

Research on the Construction Path of Health Qigong Course in Higher Vocational Colleges under the Concept of "Two properties, One degree"

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Abstract

Based on the concept of "Two properties, One degree," this study seeks to satisfy the requirements of the new situation and new tasks of curriculum reform in higher vocational colleges, as well as to investigate the central aspects of curriculum reform and innovation in higher vocational colleges. It is one of the most important ways to improve the teaching quality of higher vocational colleges by developing quality courses. This paper investigates the construction of a hybrid "golden course" of computer application foundation based on the network course platform from the perspectives of teaching content, teaching methods, teaching mode, and evaluation. To promote the continued improvement of the curriculum and provide robust support for the development of the Health Qigong curriculum.

Keywords

Two properties, One degree; Health Qigong; Course.

1. Introduction

To fully implement the spirit of General Secretary XI's important speech at the National Education Conference, to further deepen the reform of physical education teaching, and to better help students "enjoy fun, strengthen their physique, improve their personality, and temper their will" in fitness exercise, the purpose of this study is to investigate the high-order, innovation, and challenge of the Health Qigong course in accordance with the principle "Two properties, One degree." As an essential component of Chinese traditional culture, Health Qigong incorporates technical practice, health wisdom, philosophy, and health concepts, which the Chinese people have accumulated over thousands of years [1]. As the cradle of scientific and technological innovation and the pinnacle of human civilization, colleges and universities bear the social responsibility of preserving traditional culture and developing distinctive physical education programs. "To strengthen the 'four self-confidences' and cultivate a new generation of college students who adapt to the cultural revitalization of our country, it is necessary to educate them to 'lay a solid foundation', help them to be familiar with history, understand the national conditions, establish a correct view of the country, nationality, culture, and history, and strengthen the confidence and backbone of Chinese children [2]. Improving the quality of the Health Qigong course can maximize the course's effect, which is consistent with the school's mission of "cultivating people of virtue." There are still issues with the promotion and instruction of Health Qigong. Therefore, it is crucial to investigate and reform the course of Health Qigong. By constructing theories and improving the quality of the course, students' understanding and influence will be strengthened, and Chinese traditional health culture will be inherited to promote the healthy and orderly promotion and development of Health Qigong, which will become a catalyst for higher vocational colleges to cultivate talents and improve students' comprehensive professional quality, as well as provide crucial support for higher

vocational colleges to implement Health Qigong programs.

2. Connotation of the concept of "Two properties, One degree"

The evaluation criteria for a "golden course" are high order, innovation, and difficulty, according to Wu Yan, director of the Ministry of Education's Department of Higher Education. First and foremost, high-order signifies that the course should organically integrate knowledge, ability, and quality in order to cultivate students' comprehensive ability and advanced reasoning in order to solve complex problems. In addition to imparting knowledge, curriculum instruction combines knowledge, ability, and quality. Second, innovation is reflected in three aspects: first, the course content is cutting-edge and current; second, the teaching form should reflect the research and interaction, not only one-way indoctrination, but also promote the interaction between teachers and students; and third, the learning results should be exploratory and personalized, cultivating students' exploration ability and giving full play to students' personality traits. Lastly, the degree of difficulty implies that the course must be challenging. To complete the course, teachers must devote time and effort to lesson planning and instruction, while students must devote more time to studying and critical thinking inside and outside the classroom.

3. Analysis on the Construction Standard of Health Qigong Curriculum under the Concept of "Two properties, One degree"

Through a comprehensive review of the current situation and problems of the methods used in the construction process of Health Qigong courses in higher vocational colleges, the construction of "Two properties, One degree" is carried out, and the innovative ideas and designs of methods are sought, which can provide diversified programs and choices for the purpose of improving the quality and efficiency of Health Qigong course construction in higher vocational colleges (see Fig. 1).

