



**STUDY ON STRATEGIES FOR CULTIVATING HEALTHY
BEHAVIORS IN THE CORE LITERACY OF PHYSICAL
EDUCATION SUBJECTS FOR HIGHER VOCATIONAL
STUDENTS- TAKING QUAN ZHOU LIGHT INDUSTRY
VOCATIONAL COLLEGE AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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ABSTRACT

To address the study of health behavior cultivation strategies in the core literacy of higher vocational students in sports, this paper used the theory of planned behavior as the theoretical basis. The Research objectives were: 1) To analyze the current status and cultivation of health behavior of students in Quanzhou Light Industry Vocational College; 2) To explore the cultivation strategies of students' healthy behavioral habits in Quanzhou Light Industry Vocational and Technical College.

This paper adopted the quantitative research method, based on the theory of health behavior and the theory of planned behavior, by conducted a questionnaire survey on the current status of health behaviors in the core physical education literacy of the students of Quanzhou Light Industry Vocational College, 800 questionnaires were distributed to 6 colleges' students.

The study found that: 1) The health behaviors of students in Quanzhou Light Industry Vocational College are specifically better in terms of environmental adaptation and physical exercise awareness and habits, worse in health knowledge mastery and application and emotion regulation, and there is was lack of motivation and initiative to exercise, insufficient basic sports and health knowledge, poor self-emotion regulation, and insufficient cognitive and evaluative ability of health behavior; 2) Aiming at the current problems of health behavior of Quanzhou Light Industry Vocational College students, the following cultivation strategies are put forward: to establish the attitude of health behavior of higher vocational students and stimulate the motivation to exercise, to create a subjective normative atmosphere conducive to the learning of health knowledge of higher vocational students, to build the "health first" spirit of sports culture in higher vocational campuses, and should pay attention to the mental health of higher vocational students and improve their self-health management ability.

Keywords: higher vocational students, core competencies of physical education, health behaviors, theory of planned behavior, development strategies



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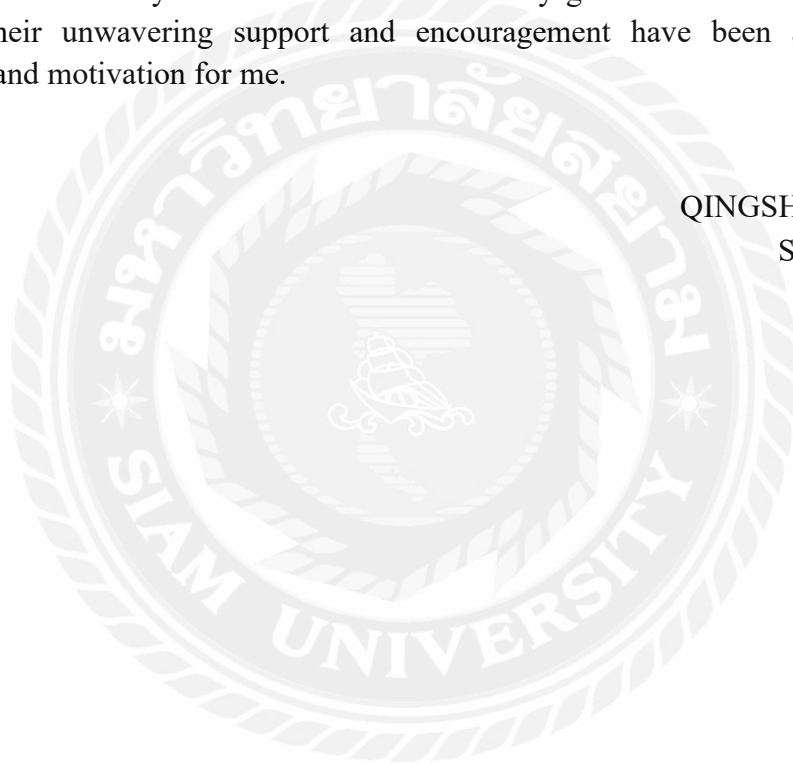
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QINGSHAN WANG

Sept 19, 2023



Declaration

I, WANG QING SHAN, hereby certify that the work embodied in this independent study entitled “Study on Strategies for Cultivating Healthy Behaviors in the Core Literacy of Physical Education Subjects for Higher Vocational Students-Taking Quan Zhou Light Industry Vocational College as An Example” is the result of original research and has not been submitted for a higher degree to any other university or institution.

QINGSHAN WANG

(QINGSHAN WANG)

Sept 19, 2023



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Chapter 1 Introduction

1.1 Background of the study

To realize the requirements of talent cultivation in the new era, and driven by the general trend of international education development, "core literacy" answers the question "What kind of people should be cultivated? How to cultivate people? which is the key question of future education reform. Core literacy is a product of curriculum reform, and it is the necessary character and key abilities that students can gradually develop to meet the needs of lifelong personal development and social development in the process of receiving education at the corresponding academic level (Lin, 2016). Many foreign developed countries have already integrated core literacy into the curriculum standards, by focusing on the cultivation of students' core literacy, to enable students' all-round development and promote the development of lifelong learning ability, to connect with the international standards and improve the overall quality of talents and international competitiveness.

Based on this development trend in education, China has kept pace with the times in light of its own development needs and has continued to explore and improve the system and mechanism of subject core literacy in school education by linking core literacy to teaching various subjects. In the Curriculum Standards (2017 Edition) issued in 2018, it was proposed for the first time that the core qualities of disciplines should be condensed, emphasizing that the core qualities of disciplines are the basis for students' lifelong physical exercise and health, and further strengthening the nurturing function of disciplines. As an indispensable part of school education, physical education, like other disciplines, is an important part of school education, and contributes to the reform of school education, School physical education shoulders the task of developing students' core literacy in physical education, and the core literacy of physical education is the core literacy that a "well-rounded person" must have. The core literacy of physical education is the core literacy that a "well-rounded person" must have, and it is the specific performance of the physical education discipline in terms of its function and value of human education (Shen, 2020).

The Curriculum Standard (2017 Edition) points out that "the main goal is to cultivate the core literacy of higher vocational students in the discipline of physical education and health and to promote the physical and mental health of higher vocational students", and that the core literacy of the discipline of physical education and health consists of the three elements of exercise ability, healthy behavior, and physical education virtue, of which healthy behavior is the comprehensive manifestation of the promotion of physical and mental health and positive adaptation to the external environment. The element of healthy behavior is the comprehensive performance of promoting physical and mental health and positively adapting to the external environment, and its specific forms of expression are awareness and habit of physical

exercise, mastery, and application of health knowledge, emotion regulation, and environmental adaptation (Liu, 2018). The Outline of the "Healthy China 2030" Plan clearly states, "Health is an inevitable requirement for the promotion of comprehensive development of human beings, and is the basic condition for economic and social development." It also proposes to prioritize health. From this, it can be seen that healthy behavior is an inevitable condition for developing the core qualities of physical education, and the development of sports ability and morality should be based on promoting healthy behavior. Higher education is the continuation of compulsory education, which is not only a test of the training of basic education, but also a key stage from "quantity" to "quality", Higher vocational colleges are the cradle of nurturing high-end talents, shouldering the important responsibility of scientific research and talent cultivation, and higher vocational students are the key to enhancing the international competitiveness of Chinese talents and realizing the power of talents. Higher vocational students in colleges and universities are an important force to enhance the international competitiveness of Chinese talents and realize the strategy of strengthening the country with talent (Zhao, 2021). Therefore, under the guidance of the core qualities of physical education, the research on the cultivation of healthy behaviors of higher vocational students can not only develop the reform of vocational education but also help to improve and enhance the health of higher vocational students and promote the healthy psychology and healthy behaviors of higher vocational.

Health is not only an inevitable requirement for promoting the overall development of an individual but also an important foundation for the wealth and strength of a nation and the revitalization of the nation. In October 2016, the central committee of the Communist Party of China (CPC) and the state council issued the "Healthy China 2030" planning outline, reflecting the state's concern for national health at an unprecedented high level. While China is accelerating its economic development and raising the standard of living of its citizens, it has also brought new challenges to the maintenance and promotion of health due to globalization, urbanization, industrialization, the ecological environment, and changes in lifestyles. It can be seen that young people are the driving force for the development of the motherland, and the development of healthy behaviors among young people will be the foundation and guarantee for the construction of the motherland. From the policy of "combination of physical education and sports" to the "integration of physical education and sports" policy, the ideas, and modes of physical education curriculum reform have been constantly innovated. In the new period, every sportsperson is responsible for constantly putting forward new ideas and suggestions for reforming the physical education curriculum (Ren, 2022).

