

Research on the Reform Path of Physical Education Curriculum in Higher Vocational Colleges from the Perspective of High-skilled Talents

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Abstract: Aiming at the cultivation of highly skilled personnel, this study discusses the necessity and path of the reform of physical education curriculum in higher vocational colleges. Through the in-depth analysis of the existing problems in the current PE curriculum, such as backward teaching mode, single course content, and insufficient participation of students, this paper reveals the urgency of the PE curriculum reform in higher vocational colleges. The paper emphasizes the importance of PE curriculum in cultivating students' overall quality, especially physical and mental health, and puts forward some suggestions on PE curriculum reform from the aspects of curriculum content, teaching method, evaluation mechanism and so on. From the perspective of highly skilled personnel, we put forward a more targeted and effective path of PE curriculum reform, aiming at improving students' PE skills and promoting their all-round and healthy development, so as to meet the future social demand for highly skilled personnel.

Keywords: Highly Skilled Personnel; Talent Power; Higher Vocational Colleges; Physical Education Curriculum; Curriculum Reform

1. Introduction

As China transitions to a knowledge-based economy and a society driven by technological innovation, highly skilled talent has become a key factor driving economic and social development. Especially under the new pattern of "double first-class" construction and the integration of production and education, the status and role of higher vocational colleges as

the main front of training highly skilled talents have been further highlighted. With the integration of theory and practice, higher vocational colleges have sent a large number of skilled talents with practical and innovative ability to the society and the country. At the same time, it also reflects the actual demand and strategic orientation ^[1] of the country to train highly skilled talents through higher vocational colleges.

From the perspective of historical responsibilities, higher vocational colleges should adhere to the national strategy of service, devote themselves to training high-quality technical and technical talents with innovative spirit and practical ability, and promote scientific and technological progress and industrial upgrading. Not only that, they should also undertake the important mission of inheriting and promoting the beauty of labor, the glory of skills and the prosperity of innovation, and contribute value^[2] to improving the spiritual outlook and social status of workers in the new era.

In the process of fulfilling social responsibilities, higher vocational colleges need to meet social needs, set up courses closely linked to the market, deepen school-enterprise cooperation, and comprehensively improve students' practical ability and employment competitiveness. At the same time, higher vocational colleges should also devote themselves to serving the community and the society, in order to extend the influence and radiation of education to every corner of the society and promote the healthy development of local economy and society. In the historical process of China's commitment to building a powerful country with talents, the historical mission and social responsibility of

higher vocational colleges have undoubtedly been given new connotations and requirements.

2. The Significance of PE Curriculum Reform in Higher Vocational Colleges from the Perspective of Highly Skilled Personnel

2.1 Theoretical Significance

From the perspective of highly skilled personnel, the theoretical significance of studying PE curriculum reform in higher vocational colleges is that it provides important support for training professionals with high skills to meet the needs of modern society. Through the reform of physical education curriculum, it can better meet the needs of high-skilled talents for sports literacy and professional skills, while improving students' comprehensive quality and teamwork ability, and providing more comprehensive support ^[3] for their future career development. The move will not only help higher vocational colleges better train qualified talents, but also help improve their educational quality and social responsibility.

2.2 Practical Significance

At the practical level, the significance of studying PE curriculum reform in higher vocational colleges lies in providing theoretical guidance and methodological support for the development and implementation of PE curriculum in higher vocational colleges that is more in line with market demand. Through practical reform, it can promote the improvement of students' comprehensive quality, cultivate more competitive high-skilled talents, and provide a more solid foundation for their career development. This will also help to promote the deep cooperation between higher vocational colleges and enterprises and society, promote the combination of production, university and research, better meet the social demand for highly skilled talents, and enhance the social benefits and influence of higher vocational education.