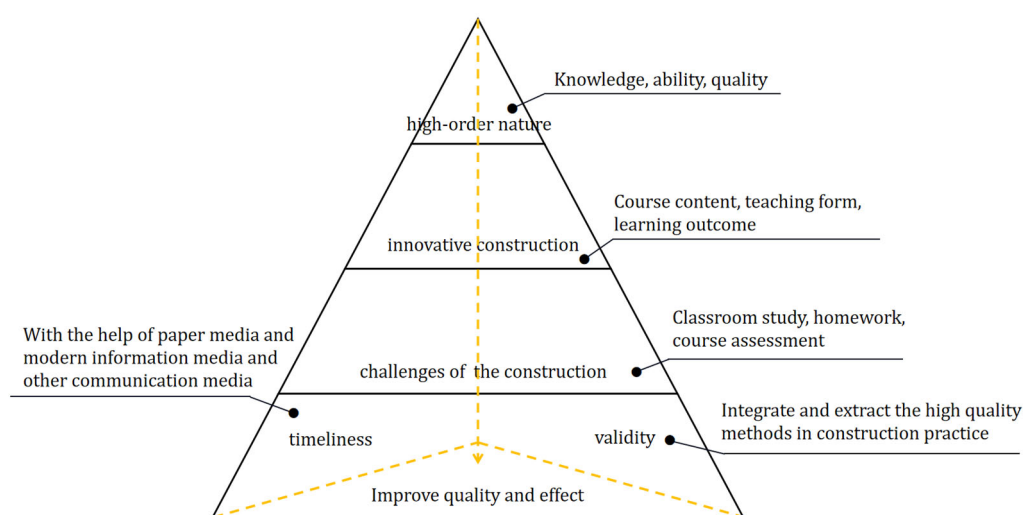


Figure 1. Method framework of Health Qigong construction in higher vocational colleges under the concept of "gender equality"

3.1. The high-order nature of Health Qigong curriculum construction

Director Wu Yan believes that "higher order" in curriculum learning refers to the organic combination of knowledge, ability, and quality [3]. In course instruction, teachers must not only

impart classroom knowledge, but also cultivate students' comprehensive ability. In conjunction with the opinions of the experts interviewed, the following is the high-level analysis of the Health Qigong course:

It appears simple to learn the movements of Health Qigong in a Health Qigong course, but it is difficult to truly comprehend the meaning of Health Qigong. To increase students' mastery of Health Qigong, instructors must design instruction from two perspectives: action specifications and exercise level, and set instruction goals based on students' foundation. For instance, based on the instructor's teaching experience, the students in the undergraduate class have a relatively strong foundation, necessitating a greater capacity to master movements.

The study of Health Qigong is not only physical exercise, but also has the effect of "strengthening the heart," which can improve the mental health, psychological stress resistance, and moral cultivation of students. In addition to theoretical knowledge and the connotation of Chinese traditional culture, learning a Health Qigong course entails theoretical understanding as well. Students can increase their understanding of Health Qigong knowledge, learn Chinese medicine and traditional health-preserving knowledge, improve their knowledge of Chinese traditional culture, and increase their confidence in Chinese traditional culture as a result of Health Qigong's long history and rich health-preserving culture.

Through the study of Health Qigong, students improve their knowledge, skills, and overall quality. Concurrently, students must engage in practice and integrate their knowledge, skills, and qualities to enhance their comprehensive ability. Through activities such as teaching practice and skill creation, students are able to internalize and apply their knowledge of Health Qigong in practice, improve their own skills, have the basic ability to teach and guide Health Qigong, and participate in related activities.

Health Qigong course enables students to become new people of the times with a strong body, lifelong physical exercise consciousness, national cultural self-confidence, and patriotic feelings, as well as social practice ability and fundamental ability to teach and guide Health Qigong. They can participate in Health Qigong teaching and guidance activities and contribute to the development and construction of Health Qigong.

3.2. The innovative construction of Health Qigong curriculum

Director Wu Yan believes that innovation encompasses three aspects: course content, teaching method, and learning outcome [3]. In conjunction with the expert interviews, the following is the innovative analysis of the Health Qigong course:

First, pay attention to the cutting edge and current events in the course content and incorporate the most recent subject knowledge. In addition to teaching traditional teaching materials, we should also introduce the cutting-edge achievements of academic research and scientific and technological development so that classroom content can keep pace with the subject's evolution. The campus Health Qigong course typically covers Health Qigong six-character formula, Yijinjing, Wuqinxi, and Baduanjin, according to the questionnaire survey and review of the relevant literature [4]. However, Health Qigong Dance, Mawangdui Guidance, Twelve Stages of Brocade, Health-preserving Guidance, and Eye-improving Exercise have distinct fitness methods and concepts that should be added to the course content to enrich the Health Qigong course and give students more options.