1.2 Problems of the study

The concept of core literacy in physical education was put forward in the 2017 revised Physical Education and Health Curriculum Standards for General High Schools (2017 Core Literacy Edition), clearly indicating that the future direction of physical

education is to cultivate students' core literacy in physical education and that athletic ability, healthy behavior, and physical integrity are the three major components of core literacy in physical education. As one of the core literacies of physical education, healthy behavior is a comprehensive expression of promoting physical and mental health and positively adapting to the external environment, and it is the key to raising health awareness, improving health, and gradually forming a healthy and civilized lifestyle. Healthy behavior includes developing good exercise, diet, rest, and hygiene habits, controlling body weight, staying away from bad habits, preventing sports injuries and diseases, eliminating sports fatigue, maintaining a good state of mind, and the ability to adapt to the natural and social environment (Liu, 2020). The specific manifestations of health behavior are physical exercise awareness and habits, the mastery and application of health knowledge, emotional regulation, and environmental adaptation. Physical education in the higher vocational stage is characterized by a high level in the basic education stage, and the body of students in the higher vocational stage is still in the development stage, close to adults in physical development, but the psychological aspect of the development is not mature enough and is highly susceptible to large psychological changes. Therefore, it is still the core objective of the higher vocational stage to improve students' physical quality, cultivate their healthy behaviors, and promote the overall healthy development of body and mind based on physical education (Xu, 2021).

At the higher vocational level, students are in adolescence, maturing in all aspects of body and mind, and gradually improving their cognitive ability, which gives them a certain understanding of the meaning and role of physical activity, while their attitudes and interests in physical education are also clearly differentiated. Therefore, at this critical stage, if they can correctly understand the importance of healthy behaviors in the core literacy of physical education, and acquire 1-2 professional skills, it will be more feasible and stable to develop lifelong physical education habits (Liao, 2022). Therefore, under the guidance of the core literacy of physical education, the research on the cultivation of healthy behaviors of higher vocational students can not only develop the reform of vocational education careers but also help to improve and enhance the health of higher vocational students and promote the healthy psychology and healthy behaviors of higher vocational students.

Today, the health condition of Chinese Higher vocational students is not optimistic, since the Ministry of Education promulgated and implemented the National Student Physical Fitness and Health Standards in 2014, although the overall rate of Chinese students' physical fitness and health standards has been on the rise, there is basically no growth in senior students, and the results of the Eighth National Research on Students' Physical Fitness and Health published by the Ministry of Education in 2019 also show that the problem of decline in the physical fitness of students of higher vocational schools has not been effectively curbed, and the problem of decline in the physical fitness of higher vocational students is still serious. be effectively curbed, and the problem of declining physical quality of higher vocational students is still serious, Some studies

have found that although higher vocational students pay attention to physical exercise, unhealthy behaviors such as skipping breakfast, drinking alcohol, eating takeout, and staying up all night are seriously endangering the physical health of higher vocational students, which triggers the increase of myopia rate and the frequent occurrence of obesity problems among higher vocational students (Sun, 2022).

1.3 Objective of the study

Sun (2022) pointed out that numerous sports scholars and experts have concentrated their research generally on the health beliefs of special groups (patients, the elderly, military personnel, etc.), health assessment, and the modeling and application of the competencies of teachers, coaches, and administrators at all stages. Research on health behavior development strategies for higher vocational students is even more largely absent. This paper aims to implement the core literacy of physical education and is based on the research on the health behavior cultivation strategy of students at Quanzhou Light Industry Vocational College. On the one hand, it tries to construct a set of scientific health behavior index systems to enrich and improve China's health behavior indexes, and to supplement and improve the insufficiency of the research on the health behavior of higher vocational students; on the other hand, it can understand the development status of the health behavior of the students in Quanzhou Light Industry Vocational College, summarize the existing problems, and put forward practical solutions. Practical countermeasures are proposed to improve the level of health behaviors of higher vocational students, cultivating students' health behaviors at all stages, improving their behavioral habits, and improving their comprehensive quality. The objectives are as following:

1. To analyze the current status and cultivation of health behavior of students in Quanzhou Light Industry Vocational College.
2. To explore the cultivation strategies of students' healthy behavioral habits in Quanzhou Light Industry Vocational and Technical College.

1.4 Scop of the study

The author reviewed School Physical Education, China Knowledge Network, searching for the keywords " core literacy " " physical education core literacy " " health behavior " " planning Behavior Theory" and more than 50 pieces of literature. This study was guided by the development of students' disciplinary core literacy proposed in the Curriculum Standard (2017 Edition), and the four specific manifestations of the health behavior elements of the physical education core literacy physical activity awareness and habits, health knowledge mastery and application, emotion regulation, and environmental adaptation as the indicators for evaluating health behaviors, and was conducted in September-December 2022 to understand the health behavior status of 800

students in Quanzhou Light Industry Vocational College of 800 students' health behavior status, based on the theory of planned behavior of behavioral attitudes, subjective norms, perceptual behavioral control, behavioral intentions and behavior of the five dimensions to explore the factors affecting the health behavior of higher vocational students, so as to put forward the relevant targeted recommendations, aiming to solve the problem of how to promote the cultivation of higher vocational students' health behavior, and lay the foundation of the development of higher vocational students' health behavior, providing theoretical foundations and The purpose of this study is to solve the problem of how to promote the cultivation of healthy behavior of higher vocational students, to lay the foundation for the development of healthy behavior of higher vocational students, to provide theoretical basis and measures for the promotion of higher vocational students' health awareness, improvement of health and gradual formation of healthy and civilized lifestyle.

1.5 Research Significance

1.5.1 Theoretical significance

This paper takes the theory of planned behavior as the basis to study the cultivation of health behavior of higher vocational students in the core literacy of sports, through the method of random sampling survey is conducive to understanding the basic situation of the development of health behavior of the current higher vocational students, and the model of the theory of planned behavior is used as the basis to explore the factors affecting the development of health behavior of the higher vocational students from different perspectives, which enriches the relevant research on the factors affecting the health behavior of the higher vocational students, moreover, at present, the research on health behavior of higher vocational students is still relatively weak. research on the health behaviors of higher vocational students is still weak, and most of the domestic research on health behaviors focuses on special groups (Ouyang, 2022). This study takes higher vocational students as a group for in-depth research, which helps to scientifically reveal the current situation and characteristics of higher vocational students' health behaviors, and also enriches the research on the cultivation of senior students' health behaviors of the theory of planned behavior in physical education core literacy, and the examination of the health behaviors of contemporary higher vocational students can provide new ideas and directions for the cultivation of good behaviors and lifestyles of higher vocational students.

1.5.2 Practical significance

This paper studies the cultivation of health behaviors of higher vocational students in the core literacy of sports, which is a specific practical study under the guidance of the requirements for the development of students' core literacy in sports and "health first" put forward in the Curriculum Standard (2017), and it provides a practical basis and

practical guidance and help to cultivate the health behaviors of higher vocational students in the education of colleges and universities. In addition, the cultivation of healthy behaviors of higher vocational students is of great significance in improving the physical quality of higher vocational students, improving unhealthy behaviors, enhancing the physical health of higher vocational students, cultivating healthy will qualities, and promoting the development of a "well-rounded person" and the formation of healthy behaviors, and it also provides a relevant empirical evidence base for higher education in terms of health education (Shao, 2023).



Chapter 2 Literatures Review

2.1 Introduction

Cultivating the core physical education qualities of higher vocational students is a new requirement for the development of school physical education in the future, and healthy behavior, as one of the contents of the core qualities, is also one of the aspects that need to be cultivated for students. In the study of health behavior, foreign countries started earlier and carried out in-depth research. China's research on health promotion, although a lot of research, research on how to cultivate students' health behavior in higher vocational colleges and universities sports core literacy is very little, on how to carry through the cultivation of health behavior in school sports is still in the beginning stage, through the search, combing and analysis of related literature, clarifying the definition of the higher vocational students and core literacy of sports, health behavior, and other related definitions. By studying the literature related to health behavior, the theory of planned behavior is cited as the theoretical support for subsequent research (Wan, 2023).

2.2 Literatures Review

2.2.1 Higher vocational colleges

Higher vocational colleges and universities, short for vocational colleges and universities of higher education, are not only an important part of higher education but also a major part of vocational education, with the dual attributes of higher education and vocational education. In a broad sense, the type or level of higher vocational colleges and universities includes applied undergraduate colleges and universities, higher vocational colleges and universities, and vocational undergraduate colleges, which will be vigorously developed in the future, and their academic level includes postgraduates, undergraduates and specialists in three levels of vocational education. In a narrow sense, higher vocational colleges and universities are the higher stage of vocational education, and their main purpose is to cultivate practical and skilled specialists with certain theoretical knowledge and strong practical ability, who are oriented to the grassroots, production, service, and management positions. The higher vocational colleges referred to in this paper are higher vocational colleges and colleges of higher learning at the three-year specialist level (Hu,2018).

2.2.2 Higher vocational students

Higher vocational education in China is an integral part of vocational education. With the rapid development of vocational education, the role of vocational education in boosting China's economic and social progress cannot be ignored, and the education of higher vocational students is highly valued. Higher vocational students who study in

higher vocational education institutions, usually have a technical school, secondary vocational school, or high school diploma, are admitted through examinations, receive professional skills training and knowledge education, and obtain vocational qualification certificates or diplomas. The goal of their training is to adapt to the needs of the modern economy and society in terms of technical and vocational skills, to be able to independently undertake certain vocational positions or to carry out self-employment. In this study, the target population is full-time higher vocational students who are enrolled in higher vocational colleges and universities in Fujian Province and receive higher vocational education (Lu, 2023).

