

How to Carry out Physical Education Class for Social Students under the Background of “Millions of Enrollment Expansion” in Higher Vocational Colleges

Zhou Min

[**Abstract**] With economic and social development, scientific and technological progress, and industrial restructuring, new industries, formats, and models have spawned new careers. A large number of new occupations may appear on the market in the future. Higher vocational education is a response to new formats, technologies, norms, and occupations, which is actively adapting to industry needs and market changes.

[**Key words**] higher vocational education; millions of enrollment expansion; social student sources; physical education

[**About the author**] Wuhan Railway Vocational College of Technology, Wuhan Hubei 430200, China

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[**Website**] www.oacj.net

1 Introduction

On March 5, 2019, Premier Li Keqiang first proposed the concept of “millions of enrollment expansion” in the government report, aiming to encourage more recent high school graduates, veterans, laid-off workers, and migrant workers to participate in higher vocational education; on 30th, the State Council executive meeting passed the “Special Work Implementation Plan for Higher Vocational Enrollment Expansion” and officially released it on May 8. In December 2019, the Ministry of Education formulated and issued the “On Guiding Opinions on Doing a Good Job in Higher Vocational Education and Teaching Management after Enrollment Expansion”, which requires higher vocational colleges to quickly complete relevant talent training programs, find suitable teaching models, and establish related quality evaluation systems.

It can be seen from this that the country attaches great importance to the expansion of enrollment. Millions of enrollment expansion in higher vocational education broadens the upward channel for vocational education talent training; at the same time, it opens the door to the school for social personnel and increases their opportunities to improve their technical skills, employment and entrepreneurship skills. It is conducive to solving the contradiction of the shortage of high-skilled talents, alleviating employment pressure, promoting social stability, highlighting the characteristics of vocational education, and further promoting the popularization of higher education.

2 Characteristics of the social source of students

There are various types of social sources; there are migrant workers who have experienced arduous life from relatively backward rural areas to more developed cities; there are laid-off workers who have experienced a huge psychological gap from having a stable income to structural unemployment due to technological progress; there are soldiers who have experienced disciplined military life to rehabilitate to the need to find new jobs in local areas; there are also people with disabilities who have experienced life's misfortunes or even lose confidence in life, to

regain themselves and self-reliance; especially there are a large proportion of students who are married and have children in families.

2.1 Growth background of social students

They have been away from campus life for many years, and have been in all walks of life. This is completely different from the simple experience of fresh graduates from school to school. Some are even parents and have families to take care of. Many of the students in society have graduated from junior high school, and some have only received elementary school education. They have low incomes and have to pay the annual tuition by themselves. There are many students who study while working.

“Contradictions between work and study” is an unavoidable problem. In particular, laid-off workers, migrant workers, and unemployed young people are mostly busy making a living, and it is difficult to guarantee concentrated study time.

2.2 Academic background of social students

The group of “old” students from “Long Shu Shu Zhen” re-enter the school without much cultural knowledge, as they’ve forgotten what they previously learned. Their academic background is inherently poor, and we have to face problems such as study time and financial difficulties. . . Now it is very challenging to study again, but if they work hard, they will definitely gain something.

2.3 Age stage

Compared with students enrolled through the college entrance examination, social students have a large age span and complex background experience, which brings great challenges to teaching management.

2.4 Learning objectives

There are a wide range and diverse types of social students. Their learning goals may be academic education; they may have certificate education; they may not only have academic certificates, but also obtain a number of vocational skill level certificates; they may also be vocational students who want to solidly accept the system to make up for their lack of education.

2.5 Development vision

Unlike fresh graduates from schools, social students have rich practical experience, which is a kind of irreplaceable knowledge. The teaching effect of social students will be better, more in line with the needs of enterprises, and more conducive for them to becoming highly skilled talents. Especially, many social students have experienced the frustration of “losing” or “dropping out of school” in the college entrance examination. After working for many years, they have had enough loss without education, and really want to study and improve themselves. Or they may want to become an “all-rounder” with “one specialization, multiple abilities”, realize college dreams, change jobs, and return to the workplace. Everyone enters school with different goals. Therefore, the hard-won learning opportunities will be cherished more and the motivation to learn will be stronger.