3. The Ability Demand of Highly Skilled Personnel

3.1 Professional Skills

The "professional skill ability" of highly skilled talents in the new era refers to having deep knowledge and practical skills in specific industry fields, which not only includes

specialized technical ability, but also the ability^[4] to understand and keep up with industry dynamics, understand and skillfully use relevant equipment and tools, and solve specific problems and challenges. In addition, in the face of industry changes and technological upgrades, they also need to have the ability to continue to learn and adapt quickly, as well as innovative thinking to solve complex problems.

Physical education courses in higher vocational colleges play a positive role in improving the professional skills and abilities of highly skilled talents. First of all, physical education courses can strengthen the body, improve people's physical quality, so that they have enough physical strength to support long-term high-intensity work. Secondly, many sports require cooperation, which can undoubtedly exercise students' teamwork spirit and cooperation ability. In addition, sports competition can also cultivate students' perseverance and competitive consciousness, improve their ability to solve complex problems and the spirit of struggle in adversity, which are the necessary qualities ^[5] of highly skilled talents.

3.2 Innovation Ability

The "innovation ability" of high-skilled talents in the new era refers to their ability to discover, utilize and solve problems with new ways of thinking. It involves flexibility, criticality and reflexivity of thinking, as well as the courage to keep learning and experimenting. Highly skilled people need to be able to follow and understand the latest industry developments and technological developments in real time, try new ways of thinking and working strategies, learn and use new tools, as well as engage in interdisciplinary or cross-field collaborations to drive the development of innovative solutions.

Physical education courses in higher vocational colleges can effectively enhance the "innovation ability" ^[6] of highly skilled talents. First of all, physical activity can improve individuals' physical and mental health, which is also the basis for maintaining the spirit of innovation, so that they have more energy to challenge the unknown. Secondly, many sports activities require strategies and skills that can practice students' problem-solving skills and enhance their innovative thinking. In addition, team sports require real-time adjustment of strategies and collaboration in the face of constantly

changing opponents and game environments. This ability to adapt, think strategically and work as a team can promote innovation. Finally, the spirit of challenging oneself, challenging limits and never giving up in sportsmanship is also a never-ending source of motivation for innovation.

3.3 Teamwork

The "teamwork ability" of highly skilled people refers to their ability to effectively communicate in a team, share information and resources, promote and accept different opinions, respect and support each other, and effectively assign and perform tasks. This ability is especially important in an increasingly complex and globalized work environment, as many problems are interdisciplinary or cross-cutting, requiring people with different skills and knowledge to work together to solve them. Teamwork skills are also involved in leadership, conflict resolution, and self-management, all of which contribute to the creation and maintenance of productive, supportive work environments.

Physical education courses in higher vocational colleges can effectively enhance the "teamwork ability"^[7] of highly skilled talents. First of all, many sports activities are carried out by teams, such as basketball, football, etc. These activities require the cooperation and coordination of the players to share the victory and defeat, which helps to cultivate the team spirit and the sense of cooperation. Secondly, in sports classes, students need to obey the rules and respect coaches and teammates, which helps to cultivate their courtesy and work ethic. In addition, as an arena, sports often have competition and conflicts, and students can improve their teamwork ability by solving these conflicts. Finally, sports courses can help students realize that everyone has unique abilities and contributions, and everyone needs each other's help and support to achieve their goals, which is also an important part of teamwork.

3.4 Problem Solving

The "problem solving ability" of highly skilled people refers to their ability^[8] to use critical thinking to quickly, accurately, and independently find solutions and strategies to solve problems or difficulties when they encounter them. This ability includes steps such as analyzing the problem, proposing a hypothesis, testing the hypothesis, adjusting the

strategy, and evaluating the results. Problem solving ability requires not only professional knowledge and skills, but also comprehensive qualities such as innovative thinking, logical analysis, and decision making. In modern society, this ability is increasingly important, as the problems we face become more complex and changeable.