2.2.3 Core literacy

The concept of core literacy is imported from the West, and the English word is Key Competencies, "Key" in English has the meaning of key, essential, in short, core literacy is "key literacy". In short, core literacy is "key literacy" (Zhang, 2016).

The United Nations Organization for Economic Co-operation and Development (OECD) defines core literacy as important literacy that involves multiple life domains promotes a healthy life and fosters a sound society. The European Union points out that core literacy is the good literacy needed for individuals to realize their self-worth in society and to integrate healthily into society, and that these literacies should be adapted to individual development and social development (Liu, 2016).

The general framework of China's Core Literacy for Student Development released in 2016 points out that core literacy for student development mainly refers to the necessary character and key abilities that students should have to be able to adapt to the needs of lifelong development and social development, and that humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, and practice and innovation are the six core literacies for the development of students in China (Lin, 2017).

The author believes that the research of core literacy in the field of education in China is in its initial stage, which refers to the problem-solving abilities and literacy that students gradually achieve through school education. Core literacy is the necessary character and key abilities that students gradually form to adapt to the lifelong development of individuals and the needs of society through the process of receiving education in various school segments.

2.2.4 Physical Education Core Literacy

Physical Education Core Literacy is a disciplinary concept based on the top-level design of "core literacy", which together with the core literacy of other disciplines such as language, mathematics, physics, chemistry, art, and others disciplines constitute the overall disciplinary core literacy. It is an extension of the disciplinary core literacy, with the unique characteristics of the teaching field of the physical education discipline, an

important part of the school's parenting system, and the materialization of the core literacy in the teaching field of the physical education discipline (Ji, 2017). In its related conceptual research, Shang (2017) believes that the core literacy of physical education is the key character and ability that students in China have gradually formed in the process of learning physical education courses in the prescribed academic segments that match them, to adapt to the lifelong development of the individual as well as the needs of social development. Cheng (2019) believes that the core literacy of physical education is the necessary moral qualities and key athletic qualities and abilities that are formed by students through the learning of physical education, throughout the entire school period, adapted to students' lifelong physical education, and can have a sustained impact on students' physical and mental health, and oriented to the whole process of students' growth.

The core qualities of sports are the comprehensive performance of sports knowledge, skills, and methods, emotional attitudes and values formed through the learning of sports courses, and participation in sports activities, including three aspects of sports ability, healthy behavior, and sports ethics. Sports ability is the embodiment of people's basic ability in the process of engaging in sports activities and exercise, and is the comprehensive performance of individual physical and mental development law; health behavior is a variety of sports activities that people carry out to enhance their physical fitness and improve their health, and develop good health habits in their work, life and study; sports morality is the norms and values that people must abide by when engaging in a variety of sports activities and play an active role in the maintenance of social norms. It plays a positive role in maintaining social norms (Zhao & Wang, 2019)

2.3 Theory of Reviews

2.3.1 Health behaviors Theory

The concept of health behavior was first proposed by Kas and Cobb in 1966, as a branch of research in the field of health, the establishment of health behavior can enable individuals to maintain health and prevent the occurrence of diseases, so the research on health behavior has received extensive attention in the Chinese academic community. Through the collation of literature on health behavior in China, it is found that health education is a kind of health behavior intervention method that has attracted the attention of scholars and is more mature, and the research population is mainly composed of student groups. Therefore, based on the trend of related research, this paper argues that the "health behavior" proposed in this paper is based on the definition of health behavior and the specific performance of the core qualities of physical education in the "Curriculum Standards (2017 Edition)" as a conceptual definition, that is, it is defined as the development of good exercise, diet, work and rest and hygiene habits, controlling body weight, staying away from bad habits, preventing sports injuries and diseases, and eliminating the risk of sports injuries and illnesses. , prevention of sports injuries and

diseases, elimination of sports fatigue, maintaining a good state of mind, the ability to adapt to the natural and social environments, etc., the specific present form of awareness and habits of physical exercise, health knowledge mastery and application, emotional regulation, environmental adaptation of the four elements are as follows:

Firstly, Yin Zhihua (2016) believes that the awareness and habit of physical activity are most closely related to sports programs in the performance of health behavior literacy and that students can directly improve their athletic ability literacy when learning sports programs, which also enhances their awareness and habit of physical activity and thus cultivates their health behavior literacy.

Secondly, Health knowledge and application refers to an individual's learning, understanding, and mastery of knowledge and information about health-related areas and the ability to apply this knowledge in daily life to promote one's physical health and mental well-being. It includes knowledge of body structure, physiological functions, disease prevention, and management, and covers a wide range of areas such as diet, exercise, sleep, and mental health. Acquiring health knowledge not only means obtaining scientifically accurate information but also having the ability to evaluate and filter the information to ensure that the knowledge acquired is credible and reliable. Applying health knowledge, on the other hand, involves applying what you have learned to real-life situations and improving your health by adopting appropriate behaviors and decisions. This includes aspects such as developing a sensible diet plan, engaging in moderate exercise activities, and managing stress and emotions. By acquiring and applying health knowledge, individuals can better manage their physical and mental health, prevent disease, and improve their overall quality of life (Zhu, 2020).

Thirdly, Emotional regulation is the management and adjustment of one's emotional state through positive actions and cognitive strategies to achieve mental health and well-being. It involves recognizing, understanding, and processing a wide range of emotions, including joy, anger, fear, and sadness, and promoting positive emotions and reducing negative emotions by taking appropriate steps. Such regulation not only helps to increase an individual's resilience to challenges and stress, but also improves interpersonal relationships, self-esteem feelings of self-worth, and overall quality of life. It also includes practices such as developing positive thinking patterns, seeking social support, maintaining physical fitness, and engaging in moderate exercise to promote overall healthy physical and mental development. Most importantly, it emphasizes the individual's proactive role in maintaining a balanced and stable emotional state and acting positively to achieve better mental health (Li, 2020).

Fourthly, environmental adaptation is the basis for the development of physical education and sports. Adapting to the physical education learning environment is the only way to develop health behavior literacy, If you can't adapt to the physical education learning environment, you can't practice physical education, and you lack the basis for the development of healthy behaviors. The health of an individual is not only physical

health but also psychological health. In psychology, emotion is a very important factor, especially when higher vocational students are facing the pressure of graduation and employment, they will produce many negative emotions, and a large number of studies have shown that regular participation in physical education or exercise can effectively regulate emotions. Regular participation in physical education or exercise can effectively regulate emotions (Fan & Dong, 2020).

2.3.2 Planned Behavior Theory

The Theory of Planned Behavior (TPB) was developed in 1980 by Fishbein and Ajzen based on the Theory of Rational Behavior (TORB), which covers four variables: attitudes, subjective norms, perceived behavioral control, and behavioral intentions. The Theory of Planned Behavior is currently applied to people of all ages in many fields, such as health, consumption, education, and sports, and it has good explanatory and predictive power for the occurrence of specific behaviors by individuals, and the scope of application will continue to expand in the future.

Firstly, behavioral attitudes refer to senior students' evaluation and perception of participation in health behaviors (e.g., sports and exercise, eating habits, sleep patterns, etc.). It includes both cognitive and affective aspects. The cognitive aspect involves the individual's cognitive assessment of these health behaviors, i.e., whether the individual believes that these health behaviors are beneficial or harmful to them, and whether they are in line with their expectations and values. The affective aspect relates to the emotional disposition of individuals towards these health behaviors, i.e., whether they feel satisfied, comfortable, or have positive emotions about participating in these health behaviors (Yu & Wang, 2009).

Secondly, Subjective norms refer to the extent to which an individual takes into account the expectations of others and social norms when deciding whether or not to engage in a particular behavior. Individuals perceive the expectations and evaluations of others. These others can be significant others, such as family, friends, classmates, etc., or the general public in society. The individual's perception of other people's attitudes, behavioral expectations, and evaluations of the behavior. Individuals consider their internal values and standards. These internal values may be derived from cultural backgrounds, religious beliefs, ethical codes, and so on. reflect an individual's internal identity and self-expectations about how he or she should behave. In the development of healthy behaviors, by increasing higher education students' awareness of subjective norms and subjective norms, they can be motivated to be more inclined to adopt healthy behaviors and reduce the occurrence of unhealthy behaviors (Li & Xiao, 2016).

Thirdly, perceptual behavioral control is a concept based on the theory of planned behavior, which refers to an individual's ability to guide and regulate his or her behavior by perceiving and understanding relevant information in the environment and his or her own goals and abilities. In perceptual-behavioral control, the individual actively seeks,

selects, processes, and uses external information to achieve his or her goals. This includes the processes of perceiving and recognizing important features in the environment, assessing one's abilities and resources, and anticipating the results of possible actions. By effectively controlling perceptual behavior, individuals can better adapt to environmental changes and adopt appropriate action strategies to achieve predetermined goals (Xu,2016).

