

A Comparative Study on General Education Courses for Physical Education Majors in Chinese Universities

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Abstract: In order to further promote the high-quality development of general education courses in physical education majors in Chinese universities, this article adopts methods such as questionnaire survey, literature review, and logical analysis to compare the current situation of general education courses in mainland and Hong Kong universities. The research results indicate that the goals and requirements of Hong Kong's general education curriculum emphasize the breadth and connection of knowledge, adopt diverse interdisciplinary approaches, and encourage students to explore and express themselves, while the mainland focuses more on the infiltration of cultural qualities in professional education and the supplementation and correction of knowledge. The general education curriculum for physical education majors in mainland universities tends to be more focused on the field of sports science, while Hong Kong universities focus on learning broad knowledge and offer more courses for non-physical education majors. Hong Kong universities have their own characteristics in the mode of general education curriculum.

Keywords: Universities; Sports Science; General Education; Course

1. Introduction

The concept of "general education" originated from Aristotle's "free" education in ancient Greece, and is a highly respected educational concept in modern universities. With the rise of the Industrial Revolution and the refinement of division of labor, general education was replaced by utilitarian education and practical education. Under the influence of the global trend of reforming the concept of general education, Hong Kong has also begun to practice the reform of general education in order to adapt to the development of the times and the needs of society. As a window for our country to face the

world, Hong Kong has a longer history and richer experience in the practice of general education in universities. Its understanding of general education is also more accurate, and it has more international characteristics. On the basis of Hong Kong's good influence, it has more reference and learning opportunities.

Compared with general education in ordinary universities, general education in physical education majors has certain characteristics. Whether in terms of training objectives or curriculum structure and implementation, general education in physical education majors not only fails to achieve basic goals, but also requires certain compensatory education. At present, the research on general education in physical education and general education in ordinary universities has attracted the attention of scholars. At present, there is sufficient research on general education in ordinary universities. Scholars at home and abroad have different definitions and understandings of general education, and most of them have started to discuss the differences between "general education" and "general education" and "quality education". It can be seen that the concept of general education has aroused widespread response from educators in mainland China. Some scholars have also discussed the differences between general education and professional education in ordinary universities, with the aim of applying general education to professional education and avoiding the cultivation of only "specialized talents" with low comprehensive quality professionals. There is not much literature on the comparison between general education in physical education and general education in ordinary universities. It can be seen that the insufficient general education ability of physical education talents has attracted the attention of scholars, and research on improving the curriculum system of general education in physical education is still in the exploratory stage. However, there is very little research comparing general education in Hong

Kong with general education in mainland universities, identifying the shortcomings of general education in sports education in mainland China, and drawing inspiration from general education in Hong Kong. Therefore, it is particularly meaningful to improve the reform of general education courses in physical education majors.

2. Research Objects and Methods

2.1 Research Object

This article takes the differences in general education courses for physical education majors between Hong Kong and mainland China as the research object

2.2 Research Methods

2.2.1. Literature review method

Through computer and manual research, a large amount of literature and materials related to educational philosophy, curriculum reform, general education in physical education, and general education in Hong Kong's ordinary universities have been searched. Search for relevant papers through the electronic reading room of the Wuhan Institute of Sports Library and the literature website of the Hong Kong Institute of Education.

2.2.2. Questionnaire survey method

By searching for relevant questionnaires, collecting information, and seeking advice from relevant experts, various questionnaire questions were compiled into a questionnaire. This study used two questionnaires, namely the general knowledge ability of students and the general knowledge ability of college students, to conduct a survey. The validity of the content and structure of the questionnaire was tested using expert evaluation method, and the questionnaire was repeatedly modified and improved according to opinions, in order to develop the questionnaire for the survey. Both questionnaires were tested for reliability using the retesting reliability method, with a correlation coefficient of $r=0.82$. The questionnaires were mainly distributed to the Hong Kong Institute of Education, The Chinese University of Hong Kong, and Central China Normal University.

2.2.3. Comparative analysis method

This article mainly compares and analyzes the general education curriculum content, curriculum objectives, course offerings and credit arrangements, and course offerings of

physical education in universities in mainland China and Hong Kong.

3. Research Results and Analysis

3.1 Comparison of General Education Curriculum Requirements and Objectives for Physical Education Majors in Mainland China and Hong Kong

3.1.1 Objectives and Requirements of Hong Kong General Education Curriculum

3.1.1.1 Emphasize breadth and connection rather than depth

A major characteristic of general education in Hong Kong is its emphasis on the diversification of students' knowledge and ability structure. It corrects the biases of previous professional education, not only teaching students professional knowledge, but also emphasizing their ability to learn new knowledge, and emphasizing the systematic and regular mastery of knowledge. From the perspective of the subjects offered, Hong Kong universities pay attention to the diversity of knowledge and culture in the selection of course content, which also reflects that Hong Kong's general education tends to have a more diverse understanding of knowledge in the selection of course content, and emphasizes the breadth of knowledge rather than depth in the course objectives.

