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Thoughts on the Construction of the General Education Curriculum "Health Education for Higher Educational Students"

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Abstract: Under the background of the "Healthy China 2030" strategy, health education for higher educational students, as an important part of general education, its curriculum construction is of crucial significance for improving the health literacy of higher educational students. This article focuses on the construction of the general education course "Health Education for Higher Educational Students", discusses its goals and principles, analyzes the current situation and problems, and explores the construction paths. Through this research, the aim is to provide theoretical support and practical guidance for colleges and universities to improve this course, enhance students' health literacy, and promote their all-round development. Research shows that the current curriculum has problems such as an incomplete system and weak teaching staff. Improvements need to be made in aspects such as curriculum design and resource integration to meet the health needs of students in the new era.

Keywords: Higher Educational Students, Health Education, General Education Curriculum, Curriculum Construction

1.Introduction

In today's society, higher educational students are facing increasingly complex health challenges. With the acceleration of the pace of life, the increase of study pressure and the changes of the social environment, the physical and mental health problems of higher educational students have become increasingly prominent. In terms of mental health, emotional problems such as anxiety and depression are relatively common. The incidence of lifestyle diseases, such as obesity and myopia, is also on the rise. Health education holds a crucial position in higher education. It is not only an important means to promote the physical and mental health development of students, but also an important component of the talent cultivation system in colleges and universities. Through health education, students can master necessary health knowledge and skills, establish correct health concepts, and develop good living habits, thus

laying a solid foundation for their future studies and lives.

With the in-depth advancement of the "Healthy China 2030" strategy, the improvement of national health literacy has become an important part of the national strategy. The "Guidelines for Health Education in Regular Institutions of Higher Learning" issued by the Ministry of Education clearly states that colleges and universities should incorporate health education into the general education system and cultivate students' health awareness, health knowledge and health behavior ability through systematic course construction. However, at present, the general education course "Student Health Education" in colleges and universities is confronted with problems such as ambiguous course positioning, fragmented content system and weak practical links during the construction process, making it difficult to meet the diversified demands of higher educational students in the new era for health knowledge and skills.

This study aims to explore the construction path of the general education course "Health Education for higher educational students". The article analyzes the goals and principles of curriculum construction, pointing out that it aims to enhance students' health literacy, covering knowledge imparting, skill cultivation and value shaping, and needs to follow principles such as scientificity and practicality. Then, the deficiencies of the course construction in terms of course setting, teaching staff, resources and evaluation system were analyzed. Furthermore, improvement strategies such as optimizing the content, innovating teaching methods, strengthening the teaching staff and improving the evaluation were proposed, with the expectation of providing references for colleges and universities to improve this course, promoting the all-round development of students and responding to the "Healthy China 2030" strategy.

2.The Goals and Principles of Curriculum Construction

The construction goals of the general education course "Health Education for Higher Educational Students" are multi-dimensional. From the perspective of knowledge, the aim is to enable students to systematically master the basic theoretical knowledge related to health, including physical health, mental health, nutrition and diet, exercise and fitness, disease prevention and control, and other aspects. For example, students should understand the structure and function of various systems in the human body, master the prevention methods of common diseases and the identification of early symptoms.

In terms of skills training, the course focuses on enhancing students' self-care skills and emergency handling capabilities. Students should learn to conduct simple self-health monitoring, such as measuring blood pressure and blood sugar, and master basic first aid skills, such as cardiopulmonary resuscitation and hemostasis bandaging. Through practical operations and simulation exercises, students can respond correctly in emergencies and ensure the safety of their own and others' lives.

From the perspective of shaping attitudes and values, the course is dedicated to cultivating students' correct health concepts and positive attitudes towards life. Guide students to recognize the importance of health, consciously resist the influence of bad behaviors and

habits, pursue health, cherish life and love life. At the same time, cultivate students' teamwork spirit and sense of social responsibility, enabling them to care about others' health while paying attention to their own health, and actively participate in social health promotion activities.

The principle of scientificity is the foundation of curriculum construction. The course content should be based on rigorous scientific research and medical theories to ensure the accuracy of the health knowledge and skills imparted. For instance, when explaining knowledge about nutrition and diet, one should base it on scientific principles of nutrition, introduce the nutritional components of various foods and reasonable combination methods, and avoid spreading incorrect health concepts.