Fourthly, behavioral intention is an individual's inclination or willingness to behave in a particular way. It is a state of mind formed during the cognitive process and represents the individual's intention and determination to transform a particular behavior into an actual action. Behavioral intention is influenced by a variety of factors, including the individual's expectations about the outcome of the behavior, his or her assessment of possible obstacles or difficulties, and his or her confidence in his or her abilities and resources (Huang, 2021).

At present, in terms of the research on the theory of planned behavior, compared with foreign countries, the international influence of the relevant domestic applied research is relatively small, and is still in the primary stage, although through the unremitting efforts of many scholars in China has achieved some research results and progress, but still need to be constantly supplemented and improved. In terms of the application of the theory in the field of health education, Li Jian Dong (2021), from the perspective of the theory of planned behavior, investigated the correlation between college students' intention to exercise and their exercise behavior before and after the epidemic by surveying more than 1,000 college students, and based on this, put forward the corresponding development suggestions for the post-epidemic era.

2.4 Research Relevant

2.4.1 Relevant national studies

In terms of research related to core literacy in physical education, scholar Ji Liu (2017) believes that in the future of physical education teaching, emphasis should be placed on the development of core literacy in physical education on top of the development of students' sports-related foundation, and that core literacy in physical education is the most important criterion for judging the quality of teaching in the discipline. Yu Sumei (2018) divided the core literacy of physical education into a complete system of three dimensions, including sports emotion and sports morality in the dimension of sportsmanship, sports ability and habit in the dimension of sports practice, and health promotion that includes health knowledge and behavior. Zhao Fu Xue (2019) argued that the connotation of core literacy in physical education has three generative dimensions, which are discovered from the traditional sports culture of China, deduced from the comparison of international experiences, and condensed from the actual needs of curriculum reform. In addition, Cheng Chuan Yin (2019) argues that the

core literacy of physical education has the connotations of scientific, basic, humanistic, and operational. In the Curriculum Standard (2017), it is proposed that the core literacy of physical education consists of three elements: athletic ability, healthy behavior, and physical integrity, and the specific performance of the three elements is condensed. In terms of cultivating students' core literacy in physical education, Yu Sumei (2019) believes that the cultivation of students' core literacy in physical education cannot only rely on school physical education, but also do a good job of cultivation outside the classroom and the school, through the effective combination of both inside and outside the classroom, and cultivation has the characteristics of long-term, developmental, differentiation and integrity, and synergy. Luo Wei Zhu (2020) believes that the cultivation of students' core literacy in physical education should be changed from the traditional model of physical education teaching, which is characterized by superficiality, formality, and technicality, and that students can only develop disciplinary literacy through the in-depth teaching of physical education, which emphasizes knowledge to literacy.

As the main driving force of our country's future social progress and scientific and technological development, in the stage of school education, our country's various education departments and experts and scholars have always been very concerned about the cultivation of students, the cultivation of students' healthy behaviors is one of the more critical points, in the field of health education on the influencing factors of students' healthy behaviors and the cultivation of the relevant research, Wu Huan (2018) through the Qiqihar five colleges and universities of students to carry out a questionnaire survey in an occasional sample. By conducting a questionnaire survey on students from five colleges and universities in Qiqihar with occasional sampling, it was found that there are a variety of unhealthy behaviors among college students, mainly caused by not following a routine, and the unhealthy behaviors are also related to gender, ethnicity, and place of origin. Zhu Xue Li (2019) concluded that the factors affecting the health behaviors of primary and secondary school students include demographic variables, such as age, gender, and family factors, as well as psychosocial factors, such as self-efficacy and self-esteem, etc., and therefore, extra attention should be paid to the above factors in health education. In related studies in other populations, Chen Juan (2019) explored the health behaviors of young stroke patients affected by age, education level, and average monthly income by distributing questionnaires on-site, and concluded that patients' health behaviors could be promoted to improve prognostic outcomes. Xu Guihong (2019) concluded that the health behaviors of elderly patients with hypertension with cerebral infarction were not optimistic, and the health behaviors of patients with functional deficiencies, short stroke duration, and low literacy should be, especially concern; it was suggested to strengthen continuity of care, and to gain the support of the relatives of elderly patients. In addition, Zou Qi (2019) concluded that the health behaviors of Chinese residents still need to be further improved, especially in less developed regions, low-income groups, men, and key populations aged 25 years and older with lower education levels.

At present, in terms of the research on the theory of planned behavior, compared with foreign countries, the international influence of the relevant domestic applied research is relatively small, and it is still in the primary stage, although through the unremitting efforts of many scholars in China, some research results and progress have been achieved, but it is still necessary to constantly supplement and improve. In terms of the application of the theory in the field of health education, for example, Zhang Zheng (2019) explored the relationship between the four variables of the theory of planned behavior and the actual number of steps taken, based on the theory of planned behavior and represented by Wei Xin movement, and concluded that willingness plays a mediating role, while the other three variables are positively correlated, and put forward the relevant guidance for the promotion of individual health behaviors. From the perspective of the theory of planned behavior, Li (2021) investigated the relationship between college students' intention to exercise and their exercise behavior before and after the epidemic through a survey of more than 1,000 college students and studied the trends of the influencing factors, based on which he put forward suggestions for the development of the post-epidemic era. Based on the extended theoretical model of planned behavior, Wang Jing Ya conducted a study on oral health behavior intention of elementary school students in lower grades, explored the relevant factors affecting them, and concluded that the theoretical model constructed by her had a good explanation of her study and that the four variables of the theory of planned behavior could be used to intervene in the oral health behavior intention of elementary school students in lower grades.

2.4.2 Relevant Overseas Studies

Since the 1970s, major international organizations have put forward reports pointing to "core literacy" in their research on human resources development. In its report "Learning to Live" published as early as 1972, UNESCO set the goal of human development as a state of "complete realization". This study was the "prototype" of core literacy in the field of school education, which opposed the traditional education that only emphasized the acquisition of knowledge, and proposed that classroom design should be designed to enable students to develop core literacy and continuously improve its structure through optimization. The concept of "core literacy" was first proposed by the United Kingdom, and quickly became popular in the field of vocational education in the United Kingdom, and was gradually applied to various fields of education in the United Kingdom through the development of theoretical research and practical experience, resulting in the formation of the United Kingdom's national curriculum standards with the core literacy as the direction. At present, many developed countries have already integrated core literacy into their curriculum standards and embodied it in the curricula of various disciplines. Although each country does not follow the concept of "core literacy" according to its different situations and practical needs, they all point to the key abilities and character necessary for cultivating well-rounded human beings.

The United States attaches great importance to the cultivation of adolescent health behaviors, and its research in related fields is also more extensive and sufficient. In 2006, the CDC found through a series of surveys and studies that health education curricula have an important impact on the improvement of students' health behaviors and that there exists a close connection between the development of students' health behaviors and related skills in schools and the setting, selection, and evaluation of the content of the health education curricula. In 2007, the National Institutes of Health (NIH) revised and improved the National Health Education Standards (NHES) to include an emphasis on health skills and health literacy in schools. Key points include transferring exemplary health behaviors as a way for students to learn health-related definitions, techniques, and skills, considering personal beliefs, life values, and comprehension of the standards' outcomes; focusing on activities that influence student learning and health behaviors through teaching, instruction, and assessment; and focusing on activities that influence student learning and health behaviors through teaching, instruction, and assessment. activities of health behaviors; and a focus on three aspects of norms-based, performance-based assessment of learning (Chen, 2017).

In the applied research of the theory of planned behavior in the field of health, such as Joyal-Desmarais Keven (2019) based on the theory of planned behavior to study the interpersonal influences of parents and adolescents on each other's health behaviors, to determine that interpersonal relationships are an important predictor of health outcomes and that interpersonal influences on behaviors may be a key mechanism of such influences, interpersonal influences were fully taken into account, by Examining whether parent and adolescent characteristics (attitudes, subjective norms, perceived behavioral control, and intentions) are related not only to themselves, but also to each other's intentions, and behaviors to assess binary extensions of the Theory of Planned Behavior. The research suggests that parents and adolescents may influence each other's health intentions and behaviors in both directions, and that parent and adolescent characteristics are associated with each other's health-related intentions and behaviors more than an individual's characteristics influence his or her behaviors. Parental and adolescent characteristics were associated with each other's outcomes with similar strengths, but parental characteristics were more strongly associated with adolescent intentions, while adolescent characteristics were more strongly associated with parental behaviors. Davarani Esmat Rezabeigi (2019) sought to assess the impact of an educational intervention based on the Theory of Planned Behavior (TPB) on cardiovascular disease (CVD)-related nutritional behaviors in healthy volunteers through the use of a 128-page sample. Nutritional behaviors by randomly assigning 128 active healthy volunteers to intervention and control groups respectively. The study concluded that PBC is the strongest construct in attitude and suggested that to optimize nutritional interventions for the prevention of cardiovascular disease, TPB should be implemented in educational interventions. Soltani Raheleh (2019) based on the Theory of Planned Behavior, to Explore the determinants of oral health behaviors in preschool children, the study concluded that based on the current findings, TBP is a significant

predictor of children's oral health behaviors. Effective promotional interventions can be designed based on this predictor to help improve children's oral health behaviors.