3.1.1.2 Adopt diversified interdisciplinary approaches for teaching

In 1999, the Hong Kong Education Commission recommended the establishment of a diversified model for higher education. General education in various universities in Hong Kong has its own characteristics, presenting a multi-level and multi form interdisciplinary teaching model. The Hong Kong Council for General Education recognizes that a single type of subject learning overly emphasizes the practicality of the subject, which can easily suppress students' thirst for knowledge and lead to the loss of knowledge and innovation ability in higher education institutions. Therefore, in order to provide students with comprehensive knowledge content, Hong Kong higher education institutions integrate various subjects as interdisciplinary learning. Interdisciplinary teaching avoids the problem of overlapping professional settings, facilitates the integration of disciplines, expands students' understanding of knowledge in various fields, and completes their knowledge system.

3.1.1.3 Encourage students to explore and

express themselves

The goal of general education in Hong Kong is to emphasize whether students can master the laws and methods of learning from curriculum learning, thereby helping students form a complete knowledge system. In the learning process, it also emphasizes the attitude and problem-solving ability of learning. It can be said that general education in Hong Kong is to teach students the methods of learning, not the stuffing of knowledge. Therefore, when facing new knowledge and systems, students do not need to have special technical knowledge in advance. Hong Kong universities place greater emphasis on cultivating students in language, vision, common sense, and knowledge expression, encouraging them to showcase themselves and express themselves in various fields, enabling them to recognize themselves, integrate their personalities, and develop their subjectivity and autonomy, thus achieving an educational goal of "self-improvement"

3.1.2 General Education Curriculum Requirements and Objectives for Physical Education Majors in Mainland China

3.1.2.1 Emphasize the infiltration of cultural qualities into professional education

Mainland universities divide undergraduate courses into compulsory courses, restricted courses, and elective courses. Cultural literacy courses are integrated into general education courses, where teachers inspire students and cultivate their humanistic qualities through their words and actions, as well as their own attitudes and responsibilities towards science. In the overall curriculum of general education, mainland universities mainly offer elective courses that intersect humanities and sciences in the implementation of general education courses. In practice, they also tend to integrate cultural qualities into professional education for teaching.

3.1.2.2 The focus is on supplementing and correcting professional education knowledge

The content of general education courses for physical education majors in mainland universities is divided into two major sections: general education and general education aimed at physical education, with the aim of cultivating a well-rounded individual who meets social needs. It is the construction of a reasonable knowledge and ability structure for students. The disciplinary nature of general education in physical education is aimed at educating basic

knowledge, attitudes, and skills in the field of physical education. As a common foundation for learning in the professional field, general education in physical education is carried out, enabling people in the field of physical education to have common communication and understanding, and also promoting learning in their own profession.

3.2. Comparison of Practice Models and Characteristics of General Education Curriculum between Hong Kong and Mainland China

3.2.1 Analysis of Typical Models of General Education in Physical Education Majors in Hong Kong Universities

3.2.1.1 The General Education Model of The Chinese University of Hong Kong

The Chinese University of Hong Kong is one of the earliest universities to carry out general education reform, and its general education system is the most complete among Hong Kong universities. Although the eight major universities in Hong Kong each have their own characteristics, the characteristics of the Chinese University of Hong Kong are more prominent. Its promotion of general education has had a positive social impact, with a greater emphasis on "balanced education". It is the most exemplary model of general education in Hong Kong universities. In terms of curriculum development, the school focuses on multicultural education, meeting students' diverse needs for cultural knowledge. The content is broad, including practical subjects such as philosophy, art, history, music, etc. The curriculum of The Chinese University of Hong Kong has a permeability between courses, for example, moral education is to integrate moral education into various courses, and there is no special curriculum for moral education. In terms of credit requirements, CUHK offers both compulsory and elective courses. The compulsory courses include Chinese civilization with 3 credits, while the elective courses include subject specific courses with 6 credits, interdisciplinary courses with 3 credits, and college courses with 3 credits. Generally, 15 credits are required, while 12 credits are required for majors.

3.2.1.2 The General Education Model of Hong Kong University of Science and Technology

The general education curriculum of the Hong Kong University of Science and Technology

focuses on strengthening students' innovation and thinking abilities, with a greater emphasis on practice, providing students with universal education. It combines the development of science and technology, business, and humanities and society, promoting students to discover and understand themselves. The curriculum of the Hong Kong University of Science and Technology consists of elective courses and sub elective courses, covering fields such as philosophy, economics, science and technology, and Chinese research. In terms of credit requirements, it requires elective courses to take at least 6-12 credits, and engineering colleges have special requirements that only 6 credits need to be taken.