Physical education courses in higher vocational colleges can effectively enhance the "problem solving ability" of highly skilled talents. On the one hand, sports itself is a process that requires constant search for strategies to solve problems. For example, athletes must quickly decide which strategy to adopt according to the actual situation of the competition, and adjust it in time if the strategy is not effective, which requires them to have a high degree of problem-solving ability. On the other hand, competitive activities in the sports curriculum can create a variety of problems and difficulties for students to learn and apply problem-solving strategies and skills in practice. In addition, physical education courses can further enhance students' problem-solving ability by cultivating their physical strength and willpower, improving their courage and enthusiasm to face difficulties and challenges.

3.5 Learning Ability

The "learning ability" of highly skilled people refers to their ability to continuously absorb new knowledge and master new skills^[9]. It includes the ability to comprehend, analyze, understand and apply knowledge and information, as well as the ability to self-learn and adapt to new environments. Highly skilled people need to use their learning ability to continuously improve and improve themselves in line with the changing social environment and occupational requirements. In the face of new challenges and technological innovations, they need to apply their self-learning ability to improve their skills and increase their knowledge base in order to remain professionally competitive in the industry.

Physical education courses make an important contribution^[10] to improving the learning ability of highly skilled people. Sports, especially team sports, teach students the importance of learning to work with others, understanding strategies and using them to win games. This experience in teamwork and strategic analysis helps develop the ability to analyze and apply new knowledge

in highly skilled individuals. In addition, the environment of the physical education curriculum also emphasizes continuity of learning. Learning and mastering a new physical education skill requires time and sustained effort, and this process can teach students how to maintain motivation and persistence in learning as they cope with changes in knowledge and technology. Physical education courses can also directly affect students' physical and mental health. A healthy body and mind can more effectively learn new knowledge and skills, which is very important for the cultivation of highly skilled personnel.

3.6 Communication Ability

The "communication ability" of highly skilled talents not only refers to the ability to exchange ideas and feelings, but also the whole process of receiving, understanding, processing, expressing and feedback of information. It involves listening, speaking, writing, reading and thinking ^[11]. Highly skilled people need to have good communication skills in order to work effectively with a team, understand and perform tasks accurately, and communicate their ideas and needs effectively to others. Good communication skills also include the ability to resolve conflicts and build and maintain relationships.

Physical education courses have their unique advantages in helping vocational college students improve their communication skills ^[12]. First of all, sports is a kind of team activity, which requires effective communication with teammates, opponents, referees and other parties. In collaboration and competition, students must communicate their thoughts and actions clearly and accurately to achieve the established sports goals, which is very helpful in improving their verbal and non-verbal communication skills. In addition, interaction and feedback during sports activities can also help students enhance their ability to understand the views and needs of others and process complex information, thus further improving their communication skills. In general, physical education courses enhance students' communication skills through practice and experience, helping them to become more effective and achieve better achievements in work and life.

3.7 Leadership Skills

"Leadership" in highly skilled individuals refers

to the ability to effectively influence and motivate others to achieve organizational goals. This includes the ability to make decisions, solve problems and conflicts, and team building and management ^[13]. A good leader should be able to clearly set goals, develop strategies, and motivate and be creative in a team. They need to be well-organized in their thinking, able to make informed, insightful decisions, and able to handle relationships and conflicts at all levels. In addition, good leaders should also be able to improve their abilities and potential by teaching and guiding others.

Physical education courses in higher vocational colleges have special advantages ^[14] in cultivating students' leadership ability. First of all, sports courses are usually designed with team events, such as basketball, football, etc. These events need team cooperation, but also need someone to play the role of a leader in the team, so that the team can better complete the task. In such an environment, students not only need to play their skills and wisdom, but also need to learn leadership and management skills, such as clear goals, organization and coordination, conflict resolution and so on. These skills are very important in both daily life and work. In addition, competition activities in physical education courses can help students build a sense of competition and team spirit, which are also necessary qualities to be a good leader ^[15].