The theory of Planned Behavior has been widely used and recognized both at home and abroad in the social psychological theories used to explain the decision-making process of individual human behavior, and its theories have universality and applicability in various fields of research, and the Theory of Planned Behavior has good explanatory and predictive power for the occurrence of individual health behaviors. This study combines the application of the Theory of Planned Behavior with the cultivation of health behaviors of higher vocational colleges and university students, which can explain the reasons for the formation of health behaviors of higher vocational colleges and university students and illustrates and explores the factors of the formulation of the strategies for the cultivation of the students, which can help to formulate the recommendations targeted at the students' health behaviors and the validity of the recommendations.

2.5 Research Framework

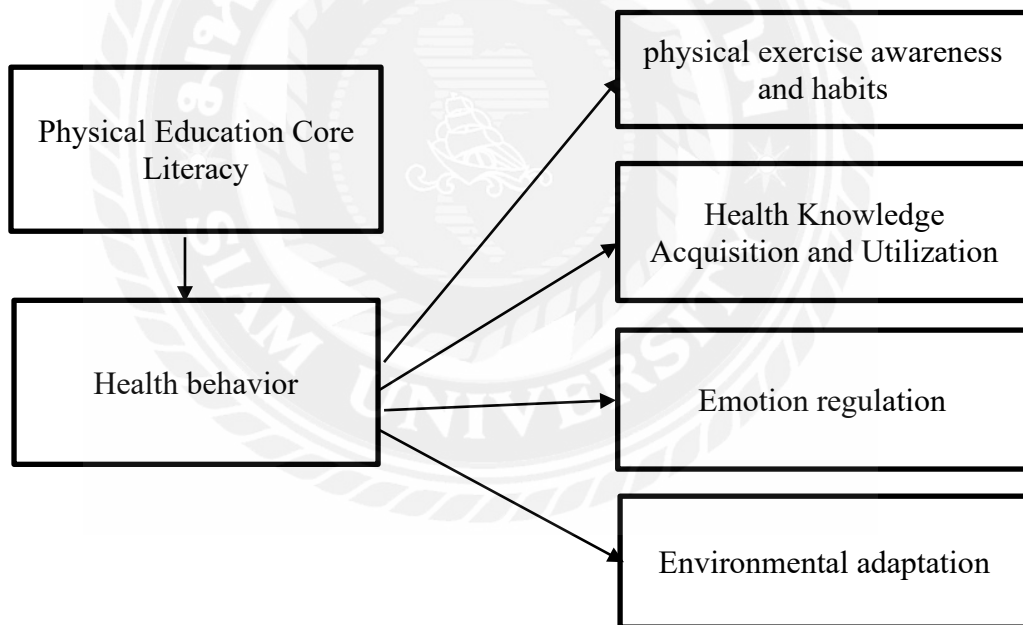


Figure 2. 1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Introduction

With the quantitative research method, this paper, firstly, reads various journal literature to lay the foundation for the research through the health behavior theory of physical exercise awareness and habit, health knowledge mastery and application, emotion regulation, and environment adaptation-related research; secondly, adopts questionnaire survey to understand the current situation of health behaviors in the core qualities of physical education disciplines of the higher vocational students.

3.2 Sampling and Sample Size

Quanzhou Light Industry Vocational College is a construction unit of high-level vocational colleges and professional construction programs in Fujian Province and a model modern vocational college in Fujian Province. With high regional influence and resource support, 800 students were randomly selected through the subordinate colleges of Education, Cultural and Creative Studies, Business, Architecture, Healthy Living, Smart Manufacturing, and International. As the subject of this study is a representative group, they are mainly concentrated on campus during the learning process and share a common learning environment and lifestyle. The effectiveness of health behavior development strategies can be more accurately assessed, and the strategy can be timely adjusted to achieve better results.

3.3 Questionnaire design

The questionnaire design of this paper includes two main aspects: one is for the basic situation of the survey respondents; the other is for the survey evaluation scale based on the new version of the curriculum standard of the survey respondents' health behavior-specific performance;

Among them, the basic information of the survey respondents includes the gender, college, and grade of the individual students.

The survey evaluation scale of the specific performance of health behavior of the survey respondents based on the new version of the curriculum standard includes four dimensions: awareness and habit of physical exercise, mastery and application of health knowledge, emotion regulation, and environmental adaptation, and the survey scale adopt the Likert 5-point scale, which is composed of a set of statements, Each statement has five answers: "strongly agree, " "agree, " "not necessarily, " "disagree, " and "strongly disagree. " These answers were scored as 5, 4, 3, 2, and 1 marks, respectively. There were a total of 16 questions in this section, including five questions on physical activity awareness and habits, four questions on health knowledge acquisition and

utilization, three questions on emotion regulation, and four questions on environmental adaptation. The details are shown in (Table 3.1):

Table 3. 1 Questionnaire content

dimension	subject
Basic Information	1. Your gender
	2. College you are currently attending
	3. Grade level you are currently enrolled in
physical exercise awareness and habits	1. You think physical activity is important
	2. Friends around me are working out and I'm happy to participate
	3. You are always motivated to do physical activity
	4. Are you physically active 3-5 times per week
	5. You get a great workout and emotional experience during your physical activity. Effective and emotional experience
Health Knowledge Acquisition and Utilization	1. You are proficient in basic health knowledge
	2. You can choose the right exercise based on what you usually learn about health Exercise methods
	3. You can handle common sports injuries in sports
	4. Your school has health behavior-related education
Emotion regulation	1. You can regulate bad moods on your own
	2. In sports, you can calmly face the unexpected on the field unexpected situations on the field.
	3. You can take a good look at the rankings and results of the competition
Environmental adaptation	1. Do you prefer to be with others when doing physical activities
	2. You are better coordinated with your partner in sports activities
	3. You can integrate quickly when dealing with a new team.
	4. You can view society correctly and maintain good interpersonal relationships

3.4 Data Collection

The questionnaire was distributed using the questionnaire star platform using the network distribution; a total of 800 questionnaires were distributed, and 790 were recovered, with a recovery rate of 98.75%. Among them are 3 invalid and 787 valid questionnaires, 98.38%. The basic situation of questionnaire distribution and recovery is shown in (Table 3.2):

Table 3. 2 Questionnaire Distribution and Recovery

boyfriend	questionnaire	Recovery of questionnaires	recovery rate	valid questionnaire	efficient
advanced student	800 (copies)	790(copies)	98.75%	787(copies)	98.38%

3.5 Data Analysis

According to the data obtained from the questionnaire recovery, using Excel, and SPSS software to organize and analyze the raw data of statistics, including the reliability and validity test, factor analysis, and sample descriptive analysis of the questionnaire.

3.6 Reliability and validity analysis of the scale

3.6.1 Reliability of the Questionnaire

This paper mainly used SPSS statistical software to test the reliability of the data recovered from the questionnaire, and the results indicated that the Cronbach's alpha coefficient of the survey scale was 0.957. The Cronbach's alpha coefficients of the dimensional scales were as follows: awareness and habit of physical exercise Cronbach's alpha coefficient was 0.889; mastery and use of health knowledge Cronbach alpha coefficient was 0.911; emotion regulation Cronbach's alpha coefficient was 0.879, and environmental adaptation Cronbach's alpha coefficient was 0.893. The coefficient of Cronbach's alpha was 0.879, and the coefficient of Cronbach's alpha for environmental adaptation was 0.893. The Cronbach's alpha coefficients for the scale as a whole and each dimension were above 0.7, indicating that the reliability of the scale was good. The results are shown in Table 3.3 and Table 3.4:

Table 3. 3 Results of the reliability analysis of the scale

meters	Cronbach's alpha coefficient	item count
Health Behavior Scale	0.957	16

Table 3. 4 Results of Reliability Analysis of Survey Subscales

dimension	Cronbach's alpha coefficient	item count
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physical exercise awareness and habits	0.889	5
Health Knowledge Acquisition and Utilization	0.911	4
emotion regulation	0.879	3
Environmental adaptation	0.893	4

3.6.2 Validity of the Questionnaire

This paper mainly uses SPSS statistical software to test the validity of the data recovered from the questionnaire survey, and the results of the validity test of the questionnaire are as shown in (Table 3.5): the KMO value of the survey evaluation scale of the specific manifestations of health behaviors is 0.855, which is in line with the judgmental standard of 0.7 that the KMO value should be greater than, and the P value of the scale of Bartlett's spherical test is less than 0.05, which means that the scale of the survey in this study has good validity. The scale passed Bartlett's spherical test, which indicates that the scale investigated in this paper has good validity.

Table 3. 5 Questionnaire KMO and Bartlett's test

Bartlett Sphericity Check	Health Behavior Scale		
	KMO value		0.855
	approximate chi-square		8234.109
	d f		120
	P value		0.000

Chapter 4 Finding

4.1 Introduction

In this study, the quantitative research method was used to investigate and study the status quo cultivation of core literacy in physical education disciplines of higher vocational students, and the status quo cultivation was analyzed through the four dimensions of awareness and habit of physical exercise, health knowledge mastery and mastery, emotional regulation, and environmental adaptation.

