in practical projects and internships, such as establishing cooperation with local sports organizations, schools, fitness centers, etc. to provide internships and practical training opportunities, so that students can have the opportunity to be exposed to real working environments in the industry and thus gain valuable practical experience. In addition, the sports skills practice module also includes activities such as professional skills competitions and innovative project design, aiming to stimulate students' innovative thinking and teamwork ability, and further enhance their professional adaptability and comprehensive quality.

2.3 Quality development module

The quality development module occupies an important position in the vocational demand-oriented higher vocational physical education curriculum, which is designed to comprehensively improve students' personal qualities, including leadership, teamwork, communication, and problem-solving abilities. This module not only focuses on the cultivation of abilities other than sports skills but also emphasizes the cultivation of students' sense of social responsibility, innovative spirit, and career planning ability. The programs cover areas such as mental

health education, career planning, sports ethics, and law, sports marketing and management, etc., aiming to provide students with a broad perspective so that they can better adapt to the diversified needs of society and the workplace (Qi, 2023). By participating in these programs, students will not only improve their self-management and self-improvement skills but also enhance their understanding and planning of their future career paths. By introducing courses on professional ethics education, time management, teamwork and leadership development, communication skills, and customer service awareness, the module aims to develop the core qualities and professional behaviors that students should possess as practitioners in the sports industry. The quality development module encourages students to actively participate in various kinds of social practice activities and volunteer services, to deepen their theoretical knowledge through practical learning, and to enhance their practical ability and social adaptability. This student-centered teaching mode not only promotes the improvement of students' comprehensive quality but also lays a solid foundation for their future work and life in the sports industry or other fields.

3. Implementation Strategy of Modular Teaching of Higher Vocational Physical Education Courses Oriented by Occupational Needs

3.1 Construction of personalized and modularization curriculum system

The personalized and modularization curriculum system divides the course content into several independent but interrelated modules, each of which targets one or several specific sports skills or knowledge areas, and the teaching process focuses on the specific skills and knowledge that students may need in their future careers. This kind of modular teaching not only makes the content of the curriculum more flexible and diversified but also allows students to make personalized choices according to their personal interests and future career plans, thus greatly improving the relevance and effectiveness of teaching. In implementing the personalized and modularization curriculum system, teachers can provide different modules on individual sports skills in PE, such as athletics, swimming, table

tennis, etc., according to students' career plans and personal interests (Zhang, 2023). Such a design takes into account students' interest in specific sports skills, and can also target the development of students' career-related physical abilities and skills. For example, students who aspire to become swimming coaches can choose the swimming module for in-depth study of swimming techniques, teaching methods, and water rescue skills; while students who wish to pursue a career as track and field coaches in the future can choose the track and field module, which focuses on technical training of track and field sports, knowledge of the rules, and analysis of competition strategies. In addition, teachers should pay attention to the combination of theory and practice in the teaching process, through case study, simulation teaching, on-site demonstration, and other teaching methods, so that students can deepen their understanding and application of theoretical knowledge in practice. At the same time, it is also necessary to establish a continuous feedback and assessment mechanism to adjust the teaching content and methods promptly according to the performance and feedback of students in the module learning process, to ensure that each student can find a suitable learning path in the personalized and modularization curriculum system, and ultimately achieve the effective cultivation of vocational ability.

3.2 Practical teaching is in line with the industry

To ensure the effective docking of higher vocational sports courses with vocational needs, higher vocational colleges, and universities should establish close cooperation with enterprises and institutions in the sports industry so that students can have direct contact with the most cutting-edge knowledge and technology of the industry through industry internships, school-enterprise co-operation projects, lectures by industry experts and other forms of co-operation. Such cooperation not only provides students with opportunities for practical work experience but also allows them to learn and apply what they have learned in a real professional environment, thus improving the relevance and practicality of teaching. The design and implementation of curriculum content should take full account of the specific needs of vocational positions and focus on developing students' practical

skills and problem-solving abilities. This includes combining physical education programs with vocational skills certificate training, such as certificate training for coaches and referees, as well as other professional qualifications related to the sports industry. Through such a curriculum, students' professional skills are not only enhanced but also their competitiveness in employment is increased. Implementing a project-oriented learning approach and encouraging students to participate in the planning, organization, and execution of sports activities enables students to learn management and co-ordination skills in a hands-on manner, and at the same time develops their teamwork and leadership skills. By participating in these practical activities, students can better understand the operation mode and market demand of the sports industry and lay a solid foundation for their future careers. At the same time, higher vocational colleges and universities should strengthen the information exchange and feedback mechanism with the industry, collect feedback and suggestions from the industry regularly, adjust and update the course content promptly, and ensure the timeliness and foresight of the teaching content (Shen, 2023). Through these specific measures, practical teaching can be effectively combined closely with industry needs, providing students with education and training closely related to their careers.

