

A Contrastive Study on the Curriculum of Social Sports Major between China and Australia

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Abstract

The standards of physical education curriculum in China and Australia both embody the development trend of emphasizing the healthy function of physical education curriculum. Therefore, the author makes a comparative study on the curriculum of social sports major between China and Australia. Furthermore, by introducing the main problems of curriculum design in China's higher vocational education, comparing and analyzing the curriculum design in China and Australia, it is clearly pointed out that the curriculum of higher vocational education must be competency-based. The study finds that there is currently a shortage of social sports guidance talents in China, and its ability is far from meeting the needs of society. Its quality, cultural level, and professional quality of sports need to be improved, and the types of social sports instructors need to be enriched.

Keywords: *Chinese and Australian Society; Physical Education; Curriculum*

1. Introduction

The social sports major is a new sports major set up with the rapid development of China's economy and society and the vigorous rise of national fitness activities. As a sunrise professional in the 21st century, it has great development potential [1]. As a federal state, Australia does not have a curriculum framework at the national level, but each state has its own curriculum framework, and this curriculum framework must be followed by all public schools in the state [2]. The higher education and vocational and technical education attributes of higher vocational colleges determine the particularity of their curriculum [3]. The construction and development of social sports specialty and the cultivation of senior social sports specialists are the needs of the progress of the times and social development. Therefore, curriculum design plays an important role in personnel training. At present, the cultivation of higher sports professionals in China mainly focuses on physical education, sports training and social sports [4]. With the development of urbanization in China, great changes have taken place in cities all over the country. The expansion of cities has made the overall space of consumer market develop rapidly, and the leisure life of urban residents has become more and more leisure-oriented [5]. As an important part of social development and improvement of quality of life, leisure sports activities have gradually become a social demand and show fashionable characteristics.

Curriculum design is an important measure to implement the training objectives, and is also the only process to achieve the training objectives [6]. The curriculum standard is the core of the whole curriculum system. It has always been highly concerned by curriculum researchers and editors. In the "Several Opinions on the Setting up of Higher Vocational Schools" of the former National Education Commission, the requirement for the curriculum setting of higher vocational education is that "the teaching content is mainly mature technical and management norms [7]. The teaching plan and curriculum are not arranged according to the requirements of the subject, but determined according to the vocational ability of the occupational post group. As a newly established specialty, the curriculum system, teaching content and teaching methods of social sports specialty are still in the process of continuous improvement and development [8]. In terms of curriculum design, each specialty has offered different courses according to its own specialty characteristics, in the long-term exploration and practice [9]. The curriculum generally refers to the number of professional teaching subjects and teaching hours of various subjects offered by various types of schools. Each major has established corresponding curriculum according to the needs of its own development, but at the same time there are certain problems [10]. Therefore, how to set up a social sports professional curriculum system, rationally arrange the teaching content, and better reflect the requirements of cultivating comprehensive and comprehensive talents in the 21st century has become an important issue before us.

2. Comparison of the curriculum setting of physical education majors in the two countries

2.1 Training Objectives of Physical Education Major

The curriculum is an important guarantee for achieving the teaching objectives, and it is also the core content of the teaching plan. It directly reflects the specific content and social needs of the personnel training. The school's personal development, health and physical education content encourages students to make informed decisions about healthy physical activity and develop positive attitudes towards a healthy lifestyle. NMIT has accumulated a lot of mature experience in curriculum setting, which can bring useful enlightenment to the professional curriculum of higher vocational colleges in China. The Australian RMIT Physical Education Program is designed to meet the needs of the community for sports majors and to enable graduates to teach sports. To make students understand how important physical education is to health, especially to cultivate the spirit of cooperation and teamwork, and to master the methods and skills of developing community health promotion. Among them, the curriculum is the

core of the teaching plan, the concrete embodiment of the training objectives, and the decisive factor affecting the quality of talents. From the point of view of training objectives, in different historical periods, the training objectives put forward by the state are different. Leisure sports have a profound historical and cultural background in Western countries, and the level of theoretical research is also in the leading position. In different stages of social and economic development, the focus of research is also different. The new training objective makes the trained physical education professionals more suitable for the needs of society, and at the same time expands the employment channels of students.