4.2 Sample factor analysis

According to the validity test results of the formal questionnaire, the relevant data in this paper meet the requirements of factor analysis. Therefore, this study used SPSS software to conduct exploratory factor analysis on the data of the formal questionnaire, and the analysis results showed that a total of four public factors were extracted, Factor 1 included five questions on physical exercise awareness and habits, Factor 2 included four questions on health knowledge mastery and application, Factor 3 included three questions on emotion regulation, and Factor 4 included four questions on environmental adaptation. The number of extracted common factors corresponds to the scale dimensions designed in this paper, the factor loading coefficients of the 16 questions are all greater than 0.5, and the cumulative variance contribution rate is 84.299%, which means that the four extracted factors can extract 84.299% of the information in the total of 16 items, which is greater than 50%, indicating that the four extracted common factors in the present study can effectively explain the 16 questions of the questionnaire and that the dimensionality reduction effect is significant. The effect is remarkable. The specific data are shown in Table 4.1:

Table 4. 1 Results of Exploratory Factor Analysis

dimension	subject	Factors and factor loading factors				variance explained rate
		1	2	3	4	
Physical activity awareness and habits	1	0.821				
	2	0.597				
	3	0.534				
	4	0.678				
	5	0.570				
Health	6		0.826			

Knowledge Acquisition and Utilization	7		0.825			84.26
	8		0.778			9%
	9		0.572			
Emotion regulation	10			0.787		
	11			0.690		
	12			0.527		
Environmental adaptation	13				0.811	
	14				0.776	
	15				0.636	
	16				0.547	

4.3 Descriptive analysis of the basic situation part of the sample

Through the data recovery of the questionnaire, the basic situation of senior students' gender, subordinate colleges they attended, and grades were obtained. The number of respondents who are male students is 409 and the number of female students is 378, each accounting for 52.12% and 47.88% of the total. Among them, 182 students were from the Faculty of Education, 123 students from the Faculty of Architecture, 142 students from the Faculty of Arts and Creativity, 93 students from the Faculty of International Studies, 113 students from the Faculty of Manufacturing, and 134 students from the Faculty of Health Sciences, which accounted for 24.38%, 15.38% The survey showed that there were 283 students in grade 1, 271 students in grade 2 and 233 students in grade 3, representing 35.96%, 34.43% and 29.61% of the total respectively. The details are shown in (Table 4.2):

Table 4. 2 Sample Descriptive Statistics

Basics	form	sample size	Percentage
genders	man	409	51.97%
	women	378	48.03%
	consider	787	100%
Subordinate Colleges	college of education	182	23.13%
	School of architecture	123	15.63%
	College of Creative Arts	142	18.04%
	International College	93	11.82%
	College of Manufacturing	113	14.36%
	health institute	134	17.02%
	consider	787	100%
grade	first grade	283	35.96%

	second grade	271	34.43%
	third grade	233	29.61%
	consider	787	100%

4.4 Analysis of the Current Situation of Higher Vocational Students' Health Behavior

The specific performance of health behaviors in the core physical education literacy of higher vocational students includes four dimensions: awareness and habit of physical exercise, mastery, and application of health knowledge, emotion regulation, and environmental adaptation. Through descriptive analysis, it is found that the standard deviation of the four dimensions is around 1, reflecting the small fluctuation of the data, among which the dimension with the highest average score is 3.93 for environmental adaptation, followed by 3.88 for awareness and habits of physical exercise, 3.61 for emotion regulation, and 3.55 for mastery and application of health knowledge, as shown in (Table 4.3):

Table 4. 3 Descriptive Analysis of Dimensions of Specific Performance of Health Behaviors

dimension	minimum value	maximum value	average value	standard deviation
physical exercise awareness and habits	1	5	3.88	0.84
Health Knowledge Acquisition and Utilization	1	5	3.55	1.09
emotion regulation	1	5	3.61	1.02
Environmental adaptation	1	5	3.93	0.85

4.4.1 Analysis of the current situation of physical exercise awareness and habits

Awareness and habit of physical exercise is one of the important dimensions of higher vocational students' health behavior, and also one of the evaluation standards to measure the level of health behavior, which directly reflects the current stage of higher vocational students as the subject of evaluation on the subjective understanding of physical exercise and behavioral habits of the reality of the higher vocational students, and it is the objective performance of higher vocational student's ability to actively participate in physical exercise and consciously promote the formation and development of healthy behaviors.

In the survey "You think physical exercise is very important", the average score was 4.25. 46 percent of higher vocational students said they were very active in physical exercise. Among them, 46% of the higher vocational students agreed strongly, 40.79% agreed, 8.26% agreed, and 8.26% agreed.

Among them, 46% of the university students agreed strongly, 40.79% agreed, 8.26% disagreed, 2.92% disagreed, and 2.03% strongly disagreed. The details are shown in Table 4.4:

Table 4. 4 Surveys in which you believe physical activity is important

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	362	321	65	23	16
percentage	46 %	40.79%	8.26%	2.92%	2.03%
average score			4.25		

In the survey on "I am happy to participate in physical exercise because my friends are doing it", the average score is 4.13. 41.80% of the higher vocational students strongly agree, 39.01% agree, 12.19% are not sure, 4.32% disagree, and 2.68% strongly disagree. 2.68% of the university students strongly disagreed. The details are shown in Table 4.5:

Table 4. 5 Friends around me are exercising and I am happy to participate in the survey

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	329	307	96	34	21
percentage	41.80%	39.01%	12.19%	4.32%	2.68%
average score			4.13		

In the survey on "Do you always take the initiative to do physical exercise", the average score was 3.71, of which 29.86% of the university students agreed strongly, 24.40% agreed, 36.34% disagreed, 5.43% disagreed, 3.94% strongly disagreed. 3.94% of higher vocational students strongly disagreed. The details are shown in Tables 4.6:

Table 4. 6 Survey that you are always able to initiate physical activity

	strongly agree	agree with	maybe	disagree	Strongly disagree
number of people	235	192	286	43	31

percentage	29.86%	24.40%	36.34%	5.46%	3.94%
average score			3.71		

The average score for the survey on "Do you insist on physical exercise 3-5 times a week" was 3.63, of which 27.70% of the university students agreed strongly, 24.90% agreed, 34.82% disagreed, 8.26% disagreed, and 4.32% strongly disagreed. 4.32% of the higher vocational students said they strongly disagreed. The details are shown in Table 4.7:

Table 4. 7 Survey on whether you are physically active 3-5 times a week

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	218	196	274	65	34
percentage	27.70%	24.90%	34.82%	8.26%	4.32%
average score			3.63		

In the survey of "You can get good exercise effect and emotional experience during physical exercise", the average score is 3.81, among which 31.89% of the higher vocational students strongly agree, 28.59% agree, 31.51% are not sure, 4.71% disagree, and 3.30% strongly disagree. disagreed; and 3.30% strongly disagreed. The details are shown in Table 4.8:

Table 4. 8 Survey on your ability to have a good workout and emotional experience during physical activity

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	251	225	248	37	26
percentage	31.89%	28.59%	31.51%	4.71%	3.30%
average score			3.81		

Combined with the analysis of the survey data in Tables 4.4, 4.5, 4.6, 4.7, and 4.8, it can be seen that more than 80% of the higher vocational students think that physical exercise is very important, and are willing to participate in the relevant groups around them and do physical exercise together with their partners. However, about half of the higher vocational students can't always take the initiative to do physical exercise, can't insist on the habit of doing physical exercise regularly every week, and don't make sure to get better exercise effect and emotional experience, which makes that although the higher vocational students have a high awareness of physical exercise and the attitude

of participating in physical exercise, the overall score of the awareness and habit of physical exercise is not so high. This shows that although the current higher vocational students have a more positive understanding of the importance of physical exercise, and also have a relatively good consciousness of consciously participating in exercise in the collective and want to participate in collective exercise activities, there are still deficiencies, the need to change the awareness of physical exercise from "passive" to "active", and adhere to the regularity of physical exercise. However, there are still deficiencies, and it is necessary to change the awareness of physical exercise from "passive" to "active", to develop the habit of regular physical exercise, to strengthen the emotional experience in the process of physical exercise, and to exercise scientifically, to better promote the positive development of higher vocational students' awareness of healthy physical exercise and habits.

4.4.2 Analysis of the current situation of the mastery and application of health knowledge

The mastery and application of basic knowledge and basic methods and skills of scientific and healthy sports is the key to the development of healthy behavior in higher vocational students. When engaging in physical exercise, it is not enough to have enthusiastic intentions, but also to make scientific and reasonable arrangements for the content, methods, time, portion, and frequency of physical exercise, and to make it difficult and easy to be appropriate, and to have a plan and a purpose but not random, so that can prevent sports injuries and achieve the goal of promoting healthy behavior better. To prevent injuries and better achieve the purpose of promoting healthy behaviors.