Second, it reflects the advanced and interactive nature of the teaching form and abandons the traditional method of indoctrination. Implement new teaching strategies, such as student-centered, individualized instruction and inquiry-based instruction. This innovative model can enhance the activity of classroom learning, the interaction between teachers and students, and student participation, thereby enhancing the learning effect. With the rapid advancement of information technology and the rise of internet+education, a Health Qigong course can adopt a blended online and offline teaching approach and make extensive use of information technology.

Blended teaching combines advanced teaching forms and interactivity, changes the traditional one-way teaching mode, is student-centered, strengthens the learning exchange between teachers and students [5], realizes the organic integration of information technology and traditional classroom, enables students to study whenever and wherever, and meets the advanced and interactive needs of Health Qigong course instruction.

Finally, it emphasizes inquiry in learning outcomes, no longer focusing solely on the correctness or incorrectness of learning outcomes, but also on students' performance in the learning process. Students should study not only for grades, but also to develop their own personality traits through the process of learning. In the course of Health Qigong, students may select various learning methods based on their individual personalities and needs. Allow students to practice movements and breathing according to their own understanding by combining the movement requirements and breathing methods explained in the theoretical class, without worrying about mistakes, and encourage them to explore and learn in accordance with their personalities when learning kungfu movements. The most important aspect of the course is the entire inquiry-based learning process, which emphasizes the students' personality development and independent inquiry.

3.3. The challenges of the construction of Health Qigong curriculum

Challenge refers to the difficulty of the course, including in-class work, homework, and course evaluation [3]. Moderate challenges can fill the classroom with incentives and motivate students to invest their physical strength, mental acuity, energy, and determination in their studies [7]. The difficulty level of a Health Qigong course is analyzed as follows, based on the opinions of experts interviewed:

First, enhance the requirements for the practice and performance of Health Qigong. This includes increasing students' Health Qigong practice time in the classroom and outside of the classroom. Before the effectiveness of Health Qigong can be significantly reflected, [6] research indicates that a certain period of practice is required. When the duration of practice reaches a certain level of intensity, the exercise effect becomes more apparent. In addition, increasing the specifications and exercise style of Health Qigong movements will assist in enhancing the difficulty of the course.

Second, enhance the instructional content. In the past, the teaching of Health Qigong courses focused primarily on teaching the movements, and the evaluation of student learning consisted of a simple check to see if students were familiar with the movements. The current Health Qigong course requires students to not only demonstrate the movements, but also comprehend their underlying principles. Students must comprehend, for instance, the concept of triple energizer and why this action can regulate triple energizer. Students must have a deeper understanding of the principle in order to have a more complete understanding of martial arts movements.

Third, enhance the diversity of learning assessment. Enhance the evaluation of students' classroom and extracurricular learning, including online and offline learning, with a focus on comprehensive evaluation. Through a variety of evaluations, we can assess students' learning input and learning outcomes, foster an environment in which students can confront challenges and experience self-worth, and increase students' interest in the Health Qigong course. Through these modifications, the difficulty of the Health Qigong course will be increased, which will stimulate students' learning motivation and enable them to meet greater course challenges.

To integrate "Two properties, One degree" into Health Qigong course, it is necessary to change the previous teaching mode, innovate teaching methods and teaching modes, and design teaching ideas that meet the characteristics of students, which poses a significant challenge to the personal ability and energy of teachers.

4. The reform measures of Health Qigong curriculum system in higher vocational colleges under the concept of "Two properties, One degree"

On the basis of "gender equality", in order to achieve the expected goal of improving the quality and efficiency of Health Qigong course construction in higher vocational colleges, it is necessary to design a specific path suitable for Health Qigong (see Fig. 2), and seek a breakthrough for improving the quality and efficiency in the process of active promotion.