4. A Realistic Review of Physical Education Courses in Higher Vocational Colleges

4.1 The Status of Physical Education Course is not High

In the current vocational college education system, physical education is often regarded as a non-major course, reducing its importance and being regarded as an "ornament" to decorate campus life. The proportion of physical education course in the curriculum system is insufficient, its class arrangement, teaching resources investment and management are obviously insufficient, compared with professional courses, it appears more passive and weak. At the same time, the focus and importance of the development of physical education is also obviously ignored in the overall education goal of the school. Some colleges and teachers misunderstand the value of physical education, and are more inclined to

regard it as a recreational activity for students, rather than an independent course different from other academic subjects. They neglect to fully understand the value and significance of physical education curriculum, especially the important role of physical education in improving students' physical and mental health, positive psychology and social adaptability [16].

The imperfect assessment system of physical education curriculum also restricts the promotion of the status of physical education curriculum. The assessment system of physical education course is merely a formality, instead of paying real attention to the improvement of students' sports skills and the shaping of students' complete personality by sports activities, and can not implement the educational concept of higher vocational colleges. This kind of assessment system can not only stimulate students' enthusiasm for sports learning, but may inhibit their participation and initiative.

4.2 The Content of PE Teaching Lags Behind

In the current physical education teaching mode of higher vocational colleges, there exists the problem of "the content of physical education lagging behind". The primary, outdated or over-formalized teaching content can not only meet the diversified and personalized learning needs of current students, but also can not achieve the goal [16] of PE teaching and students' all-round development.

The content of PE teaching is single and immobilized. The teaching content of physical education courses in higher vocational colleges is often limited to traditional sports, such as basketball, football, volleyball, etc., basically does not involve new sports items, and sports activities in response to social health trends, such as fitness exercises, yoga, etc. The scarce teaching content can not meet the increasingly diversified sports needs of students [17].

The teaching content is too theoretical. Some higher vocational colleges pay too much attention to the theoretical teaching of physical education, but neglect the training of practical skills. As for physical education subjects, if we overemphasize theory and neglect or even ignore practical operation, it may lead to the reduction of teaching effect and fail to improve students' physical skills and physical quality [18].

The update of PE teaching content lags behind. Although new sports concepts and teaching methods come into being every year, compared

with other courses, the update speed of physical education courses is relatively slow. Some higher vocational colleges still stay in the traditional teaching mode and content, which is undoubtedly an obstacle to the all-round development of students.

4.3 Physical Education Teaching Methods Lag Behind

In the current field of physical education in higher vocational colleges, a prominent and persistent problem is "backward physical education teaching means" [19]. At present, the majority of higher vocational colleges still use the traditional teacher-centered teaching mode. This mode emphasizes the teaching of sports skills, but ignores the important factors such as students' individual differences, interest and motivation. This is undoubtedly harmful to the teaching quality.

With the rapid development of science and technology, modern teaching tools and technologies (such as digitalization, networking, etc.) have been widely used in many fields, but in the field of physical education, these advanced means have not been fully utilized. For example, many teachers are still in the exploratory stage for the use of network teaching, virtual reality and other teaching technologies.

The current PE teaching evaluation system is still mainly based on physical indicators such as muscle strength and physical fitness, and lacks comprehensive evaluation of students' sports quality and spiritual outlook. The narrowness of this teaching method prevents the PE curriculum in higher vocational colleges from cultivating students' comprehensive literacy from a higher dimension.

4.4 Lack of Physical Education Teachers

The problem of "lack of PE teachers" reflects the deficiencies in the introduction of teachers, training of teachers and construction of the system of teacher professional development in higher vocational colleges, which has become an important factor restricting the reform and development of PE curriculum in higher vocational colleges, and is also a major challenge facing the development of PE curriculum in higher vocational colleges today [20].

In terms of quantity, the number of PE teachers in many higher vocational colleges is seriously insufficient. Due to the rapid growth of

the number of students and the expansion of school enrollment, the existing PE teachers can not meet the teaching demand, resulting in the decline of teaching quality [21].