2.2 Current Situation and Existing Problems of Course Setting for Physical Education Major

The curriculum structure of physical education specialty. In accordance with the provisions of the National Undergraduate Course Program for Physical Education Major in General Institutions of Higher Learning (Trial Implementation) promulgated by the State Education Commission in 1997. The professional curriculum system is a three-dimensional structure consisting of the main course module, the general compulsory course module and the professional optional course module. It is a characteristic of American higher education to regard serving the society as one of its important functions. Therefore, American higher education attaches great importance to applied knowledge, which can be found in school curriculum as long as it is needed by society. Training professionals engaged in tourism sports skills guidance and tourism market development, sports news editors, sports nutrition and diet technology and nutrition cooking, sports injury and recreation, health care and massage. And according to the requirements of the society, to deliver high-level talents of relevant professions for the social and sports market. Its outstanding feature is centered on the teaching of theoretical knowledge, rather than the teaching of training practical ability as the main line, which is very unfavorable for the cultivation of high-skilled talents. This situation cannot but cause our attention. At the same time, the use of computer-based assistive technology will enhance the learning effect of students. By participating in these activities, you gain an understanding of sports science and its impact on human activities, gaining a role in the role of physical education educators and their contribution to school or community needs.

3. The construction of the curriculum for physical education majors

According to the development plan of the Ministry of Education, the basic academic system of higher vocational education in China will gradually transition from three years to two years, and the professional training time for higher vocational education is half a year. Required courses generally include public compulsory courses, professional basic compulsory courses and professional courses. For a long time, there are great differences in the training objectives and curriculum of various sports training majors in China. At present, China's related majors are affected by economic factors and have considerable limitations. They are not compatible with the future development of the society. Schools should be based on the geographical characteristics of their schools and the level of local economic development and cultural characteristics. On the basis of absorbing foreign advanced experience, we should set up courses with our own characteristics and construct our own curriculum system. This may be the best answer to the difference between RMIT and NWN. The curriculum includes the experience of participating in normal and diversified physical education, laying the foundation for a healthy lifestyle of lifelong physical education, systematic and clear teaching of personal and social skills, and laying the foundation for students to manage their lives effectively. At present, most schools in our country only arrange internships in one to two months after the completion of all the courses, that is, on the eve of students' graduation. This kind of internship can only be formalized and can hardly achieve the desired results.

Competence-based curriculum refers to the combination of courses aiming at the knowledge, skills and attitudes required by a certain profession or group of professions. Elective courses generally include restricted elective courses and optional courses. Among them, many colleges and universities are divided into health and fitness sports direction, sports industry management and management direction, leisure and entertainment direction, sports news direction, Mass Fitness Management and organization direction and special crowd direction. Reducing compulsory courses, increasing elective courses, adjusting the proportion of academic subjects, implementing credit system management, offering characteristic courses and adopting diversion training. Increase the proportion of practice link, scatter the course teaching and "practice training" in the four academic years, and emphasize the training of coaches' practical ability. The syllabus also encourages parents to participate in the course decision. Parental involvement helps to help students complete the school curriculum and actively supports their children's learning outside of the school environment. It aims at the requirements of a certain social occupational position. Based on the professional analysis, it quantifies and divides the professional ability into several modules. Course development and implementation training is then carried out to equip the trainee with the qualifications to pursue the profession. Elective courses are divided into tool course modules, biology modules, business management modules, and technical discipline modules. Therefore, the improvement of one's own skills is also crucial in order to adapt to the needs of social and professional development.

4. Conclusions

It is not difficult to find through the comparison of the curriculum of physical education majors in the two schools: the professional curriculum of colleges and universities in China pursues "big and complete", paying attention to the systematic and complete knowledge, but it is not enough to cultivate and explore students' own interests and abilities. At the same time, from the perspective of teacher teaching, it is better to actively interact with students, pay attention to individual differences, meet the learning needs of different students, and enable each student to fully develop. The entire development process is monitored by industry, business, and employers, and the curriculum content is adjusted as career needs change. Due to the serious shortage of physical education teachers in China, the main focus of physical education in higher physical education colleges has been to train teachers for many years, and the talents of social sports are scarce. In order to cultivate the useful talents urgently needed by the society, there are some problems in the curriculum design of sports education, sports training and social sports. Rationally setting up the professional curriculum system and optimizing the curriculum structure, especially setting up the proportion of theoretical courses and technical subjects, Strengthening General Education on the basis of guaranteeing expertise, paying attention to the study of elective courses, and cultivating compound talents. In short, primary school physical education in New South Wales has

greater flexibility in curriculum design and a wide range of teaching content. In teaching, we should use heuristics, pay attention to the training of students' quality and ability, pay attention to the practicability of teaching materials, and fully consider the diversity of students' future development.

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