The principle of practicality emphasizes that the course content is closely integrated with students' actual lives. Curriculum should select common health problems in students' daily lives as teaching contents, such as how to deal with exam pressure, how to prevent myopia and obesity, etc. By imparting practical health knowledge and skills, students can apply what they have learned in real life to solve their own health problems.

The principle of innovation requires that curriculum construction keep pace with the development of The Times and constantly update teaching contents and methods. With the advancement of technology and the changes in society, new health problems and concepts keep emerging. The course should introduce cutting-edge health research achievements and technologies, such as genetic testing and health, and the application of artificial intelligence in health management. At the same time, it should adopt innovative teaching methods, such as blended online and offline teaching, case analysis, and group discussions, to stimulate students' interest and initiative in learning.

The principle of interest aims to enhance the appeal and engagement of the course. Through vivid and interesting teaching forms and contents, such as health-themed games, role-playing, video presentations, etc., students can learn health knowledge in a relaxed and pleasant atmosphere, enhancing their enthusiasm and initiative in learning.

3.The Current Situation and Problems of Curriculum Construction

At present, some colleges and universities have included "Health Education for higher educational students" in the compulsory course system, but the overall coverage is still insufficient. According to relevant data, the coverage of health education Curriculum in China's colleges and universities is less than 60% at present, which means that a large number of students have not received systematic and comprehensive health knowledge education. In terms of teaching content, some Curriculum have the problems of being monotonous and dull. Some colleges and universities' understanding of health education remains at the level of simply imparting exercise knowledge and methods to students. There is very little education on hygiene knowledge and disease prevention and treatment. Moreover, there is a lack of education

on students' correct views on health, life, values, as well as their abilities and qualities to adapt to social development. In terms of teaching methods, the traditional lecture-based teaching method still dominates, with less interaction between teachers and students and low student participation. Large-class teaching makes it difficult to carry out practical activities. Students lack opportunities for actual operation and experience, and thus it is hard for them to truly master health knowledge and skills.

The imperfect curriculum setting is one of the main problems currently faced. Some colleges and universities have not yet included health education in the compulsory curriculum system, resulting in students lacking systematic health knowledge education. Even though relevant Curriculum have been offered, there are still problems such as unreasonable course Settings and incoherent contents, which fail to meet the diverse health needs of students.

The problem of unbalanced resource allocation is rather prominent. Some colleges and universities have insufficient investment in health education and lack teaching facilities and resources, such as the absence of professional laboratories and teaching equipment, which restricts the development of practical teaching. In addition, the development of online teaching resources is insufficient, which fails to meet students' demands for learning anytime and anywhere.

The imperfect evaluation system makes it difficult to comprehensively assess the educational effect. The evaluation methods of general education course results in Chinese universities tend to be monotonous. They often only focus on students' examination scores and ignore the evaluation of students' healthy behaviors and the practical application ability of skills. This makes some colleges and universities attach insufficient importance to health education and fail to discover and solve the problems existing in the course construction in a timely manner.

4.Exploration of the Path of Curriculum Construction

Optimize the course content. The design of course content should cover multiple aspects to form a comprehensive and systematic knowledge system. In terms of physical health, it includes knowledge about the physiological structure and function of the human body, the prevention and treatment of common diseases, exercise and fitness, etc. In terms of mental health, it involves aspects such as emotion management, stress coping, and interpersonal relationship handling. In terms of nutrition and diet, explain the importance of a reasonable diet combination and balanced nutrition. In terms of disease prevention and control, the transmission routes and preventive measures of infectious diseases are introduced. Personalized teaching contents are designed based on the characteristics of students in different majors and grades. For instance, for students majoring in science and engineering, some health knowledge related to technology can be introduced in combination with their professional background, such as the application of artificial intelligence in health monitoring.

Innovate teaching methods. Introduce the blended teaching mode of online and offline to give full play to the advantages of both teaching modes. Online teaching can provide abundant teaching resources through online platforms, such as video Curriculum, online tests, discussion forums, etc. Students can conduct self-study according to their own time and needs. Offline teaching, on the other hand, emphasizes interaction between teachers and students as well as practical operations. Teachers can organize group discussions, case analyses, experimental operations and other activities to deepen students' understanding and mastery of knowledge. Interactive teaching methods such as case analysis, group discussion and role-playing are adopted to stimulate students' interest and initiative in learning. For example, when explaining mental health knowledge, case analysis can be used to enable students to understand the manifestations and handling methods of different psychological problems. Group discussions can promote the exchange of ideas and cooperation among students. Role-playing enables students to experience different health scenarios firsthand and enhance their ability to deal with practical problems. In addition, modern information technology means such as virtual reality (VR) and augmented reality (AR) can be utilized to enrich teaching methods and improve teaching effectiveness.