In the survey on "Can you master basic health knowledge", the average score was 3.54, of which 26.05% of the higher vocational students agreed strongly, 29.48% agreed, 27.57% disagreed, 6.48% disagreed, and 10.42% disagreed strongly. 10.42% of the higher vocational students strongly disagreed. The details are shown in Table 4.9:

Table 4. 9 Survey on your ability to be proficient in basic health knowledge

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	205	232	217	51	82
percentage	26.05%	29.48%	27.57%	6.48%	10.42%
average score			3.54		

In the survey on "Can you choose appropriate exercise methods based on what you have learned about health", the average score was 3.65, of which 29.48% of the university students agreed strongly, 28.97% agreed, 27.83% disagreed, 4.96% disagreed, and 8.76% strongly disagreed. Among them, 29.48% strongly agreed, 28.97% agreed,

27.83% were not sure, 4.96% disagreed, and 8.76% strongly disagreed. The details are shown in Table 4.10:

Table 4. 10 Survey on your ability to choose appropriate exercise methods based on what you usually learn about health

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	232	228	219	39	69
percentage	29.48%	28.97%	27.83%	4.96%	8.76%
average score			3.65		

In the survey "Can you handle common sports injuries during exercise", the average score was 3.46. 26.43% of the higher vocational students strongly agreed, 23.76% agreed, 30.11% were not sure, 9.03% disagreed, and 10.67% strongly disagreed. The details are shown in Table 4.11:

Table 4. 11 Survey of how well you can handle common sports injuries in your sport

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	208	187	237	71	84
percentage	26.43%	23.76%	30.11%	9.03%	10.67%
average score			3.46		

In the survey on "Does your school provide education on healthy behaviors", the average score was 3.86, with 31.13% of higher vocational students strongly agreeing, 32.66% agreeing, 29.48% not sure, 4.32% disagreeing, 2.41% strongly disagreeing. 4.32% disagreed, and 2.41% strongly disagreed. The details are shown in Table 4.12:

Table 4. 12 Survey of Health Behavior-Related Education Available at Your School

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	245	257	232	34	19
percentage	31.13%	32.66%	29.48%	4.32%	2.41%
average score			3.86		

Combined with the analysis of the survey data in Tables 4.9, 4.10, 4.11, and 4.12, it can be concluded that at this stage, the overall average score of higher vocational

students' mastery of health knowledge and its application is low. Although most schools have carried out relevant education on health behavior, higher vocational students generally have little knowledge of some health and sports knowledge and general knowledge of sports, and it is difficult to apply the learned health knowledge to sports practice, The problem of not being able to make self-judgment and deal with common sports injuries needs to be further improved by strengthening the learning of health knowledge, enriching knowledge, observing the concept of normative sports, as well as paying attention to the prevention and treatment of sports injuries.

4.4.3 Analysis of the current situation of emotion regulation

Emotional regulation is an important psychological quality for the development of higher vocational students' healthy behavioral literacy. When affected by adverse factors in daily life sports competitions and external emergencies, timely and effective regulation of our own emotions can help us establish a positive attitude toward setbacks, correctly cope with difficulties, maintain a healthy physical and mental condition, and live optimistically and cheerfully, thus improving the level of healthy behaviors.

In the survey on "Can you regulate your own emotions", the average score was 3.52, of which 27.29% of the higher vocational students agreed strongly, 28.15% agreed, 25.73% disagreed, 6.56% disagreed, and 12.26% strongly disagreed. higher vocational students indicated that they strongly disagreed. The details are shown in Table 4.13:

Table 4. 13 Survey on your ability to regulate your bad mood by yourself

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	220	215	202	58	92
percentage	27.96%	27.31%	25.67%	7.37%	11.69%
average score			3.52		

In the survey on "Can you calmly face emergencies on the field during sports competitions", the average score was 3.58. 25.92% of the higher vocational students agreed strongly, 28.08% agreed, 27.45% disagreed, 15.51% disagreed, and 3.04% strongly disagreed. Among them, 25.92% of them strongly agreed, 28.08% agreed, 27.45% disagreed, 15.51% disagreed, and 3.04% strongly disagreed. The details are shown in Table 4.14:

Table 4. 14 Survey your ability to calmly face emergencies on the field during a sports game

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	204	221	216	122	24

percentage	25.92%	28.08%	27.45%	15.51%	3.04%
average score			3.58		

In the survey on "How well do you think about the ranking and results of the competitions", the average score is 3.75. 26.94% of the higher vocational students strongly agree, 32.15% agree, 32.66% are not sure, 5.59% disagree, and 2.66% strongly disagree. 2.66% of the higher vocational students strongly disagreed. The details are shown in Table 4.15:

Table 4. 15 Survey on how well you can view placements and results in competitions

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	212	253	257	44	21
percentage	26.94%	32. 15%	32.66%	5.59%	2.66%
average score			3.75		

Combined with the analysis of the survey data in Tables 4.13, 4.14, and 4.15, it can be concluded that the scores of the current higher vocational students in the area of emotion control are average, and some students cannot regulate their emotional state well when negative emotions appear, which is caused by not mastering the methods of reasonable emotion control and not correctly attributing the reasons, etc. The accumulation of excessive negative emotions may cause students to be unable to concentrate on their studies, and even cause impulsive behaviors. Excessive accumulation of negative emotions may cause students to be unable to concentrate on their studies and even cause impulsive behavior. Moreover, the data showed that a certain number of students were unable to face and cope with the unexpected situation calmly, which may make students unable to play at the normal level in the competition, lose, or even get a sense of helplessness. In addition, although most of the students can rationally look at the results and rankings of the competition, a small number of students have a poor mentality, cannot correctly look at the results and rankings of the competition, and excessively pursue the ranking problem. Overall, the emotional regulation of higher vocational students at this stage is still to be improved and needs to be emphasized.

4.4.4 Analysis of the current situation of environmental adaptation

The core quality of health behavior requires higher vocational students to have good environmental adaptability. Compared with basic education, higher education pays more attention to the cultivation of students' social adaptability while emphasizing cooperation and interaction among students, and improving students' interpersonal interaction and communication and cooperation ability will help higher vocational

students enter society in the future, become social talents, and better adapt to the life and survival in the complex and diverse environments.

In the survey "Do you prefer to play sports with others", the average score is 3.99. Among them, 37.48% of the higher vocational students agree strongly; 33.03% agree; 23.51% disagree; 3.43% disagree; and 2.55% agree strongly. 2.55% of the university students strongly disagreed. The details are shown in Table 4.16:

Table 4. 16 Survey on your preference for being with others when doing physical activity

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	295	260	185	27	20
percentage	37.48%	33.03%	23.51%	3.43%	2.55%
average score			3.99		

The average score for the survey "Do you and your partner work well together in sports activities" was 3.91. Among them, 30.62% of the university students strongly agreed, 41.04% agreed, 20.71% were not sure, 4.45% disagreed, and 3.18% strongly disagreed. 3.18% strongly disagreed. The details are shown in Table 4.17:

Table 4. 17 Survey on how well you and your partner coordinate in physical activities

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	241	323	163	35	25
percentage	30.62%	41.04%	20.71%	4.45%	3.18%
average score			3.91		

The average score of the survey on "How quickly do you integrate into a new team" was 3.86. 28.21% of the students strongly agreed, 40.15% agreed, 24.27% disagreed, 5.08% disagreed and 2.29% strongly agreed. Among them, 28.21% of the university students agreed strongly, 40.15% agreed, 24.27% disagreed, 5.08% disagreed, and 2.29% disagreed strongly. The details are shown in Table 4.18:

Table 4. 18 Survey on how quickly you were able to integrate when dealing with a new team

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	222	316	191	40	18

percentage	28.21%	40.15%	24.27%	5.08%	2.29%
average score			3.86		

The average score of the survey on "Can you maintain a good interpersonal relationship with society" is 3.94. 31.13% of the students agree strongly, 40.66% agree, 21.47% disagree, 4.71% disagree, and 2.03% strongly agree. Among them, 31.13% of the higher vocational students said they strongly agree, 40.66% said they agree, 21.47% said they are not sure, 4.71% said they disagree, and 2.03% said they strongly disagree. The details are shown in Table 4.19:

Table 4.19 Survey on your ability to view society correctly and maintain good interpersonal relationships

	strongly agree	agree	not necessarily	disagree	Strongly disagree
number of people	245	320	169	37	16
percentage	31.13%	40.66%	21.47%	4.71%	2.03%
average score			3.94		

Combined with the analysis of the survey data of 4.16, 4-17, 4.18, and 4.19, it can be concluded that the overall score of environmental adaptation of higher vocational students is good, most of the students like to work with their partners when they are doing sports activities, and at the same time, they show good tacit understanding in the cooperation and interaction with their partners, and they have a certain degree of teamwork and communication ability, and they often can quickly integrate well into the new environment. When students are in a new environment, they are often able to quickly and harmoniously integrate into it, reflecting good adaptability, and the vast majority of them can positively view society, expect to interact and cooperate with people, and maintain good relations, only a small number of students have not yet adjusted their role change and adapt to a brand-new environment, which needs to be further strengthened and improved. Generally speaking, higher vocational students have already entered the adult stage, their mental development has gradually matured, and they have a better tendency and awareness of the promotion and maintenance of interpersonal relationships.