3 Physical education for social students

Social students are quite different from traditional fresh graduates in terms of educational background, learning style, learning ability, learning needs and so on. They come from different fields, have rich life experience, and assume various social roles. They are mature social people. Their learning is not aimed at more knowledge and the immediate employment problem, but more importantly, to change themselves through learning activities. How can physical education better adapt to teaching requirements and serve students better? I think we should consider the

following aspects:

3.1 Arrangement of teaching content

With the continuous advancement of the expansion of higher vocational colleges, the proportion of social students in higher vocational colleges will become higher and higher. How to improve the quality of social students training is a big problem that higher vocational colleges face, which is related to the quality of school running and the further expansion of higher vocational colleges. Physical education should be in accordance with actual needs, be in the arrangement of teaching content, take into account the practicality and operability of the teaching content, and arrange the following content:

3.1.1 Basic sports health knowledge

Many social students may not have received formal physical education before due to the limitations of previous teaching conditions, and they have less access to physical health knowledge. For them, little is known about when to exercise, how to exercise, what problems may arise during exercise, and how to solve problems. Therefore, the content of physical education should be arranged with basic physical health knowledge, so that students can exercise correctly and better protect their health.

3.1.2 Basic physical fitness

After graduation, students will take up different jobs and play various social roles. Different jobs and social roles have different requirements for their physical fitness, but basic physical fitness is universally needed. Therefore, physical education should arrange basic physical fitness training in its content, such as: arm strength, leg strength, waist and abdomen strength, speed, endurance, agility, etc.

3.1.3 Basic special skills

In order to better help students master sports skills, maintain sports passion, and cultivate sports habits, appropriate special skills can be arranged according to the actual situation. Special skills include basketball, football, badminton and other ball sports, as well as girls' popular dance. This can attract students to take the initiative to participate in exercise, so that they can develop the habit of lifelong physical exercise.

3.2 Forms of teaching organization

The source of social students is unique in terms of age, mind, attitude, etc. The educational institution must give them a certain degree of freedom and implement flexible management so that they can balance the contradictions between work, study and family, and meet their rationalized needs.

3.2.1 A hybrid teaching model combining online and offline learning

In terms of teaching organization, a student-centered, personalized form is adopted. Most of the students in society are already working with a heavy responsibility of supporting their families. It is not realistic to require all students to come to school full-time. Information-based teaching methods are conducive to improving learning efficiency and are suitable for learning in flexible time. Therefore, physical education can provide offline teaching to qualified students; for those who have difficulty in offline teaching, online teaching can be adopted; this mixed method of offline and online teaching can effectively ensure that social students can perform normal physical education.

3.2.2 Classified teaching

Social students have different learning situations. Some have ample learning time while the others need to take care of their family and work, who have a relatively tight learning time. For the physical education of social

students, some qualified social students and unified enrollment students can be arranged together; workers can be divided into morning and evening classes. Taking into account the law of workers, physical education for social students can also be divided into two classes, morning and evening classes. Workers usually have rest time on weekends. In order to cope with some working social students, physical education can also be arranged on weekends.

3.3 Teaching evaluation

There are big differences between social students and traditional fresh graduates in terms of educational background, learning style, learning ability, and learning needs. Social students come from different fields, have rich life experience, and assume various social roles. They are mature social people. In view of the large age differences of social students, different physical fitness conditions, and large differences in physical health status, teaching evaluation cannot adopt a unified assessment method and evaluation standard. It is necessary to fully consider its particularities and differences, choose appropriate assessment methods, and reasonably formulate assessment standards, which is conducive to students' active participation in sports.

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