3.3 Using modern information technology to promote physical education teaching

Modern information technology provides new teaching strategies and methods for physical education teaching in terms of attacking teaching key points and difficulties and playing the role of an interactive platform. For example, in the explanation and demonstration of football or table tennis techniques, it is often difficult to demonstrate the details and complexity of the technical movements exhaustively with traditional oral and live demonstrations. Through the introduction of multimedia teaching tools, such as computer software simulation, classroom images, and animation, sports technical movements can be presented more intuitively and vividly, so that students can form a complete image of the movements in their brains, thus improving the

efficiency of understanding, memorization, and practical operation (Dong , 2023). Using multimedia teaching resources, teachers can present complex sports skills movements clearly through slow motion, movement decomposition, and other ways to help students master the technical essentials. Using information technology, such as smartphones or tablet computers, students can watch course videos at any time and any place for self-learning and review, which greatly enhances the flexibility and autonomy of learning. At the same time, teachers can facilitate communication and discussion between teachers and students with each other by establishing online teaching platforms or creating interactive communities using social media. This interactivity can not only solve the problems encountered by students in the learning process promptly but also stimulate students' interest in learning and enhance learning motivation (Li, 2023). By uploading teaching videos, technical analyses, match clips, and other resources through the online platform, teachers can provide students with rich learning materials and increase the interest and practicality of the classroom. By integrating and using online resources, teachers can optimize teaching design and provide personalized learning guidance and resources according to students' learning needs and progress. The richness and immediacy of network resources can help teachers update teaching content promptly, ensuring that the teaching content is cutting-edge and practical. Through the data analysis function of the network platform, teachers can also obtain feedback on students' learning behavior, further optimize teaching strategies, and achieve personalized and precise teaching. It can be seen that the use of modern information technology can not only effectively overcome the key difficulties in physical education teaching, but also improve the efficiency and quality of teaching, stimulate students' interest in learning through the integration and use of interactive platforms and network resources, realize the modernization and information of physical education teaching, and provide students with a richer, more flexible and interactive learning environment.

3.4 Career Ethics and Employment Guidance

The implementation of career ethics and employment guidance in higher vocational physical education courses should be closely integrated with the uniqueness of the physical education discipline and the specific needs of the current society for physical education professionals. Firstly, the curriculum needs to incorporate professional ethics education, especially stressing the importance of professional ethics such as honesty, fairness, respect, etc., discussing professional ethics in actual cases such as sports competitions, fitness guidance, sports activities organization, etc., and guiding the students to learn and experience the application of professional ethics in practice (Sun, 2023). Secondly, the part of employment guidance should contain guidance on professional skills training and obtaining professional qualification certificates, such as the training of professional qualification certificates for sports coaches, fitness instructors, sports marketing personnel, etc., to help students understand the requirements of various types of professional qualifications, the examination process and the preparation skills for the examination, to improve the level of students' professional qualifications and the competitiveness of their employment. Again, to address the shortage of social sports professionals and the problem of disconnection between the vocational training mode and the demand, the curriculum design should include market demand analysis, career planning guidance, etc. By analyzing the current employment trend and future development direction of the sports industry, we can help students formulate reasonable career planning and clarify their career goals and development paths. Finally, the implementation of teaching methods based on a case study and role play, through simulating real work scenes, such as sports event organization, gym management, sports project promotion, etc., to allow students to experience and solve the problems they may encounter in the actual work in a simulated environment, and to enhance their problem-solving ability, teamwork ability and communication and coordination ability (Li, 2024). Through such a teaching implementation strategy, it not only cultivates students' professional skills, but also strengthens the concept of professional ethics and employ ability, and better meets the needs of

society and enterprises for high-quality sports professionals.

Summary

In the analysis of the module teaching of vocational demand-oriented higher vocational physical education courses, we have discussed in depth the teaching characteristics and target orientation, the content of the core course modules, and the specific teaching implementation strategies, aiming to build a physical education system that meets the needs of vocational development and gives full play to the potential of students. Through the integration of practical teaching with the industry, the use of modern information technology to promote physical education teaching, the construction of a personalized and modular curriculum system, as well as the strengthening of vocational ethics and career guidance, tertiary institutions not only provide students with an up-to-date and dynamic learning environment but also lay a solid foundation for their future career. This series of measures is aimed at solving the problem of the disconnection between the training of sports professionals and the needs of society, optimizing the quality of sports education, promoting the all-round development of students, and delivering more professionals with high-quality to the sports industry. In the future, higher vocational physical education should continue to pay attention to the changes in the occupational market, and constantly adjust and optimize the content and methods of education, to ensure the effective docking of education and vocational practice, and further enhance the social contribution of physical education.

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Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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