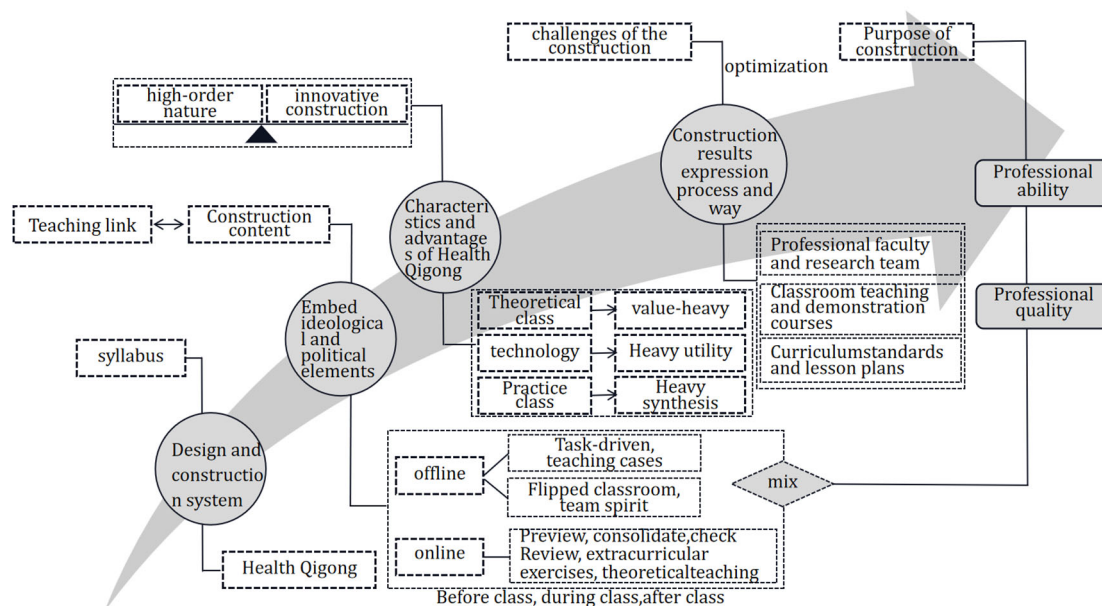


Figure 2. Construction path design of Health Qigong course under the concept of "Two properties, One degree"

4.1. Optimization of Health Qigong Course Content

Traditional Health Qigong course instruction focuses primarily on theoretical knowledge acquisition, action learning, practice time arrangement, and learning achievement evaluation, and is not differentiated by major or discipline. There are few introductions to new knowledge and technology, and even fewer lectures that address the cultivation of information literacy and social responsibility. Combining the characteristics of higher vocational education with the training objectives of various majors, aiming at the professional post standards, and adhering to the "necessity and sufficiency" principle, using sports to improve students' physical quality and level of physical fitness, improve their professional quality, and achieve the goal of developing students' professional ability and professional quality. The Health Qigong course should cultivate students' physical quality, psychological quality, subject knowledge quality, autonomous learning ability, and social and cooperative quality, as well as comprehensively enhance their professional ability and professional quality. The course content is optimized based on the new curriculum standard, the professional talent training plan, and the job requirements. The course material is separated into a basic module and an advanced module. After optimizing the course content for the Health Qigong for marketing specialization course, the basic module part incorporates online learning, new achievement analysis, human body structure, and meridians and acupoints of traditional Chinese medicine in addition to warm-up activities, action review, action learning, physical fitness exercises, and evaluation of learning outcomes. The selection of expansion modules: Internet use and scientific training. The objective of the basic module is to enhance students' understanding of Health Qigong, whereas the expansion module aims to deepen students' understanding of the therapeutic function of Health Qigong and increase their professional quality.

4.2. Integration of ideological and political elements

Integrate ideological and political content, such as patriotism, national pride, legal consciousness, innovative spirit, and team consciousness, with the course material and teaching cases. National pride and patriotism are instilled in students by exposing them to examples of innovation and professionalism in the evolution of sports. In Health Qigong exercises, emphasize the importance of physical health, help students understand the relationship between physical quality and all-around development, and heighten their awareness and focus on physical health. Develop the self-discipline and perseverance of the students. Let students realize the significance of perseverance and determination in the face of obstacles and challenges through teaching practice and case sharing, and combine them with ideological and political literacy. Through cooperative exercises and team activities, cultivate students' teamwork and social skills. Guide students to consider how to establish good interpersonal relationships, share experiences, and support one another. Guide students to consider the positive effects of fitness activities on individuals, families, and society; integrate social responsibility and socialist core values; cultivate students' sense of responsibility and duty; and transform students into responsible citizens.