From the level of quality and ability, there are problems in the professional ability and quality of some PE teachers. Their teaching theory, application skills and scientific research ability do not meet the requirements of modern education, and can not meet the diversity and innovation needs of PE teaching in higher vocational colleges. On the other hand, with the increasing demand of the society for the cultivation of high-skill talents, the expectation of PE teachers is also increasing, which makes some of the existing PE teachers face greater pressure and challenge.

In many higher vocational colleges, the professional development mechanism of PE teachers is not perfect, which makes teachers lack the incentive of continuous learning and promotion. Some teachers hold the mentality of "fooling around", satisfied with the existing knowledge and skills, and lack of enthusiasm for improving teaching ability and quality, which further affects the quality of physical education in higher vocational colleges.

4.5 The Teaching Evaluation System is Backward

The problem of "backward teaching evaluation system" of PE curriculum in higher vocational colleges is highlighted by over-emphasis on skill test and single evaluation method, ignoring the cultivation of students' interest, attitude and values in PE curriculum, which also restricts the development of PE curriculum reform in higher vocational colleges. The traditional evaluation method focuses more on students' skill mastery and sports performance, and pays less attention to the cultivation and improvement of students' sports literacy, which has a big gap with the development trend of current education evaluation.

The current evaluation system overemphasizes sports skills, resulting in students may overpursue the mastery of skills, but ignore the in-depth understanding of sports activities and sports rules. This tendency of the evaluation system reduces students' thinking and reflection, and their understanding of the essence of sports is relatively weak, which makes them unable to achieve the goal of all-round development.

The single evaluation method in the teaching

evaluation system is also one of the problems. Generally speaking, the evaluation of physical education courses in higher vocational colleges mainly depends on the examination, especially the skill examination. This kind of evaluation can not fully reflect the students' sports performance and sports literacy, ignoring the students' performance in class participation, team cooperation, sports habits and so on.

This problem is manifested in the lack of evaluation of students' sports interest, sports attitude and sports values. The goal of physical education should include students' emotional attitude towards sports, value understanding and the construction of life habits, but the current teaching evaluation system fails to pay attention to this point.

Finally, the current teaching evaluation system hinders the promotion of PE curriculum reform in higher vocational colleges to some extent, because the evaluation method determines the teaching method. Too single evaluation method makes the teachers' teaching method tend to be simple, and lacks of encouragement and guidance for innovative teaching.

4.6 Students Lack of Interest in Physical Education

The single content of the course is an important reason for the lack of students' interest in sports. At present, the physical education courses in higher vocational colleges are mainly dominated by traditional sports, such as football, basketball, table tennis, etc., which may not be able to meet the interests of all students. Many students may have a deeper interest in other types of physical activities, such as yoga, mountaineering, sports dance, etc., but due to the limitations of the curriculum, they cannot get these interests satisfied in the physical education curriculum.

A teaching model that overemphasizes grades can easily cause students to lose interest in sports. In many cases, in order to improve the scores of physical education exams, teachers may excessively require students to learn and master some specific skills, while ignoring students' interests and specialties. This kind of teaching method, which focuses on technology rather than interest, will make some students who are originally enthusiastic about sports gradually develop an aversion to sports.

The lack of sports facilities, activity venues and equipment in schools will also consume students' interest in sports. If students always

feel all kinds of inconvenience in sports activities, such as unable to find suitable venues, or sports equipment is old and insufficient, then they will naturally get tired of sports activities and laziness.

5. The Path of PE Curriculum Reform in Higher Vocational Colleges from the Perspective of Highly Skilled Talents

5.1 Enhance the Status and Importance of Physical Education Curriculum

Establish the awareness of comprehensive education: First of all, we should establish the concept of whole-person education, emphasize the importance of physical education course in the process of training high-skill talents, and make clear its impact on the all-round development of individuals.

Reform the curriculum: re-examine the existing physical education curriculum to ensure its compatibility with the goal of training high-skilled talents. The curriculum should focus more on ability development, including training in teamwork, leadership and problem solving.