Improve the evaluation system. Establish a scientific curriculum evaluation system, including student evaluation, self-evaluation by teachers and peer evaluation, etc. Student evaluation can be conducted through methods such as questionnaires and online evaluations to understand students' satisfaction and suggestions regarding aspects like course content, teaching methods, and teaching effects. Teachers' self-evaluation enables them to reflect on their teaching process, identify problems and make timely improvements. Peer evaluation can promote mutual learning and communication among teachers and improve the overall teaching level. Emphasize the combination of process evaluation and summative evaluation. Process evaluation can focus on students' performance during the learning process, such as class participation, homework completion, and group discussion performance, etc. Summative assessment mainly examines students' mastery and application ability of course knowledge, such as examination scores and practical operation skills. Through the combination of the two evaluation methods, the learning effect of students is evaluated comprehensively and objectively. Regularly evaluate the educational effect to ensure the continuous improvement of educational quality and effect.

Strengthen the implementation and management of the curriculum. Formulate detailed course implementation plans and management regulations, clearly defining requirements in terms of teaching objectives, teaching content, teaching methods, teaching progress, etc., to ensure the smooth implementation of the Curriculum. For instance, stipulate the number of teaching weeks for each

semester, the number of teaching hours per week, the allocation of teaching content, etc., to enable teachers and students to clearly understand the teaching arrangements of the Curriculum. Strengthen the supervision and evaluation of Curriculum, and promptly identify and solve problems. Colleges and universities can establish specialized course supervision institutions to regularly inspect and evaluate the teaching process of Curriculum, such as attending classes and checking teaching materials. For the problems found, communicate with the teachers in a timely manner, put forward improvement suggestions and opinions, and ensure the quality of the Curriculum. Establish a course feedback mechanism, encourage students and teachers to put forward opinions and suggestions, and promote the continuous improvement of the course.

5.Inspirations for Curriculum Construction

Concept update. Establish the concept of general education and properly handle the relationship between general education and professional education. General education aims to cultivate students' comprehensive qualities and innovative abilities, while professional education focuses on developing students' professional skills and knowledge. In the process of curriculum construction, health education should be incorporated into the general education system, integrated and mutually promoted with other disciplines, to provide students with comprehensive knowledge and skills training. Strengthen the concept of "health promotion" and integrate health education with school management and campus culture construction. Schools can create a healthy and harmonious campus environment by formulating relevant policies and management systems, such as encouraging students to participate in sports activities, providing healthy dietary options, and strengthening mental health education. Meanwhile, health education should be integrated into the campus culture construction, and a variety of health-related theme activities should be carried out, such as health knowledge competitions, sports meets, and mental health lectures, to enhance students' health awareness and participation.

Resource integration. Integrate resources both inside and outside the school to provide students with more abundant learning opportunities and practical platforms. Colleges and universities can cooperate with local hospitals, health institutions, enterprises, etc. to establish internship and volunteer service bases, providing students with opportunities for practical training. For example, students can participate in volunteer services at health institutions, providing health consultation and guidance to community residents. Collaborate with enterprises to carry out health-related project research to enhance students' practical and innovative abilities. In addition, universities can break down disciplinary barriers, organize teachers from different disciplines to jointly participate in course construction and teaching, integrate multi-disciplinary knowledge and methods into health education, and provide students with more comprehensive and in-depth health

knowledge and skills training.

Continuous improvement. Curriculum construction is a continuous process of development and improvement, which requires constant attention to the changes in students' health needs and timely adjustment of curriculum content and teaching methods. With the development of society and the advancement of technology, students' health problems are constantly changing. Colleges and universities should conduct regular research to understand students' health needs and concerns, and optimize and adjust the Curriculum based on the research results to ensure that the Curriculum always meet the actual needs of students. Draw on the advanced experience of curriculum construction at home and abroad, and constantly explore and innovate. Some universities at home and abroad have gained successful experiences in the construction of health education Curriculum. Universities can learn from and draw on these experiences, combine them with their own actual situations, and carry out innovations and improvements. For instance, introduce advanced teaching concepts and methods from abroad, develop distinctive course contents and teaching resources, and enhance the quality and level of the Curriculum.

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