4.3. Construction of teaching mode

Using "MOOC+ superstar teaching platform+classroom instruction," combining Health Qigong with blended learning enables the organic integration of online networks and offline classrooms. In the blended teaching mode, the teacher acts as the guide of the students' learning process, guiding students to preview online, and initially understanding knowledge points through learning resources such as MOOCs, micro-lessons, animation, courseware, and online question banks, and establishing a preliminary knowledge structure system. Through the network platform's data statistics function and assessment tasks, teachers can keep track of their students' learning outcomes. In the online classroom, teachers guide students according to the challenges of online learning, solve difficult problems through discussion, summarize important and challenging points, correct students' potential cognitive deviations, and further deepen and consolidate the knowledge structure system of students. In addition, combined with the completion of the project task, students are able to apply what they have learned, not only know how to exercise, but also think, and realize the transition from "learning" to "learning." After studying online, teachers are able to answer students' questions through micro-lessons, online communication, and other means, assist students in expanding their knowledge structure system, and gain more theoretical knowledge by continuously absorbing and updating knowledge, thereby providing the motivation for sustainable career development. By combining Health Qigong with blended instruction, students can complement each other online and offline and achieve comprehensive knowledge acquisition and application.

4.4. Changes in teaching methods

Optimize the following sentences with regards to Health Qigong: The traditional method of instruction has the disadvantage of cramming. The concept of "Two properties, One degree" is adopted in the teaching of Health Qigong, and various teaching methods such as task-driven, case teaching, group cooperation, and classroom flipping are combined to optimize the learning effect. In the teaching of warm-up activities, for instance, a project task is tailored to professional knowledge so that students can actively participate and complete the task with pleasure through task-driven and case-based instruction. In the analysis of new achievement methods, the method of flipping the classroom is utilized so that students can play the role and present the origin and function of the new achievement method. In addition, in Internet-based instruction, students engage in collaborative role-playing, routine arrangement, and video production. By employing a variety of teaching methods, we can effectively transform students from passive to active learners, thereby enhancing the learning effect.

4.5. Optimization of assessment methods

Optimize the following contents from a Health Qigong perspective: Combining the characteristics of Health Qigong, process evaluation, and summative evaluation, we assess the learning effect from a variety of perspectives. Students' micro-course viewing completion rate, online test scores, online discussion, autonomous learning efficiency, online activity participation and performance, group cooperative learning effect, and homework completion rate are evaluated in terms of online learning using data from the superstar teaching platform. Focus on attendance, participation, and performance in classroom activities, as well as the completion of project tasks, in offline learning. Pay close attention to hierarchical assessment in the project task and expansion task, combine teacher evaluation and student peer evaluation, and evaluate according to the method of grade score. The final summative assessment of the course will evaluate students' ability to solve problems comprehensively through comprehensive tasks. Through this evaluation method, we can fully comprehend the students' learning situation and foster their holistic growth in Health Qigong instruction.

5. Conclusion

Based on the connotation of "Two properties, One degree," this paper examines the "high-order," "innovation," and "challenge" of Health Qigong course and makes recommendations for the development of Health Qigong courses in higher vocational colleges. By optimizing course content and incorporating ideological and political elements, knowledge, skills, and literacy will be organically integrated. Future teaching will focus on incorporating new technology and future development trends in the field of integrated traditional Chinese and western medicine, so that the course's content can be updated to reflect its "high order" and "innovation." Adopt teaching projects that are suitable for practical application in students' future jobs, and comprehensively improve students' professional ability and quality; Employ hierarchical expansion tasks to enhance the "challenge" of the course. Through the teaching experiment, the mixed teaching mode of the Health Qigong course can effectively enhance the teaching quality and effect, and provide curriculum construction guidelines for related majors.

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