Encourage teacher professional development: Provide relevant teacher education and training to enhance teachers' professional quality and teaching level.

Innovative teaching evaluation system: Develop more effective evaluation tools and mechanisms to encourage students' active participation, improve their course satisfaction, and feed back into the course improvement to form a closed-loop improvement mechanism.

Increase the investment in curriculum resources: increase the investment in physical education teaching facilities, equipment and other hardware resources, as well as teaching materials, training methods and other software resources, to ensure that teachers have enough teaching resources to complete high-quality teaching.

Establish and expand community cooperation: Cooperate with other educational institutions or community sports organizations to provide more rich and diverse sports activities and learning opportunities.

5.2 Update Physical Education Curriculum Content and Teaching Methods

Grasp the demand of highly skilled personnel to promote the reform of PE curriculum content. The content of physical education course should

not only be limited to the traditional sports skills training, but should pay more attention to the combination with vocational skills, for example, consider adding some physical training of workers, industry-specific health knowledge and other aspects, so as to meet the comprehensive development needs of high-skilled talents.

The introduction of modern educational concepts and teaching methods should promote the innovation of physical education teaching methods. In addition to the traditional teaching methods of teacher explanation, demonstration and students imitation, teaching strategies such as problem orientation, case analysis and teamwork can also be introduced to improve students' participation and sense of experience. At the same time, drawing on modern scientific and technological tools such as virtual reality technology and intelligent fitness equipment can enrich teaching methods and improve teaching quality.

Pay attention to the docking of physical education course teaching and students' individual differences. By constructing the ability level and setting challenging personalized tasks to guide students to learn at their own speed and way, it is helpful to stimulate students' learning enthusiasm and interest, and cultivate their ability and habit of independent learning.

Strengthen external links, and promote the integration of physical education courses with social needs such as enterprises and communities. In this regard, we can consider providing students with practical opportunities in the real working environment through school-enterprise cooperation. On the other hand, we can carry out sports education community service activities, so that students can improve their skills in the service and make contributions to the community at the same time.

5.3 Strengthen the Construction of Physical Education Teachers

Improve the professional quality and skill level of teachers. We need to organize more high-quality teacher training activities to provide the latest educational concepts and teaching methods. At the same time, teachers should be encouraged to participate in teaching research and constantly improve their teaching skills by reflecting on their own teaching practices.

Emphasis should be placed on the structural construction of teachers. The team of PE teachers in higher vocational colleges should be

composed of different types of teachers, such as academic research type, skill training type and comprehensive type, which can meet the diversified needs of PE teaching.

Strengthen the construction of teachers' professional ethics. As a guide to the healthy growth of students, physical education teachers should have good professional ethics and be able to set an example to pass on correct health concepts and lifestyles to students.

The treatment and social status of PE teachers should be improved. Increasing investment in PE teachers, such as increasing salary and promotion opportunities, can attract more people with lofty ideals to join the ranks of PE education, and also help stimulate the enthusiasm of in-service teachers.

5.4 Establish a Scientific and Perfect PE Curriculum Evaluation System

Clear evaluation objectives: The objectives of the PE curriculum evaluation system should be clear, which not only needs to recognize the improvement of students' sports skills, but also needs to pay attention to the improvement of their physical and mental development and living habits and other comprehensive qualities.

Formulate evaluation standards: evaluation standards need to be scientific and fair, including knowledge, skills and attitudes of three aspects. The knowledge evaluation mainly reviews the students' grasp of the theoretical knowledge of physical health; Skill evaluation focuses on students' sports skills and practice habits; the attitude evaluation looks at the students' team spirit, fair competition consciousness and other qualities.

Adopt diversified evaluation methods: The evaluation methods should include formative evaluation and terminal evaluation. Formative evaluation is mainly to let teachers give real-time feedback in the teaching process, so that students can adjust their learning strategies in time; the final evaluation focuses on the examination of students' comprehensive ability and is usually carried out at the end of the course.