3.2.1.3 The General Education Model of the Hong Kong Institute of Education

The characteristics of the general education curriculum offered by the Hong Kong Institute of Education, as the only teacher training institution, are promoting teaching practice and the cultivation of humanistic literacy. The professional curriculum definition of the Hong Kong Institute of Education is relatively broad, without a specific division of professional directions, such as sports education, which has not been divided into specific professional branches or determined specific professional directions. Therefore, the selection of courses and teaching content is more flexible. A complete course selection system is adopted in the course design, including a complete set of two core courses, three elective courses, and two compulsory courses in a semester. The school offers four modules and 300 courses for elective courses. Only 4 credits can be selected for general education courses. Another major feature of general education at the Hong Kong Institute of Education is its emphasis on language learning and hands-on practical skills. The school regularly invites expert professors to give lectures and holds concerts for music education.

3.2.1.4 The General Education Model of City University of Hong Kong

The general education of City University of Hong Kong is characterized by the development of high-tech, and Professor Zhang Xingang, the President, has also launched a general education curriculum system with the mission of developing high-tech. City University of Hong Kong requires students to take a 6-credit compulsory course in Chinese culture. He

believes that in the new era, not only should there be learning of science and technology and knowledge, but also the cultivation of character and spirit. He believes that having only scientific technology and knowledge is not enough to apply and dominate these technologies. Only by carrying out cultural education can a modern person be endowed with vitality and creativity.

3.2.2 Typical Models of General Education in Physical Education Majors in Mainland Chinese Universities

The curriculum of physical education in mainland China is guided by the "Essential" curriculum and formulated based on the actual situation of the school. Currently, the physical education curriculum in universities can be classified according to the opening rate into the following categories: the first category is football, volleyball, badminton, tennis, which have an opening rate of over 80% in public basic courses. The second category is sports dance, fitness and bodybuilding, artistic gymnastics, swimming, taekwondo, and other courses with a teaching rate between 65% and 30%. The third category includes street dance, social dance, bridge, ice skating, boxing and mountaineering, with a participation rate of 20% -10%. The fourth category includes Go, shuttlecock, marathon, and golf, with a participation rate of less than 5%. With the development of recent years, the curriculum of universities has also become more diversified, and some elegant and emerging entertainment projects have begun to enter the campus. Compared to the Hundred Schools of Thought in Hong Kong universities, the characteristics of general education in mainland Chinese universities are not prominent enough, and there are only certain differences in credit content.

3.2.2.1 Northeastern University

The general education courses at Northeastern University are divided into basic courses, elective courses, comprehensive courses, and health courses. The basic course lasts for 64 hours per academic year and is offered in the first grade. Elective courses have 64 class hours per academic year and 32 class hours for vocational education. They are offered in the second year of undergraduate studies and the third semester of vocational education. Comprehensive courses are offered in the second year of undergraduate studies and in the third semester of vocational education. Health courses are offered in the first, second, and third

semesters of undergraduate studies.

3.2.2.2 Xiamen University

The general education courses of physical education major at Xiamen University are divided into basic physical education courses, elective physical education courses, elective physical education courses, characteristic physical education courses, and physical health courses. The basic physical education course has one credit, which is required to be completed in the first semester of the first year of college. The optional physical education course has three credits, and can be offered in any semester except for the first semester of the first year of college. The elective physical education course has one credit and is completed during the semester when no physical education course has been taken. Physical education specialty courses have one credit and are completed at different stages of each semester, with periodic testing organized.

3.2.2.3 Central China Normal University

Huazhong Normal University offers basic physical education courses, specialized sports courses, and physical health courses. Basic physical education courses are offered in the first semester of first year university students, while specialized sports courses are sports clubs for 2-8 semesters. Physical health courses mainly focus on health and rehabilitation. Sports training courses are mainly focused on school team sports and physical education majors.

From the course offerings of the above universities, it can be seen that compared to the rich and diverse courses offered by Hong Kong universities, the general education curriculum offered by mainland universities is relatively limited and cannot be separated from the circle of sports majors. There is also a lack of ideas and systems for the general education curriculum offered. However, considering the differences in the environment and society between the two regions, the general education curriculum system formed by mainland universities in different historical backgrounds is also a system that meets the development needs of the mainland. It is necessary to learn from and learn from Hong Kong's general education in a true and accurate manner.

4. Conclusion

The objectives and requirements of Hong Kong's general education curriculum emphasize the breadth and connection of knowledge, adopt

diverse interdisciplinary approaches, and encourage students to explore and express themselves, while the mainland focuses more on the penetration of cultural qualities in professional education and the supplementation and correction of knowledge.

The general education curriculum for physical education majors in mainland universities tends to be more focused on the field of sports science, while Hong Kong universities focus on broad knowledge learning and offer more courses for non physical education majors.

Hong Kong universities have their own characteristics in the mode of general education curriculum design, and have their own opinions on the concept of general education. Curriculum design is based on their own learning situations, while mainland universities, due to insufficient emphasis on general education, have a relatively shallow understanding of the concept of general education.

The curriculum of general education in Hong Kong and mainland China has its own characteristics, and the development of general education in Hong Kong is relatively mature, which is worth learning from by mainland universities. Mainland universities should establish relevant institutions and establish a sound general education curriculum system.

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