Implementation of dynamic evaluation: The evaluation system should be dynamic and can be appropriately revised and optimized according to social development, the content of textbooks and the updating of teaching concepts.

Establish a feedback mechanism: the evaluation results are fed back to students so that they can

understand their own learning situation, adjust their own learning plans and strategies, and further improve their learning effectiveness.

5.5 Stimulate Students' interest and Enthusiasm in Sports

Interest-based teaching: Each student has their own interests and preferences, and by investigating and using this information, teachers can design lessons that interest each student. For example, some students may be interested in team sports, while others may prefer individual challenges or outdoor adventure activities.

Increase activity appeal: Presenting physical education programs in innovative and fun ways can increase student engagement. For example, traditional sports lessons can be presented through games, challenges and team competitions to capture students' attention and enhance their participation and experience.

Providing a choice experience: Giving students the power to choose activities they enjoy within a range can help increase their motivation and initiative. When students choose their favorite sports, they will be more enthusiastic about participating and more willing to invest their time and energy.

Establish a good sports environment: Educational institutions should provide appropriate equipment and facilities as far as possible, and creating a good sports environment is key to inspiring students' enthusiasm for sports activities. For example, provide a variety of sports equipment, set a reasonable certain time, and adjust the types of activities according to the weather and seasons, etc.

Strengthen the social element of sports programs: Sports are a great opportunity to build teamwork and increase peer interaction. Incorporating social elements into physical education teaching can promote interaction among students and enhance their spirit of cooperation, thereby enhancing their motivation for sports.

5.6 Optimize the Allocation of Physical Education Teaching Resources

Resource needs assessment: First of all, schools need to conduct a detailed needs assessment to understand the specific needs of students in physical education, including their needs for various sports and facilities. This assessment can be carried out through questionnaires, group discussions, etc.

Invest in adequate sports facilities and equipment: In response to the results of the needs assessment, the school needs to provide adequate facilities and equipment for students to use. This includes, but is not limited to, facilities such as basketball courts, football fields, swimming pools, gyms and the corresponding sports equipment. These equipment require regular maintenance to ensure safe use.

Construction of teacher team: Excellent teacher team is the key to optimize physical education teaching resources. Schools need to recruit teachers who are good at a variety of sports, as well as have good teaching methods and vision of talent cultivation. Regular training for teachers is also essential to help them update their teaching methods and improve their effectiveness.

Make use of information technology: Modern information technology, such as the Internet, mobile devices and related applications, offers many possibilities to make physical education more efficient and personalized. For example, video tutorials, fitness programs, health monitoring and other services can be provided through online teaching platforms. This kind of technology is especially important in distance learning during the pandemic.

Tailor the curriculum to student needs: Different students may be interested in different sports, so education providers need to adapt the curriculum to meet the diverse needs of students. At the same time, the landing effect of each activity should also be evaluated and improvements should be made based on feedback.

Establish a reasonable evaluation system: A reasonable evaluation system is another key to optimize the allocation of resources. Such an evaluation system should be based on the actual performance of students, such as the degree of active participation, the improvement of sports skills and the improvement of health, rather than just the outcome as the basis for judgment.

6. Conclusion

This study explores the specific links of the reform path, including optimizing the allocation of physical education teaching resources, enhancing the ability of teachers, introducing modern information technology, adjusting the curriculum design and establishing a reasonable evaluation system. These reform paths are all aimed at better meeting the needs of students, providing a high-quality educational experience,

and cultivating healthy, well-rounded and highly skilled personnel.

The essence of education is student-centered, and each student is unique. Therefore, in order to meet the diverse needs of students, we need to insist on personalized service and guidance throughout the teaching process. At the same time, the use of modern information technology such as big data and artificial intelligence can meet the needs of students in a knowledgeable and intelligent way, strengthen interaction with students, and improve teaching effects. In the future, we will further improve and deepen these reform paths in practice, with a view to achieving better educational results.

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