Chapter 5 Conclusion and Recommendations

5.1 Conclusion

The average scores of students of Quanzhou Light Industry Vocational College on each item of health behaviors in the core literacy of physical education disciplines were, in descending order, environmental adaptation, awareness and habit of physical exercise, emotion regulation, and health knowledge mastery and application. It was found that students' health behaviors were better in environmental adaptation and awareness and habit of physical exercise, worse in health knowledge mastery and application and emotion regulation, and there were problems such as lack of motivation and incentive to exercise, insufficient knowledge of basic physical education and health, poor self-emotion regulation, and insufficient cognitive and evaluative abilities of health behaviors. There are problems such as lack of motivation and incentive to exercise, insufficient knowledge of basic physical education and health, poor self-emotion regulation, and insufficient cognitive and evaluative abilities in health behaviors.

Therefore, based on the theory of planned behavior, this paper puts forward corresponding cultivation strategies for the problems of students' health behaviors in Quanzhou Light Industry Vocational College: establish the attitude of health behavior of higher vocational students and stimulate the motivation to exercise. Create a subjective normative atmosphere conducive to the learning of health knowledge of higher vocational students. Build the "health first" spirit of sports culture in higher vocational campuses. Pay attention to the mental health of higher vocational students and improve their self-health management ability.

5.1.1 Status of Health Behavior of Students in Quanzhou Light Industry Vocational College

5.1.1.1 Lack of exercise motivation and exercise initiative

The survey data in this paper shows that higher vocational students are always unable to take the initiative to carry out physical exercise, and motivation is the key to stimulating and maintaining and point to their behavior, which indicates that at present, students lack the motivation to actively carry out physical exercise, and the healthy behavioral intention of wanting to carry out physical exercise is not optimistic. Through analysis, it is found that many higher vocational students often do not have a good emotional experience in the process of exercise, and it is difficult to obtain happiness and satisfaction through physical exercise, which leads to the fact that although students have behavioral consciousness of wanting to do physical exercise, due to the poor experience of sports many times, it will subjectively form the idea that students do not want to and are not interested in doing physical exercise, which triggers the students' lack of intrinsic motivation for physical exercise behavior, which leads to the lack of motivation of the students for physical exercise. The intrinsic motivation of physical

exercise behavior, will not consciously take the initiative to exercise, exercise initiative is not high. Therefore, if students want to form healthy behavior, they must be motivated to participate in physical exercise and strengthen their initiative in physical exercise.

5.1.1.2 Insufficient basic sports and health knowledge

The survey found that although some higher vocational students have received education related to healthy behavior in school, the effect is not ideal, still obviously showing the problem of insufficient basic health knowledge of most students, nearly half of the higher vocational students don't think they are proficient in basic health knowledge, and at the same time, it is difficult to choose the exercise method for themselves according to the knowledge they have learned, and there are more than half of the higher vocational students don't have the habit of participating in physical exercise 3-5 times a week, without regular scientific exercise plan. More than half of the students do not have the habit of participating in physical exercise three to five times a week and do not have a regular scientific exercise program, In addition, more than half of the students cannot deal with the common sports injuries. This shows that at this stage, the mastery and application of basic sports and health knowledge of higher vocational students are still very weak and need to be further improved, while sports and health knowledge is a necessary precondition and prerequisite for the formation and development of students' health behaviors, but at present, students don't pay enough attention to basic health knowledge. If this important knowledge is ignored for a long time, it will lead to a series of unhealthy situations such as more exercise the more unhealthy, perfunctory preparation and relaxation activities, insisting on exercising in dangerous exercise environments, and overdoing excessive exercise, which can easily lead to the occurrence of sports injuries, etc. In addition to this, without the support of solid theoretical knowledge, it is very difficult for students to apply health knowledge to the practice of exercise to develop a regular exercise method and program for themselves under the guidance of science. Without the support of solid basic theoretical knowledge, it is difficult for students to apply their health knowledge to exercise practice and make regular exercise methods and plans with scientific guidance, which makes students exercise frequently but in a fragmented and random way, which cannot promote the formation and development of students' health behavior, and even more so, it cannot lay a good foundation for lifelong healthy sports for students. Therefore, at present, if senior students want to form and develop healthy behaviors, they must pay attention to the learning of basic sports and health knowledge, to lay a solid guarantee for students' continuous development and lifelong healthy sports.

5.1.1.3 Poor self-emotion regulation ability

Higher vocational students have poor performance in emotion regulation ability and still need to be improved. It is mainly manifested in the following aspects, firstly, in terms of the self-regulation ability of bad emotions, students can well self-regulate the bad emotions, while other students' self-regulation ability is poorer, and even some

students can't rely on themselves to regulate their bad emotions at all. Secondly, the surveyed higher vocational students also showed that in emergencies or unexpected situations, there is a lack of the ability to regulate emotions in time, calmly face, and use reasonable and effective resourcefulness to solve problems, The students said that in sports competitions, they are not able to calmly face the emergencies that occur on the field. Finally, some quite several higher vocational students show a radical tendency to the results of some sports competitions, and they can't look at the results and rankings of the competitions well. The real meaning of the competitions should be to motivate students to follow their love and passion and to cultivate the spirit of pursuing and advancing, and the data show that only some students can look at the results and rankings of the sports competitions correctly. Emotion regulation is an important psychological trait for the performance of healthy behavior of contemporary higher vocational students, Timely and effective emotion regulation can help students to maintain an optimistic mindset, form correct values, and maintain mental health, therefore, form a healthy behavior, mastering the method of self-emotion regulation and improving the ability of students' self-emotion regulation is a key point that can't be ignored.

5.1.1.4 Insufficient cognitive and evaluative ability of health behavior

Higher vocational students indicated that they were not sure that they could actively participate in physical exercise; some also indicated that they were not sure that they preferred to be with their peers in physical activities. This shows that the current higher vocational students' cognitive and evaluation ability for their health behavior is lacking, and they can't recognize and identify their current health behavior development level well, which will make some unhealthy behaviors stereotyped, thus hindering the development of students' health behaviors. In addition, strengthening students' health behavior self-knowledge, and self-assessment ability can make higher vocational students realize the importance of health behaviors, and mobilize the higher vocational students' and mobilize conscious enthusiasm of the students, thus promoting the better development of their health behaviors. Therefore, it is very meaningful to improve the health behavior self-knowledge, and self-evaluation ability of higher vocational students for the development of health behavior of higher vocational students.

5.1.2 Strategies for Developing Healthy Behaviors in Quanzhou Light Industry Vocational Students

5.1.2.1 Establish the attitude of health behavior of higher vocational students and stimulate the motivation to exercise

For the present stage of higher vocational students' exercise enthusiasm and initiative is not strong, it is necessary to focus on establishing a healthy behavior attitude of higher vocational students, to stimulate the exercise enthusiasm of higher vocational students and promote the development of healthy behavior of higher vocational students. To establish the healthy behavior attitude of higher vocational students, it is necessary

to improve the subjective healthy cognitive attitude and objective healthy emotional attitude.

5.1.2.2 Creating a subjective normative atmosphere conducive to students' health knowledge learning

To promote the development of health behaviors of higher vocational students at this stage, it is necessary to create a subjective and normative atmosphere in school, family, and society that is conducive to the learning of students' health knowledge, and to provide a variety of channels for the enhancement of higher vocational students' mastery and application of health knowledge.

5.1.2.3 Building a "Health First" Spirit of Sports Culture on Higher Vocational Campuses

The spirit of sports culture in higher vocational colleges and universities is the sum of various spiritual qualities shown by higher vocational students in engaging in sports, reflecting the sports attitude, sports wisdom, enterprising consciousness, and sports cultural literacy of contemporary higher vocational students in sports. Want to solve The current higher vocational students exist in sports competition, not able to calmly face the field of emergencies and the results of sports competitions and rankings can not be well viewed and so on, The key lies in the students to set up a correct spirit of sports culture, to build good higher vocational colleges and universities in the spirit of sports culture, to change the ideological concepts of the higher vocational students, to face the game, pointing to focus on the spirit of sports culture of health.

5.1.2.4 Paying attention to the mental health of higher vocational students and improving self-health management ability

To pay attention to the mental health of higher vocational students, to prevent and intervene in a variety of mental health problems, to improve the self-confidence of higher vocational students, to cultivate self-efficacy, to promote the development of healthy behaviors in higher vocational students by strengthening the ability of higher vocational students' health behavioral perceptions behavioral control, and the development of healthy behaviors in higher vocational students' strategies.

The development of healthy behavior in higher vocational students is not an overnight success, but a long-term, repeated, and gradual improvement process. In different stages of life growth, the development of students' healthy behavior will encounter different contradictions and face different developmental tasks, and if they rely too much on external interventions, it will be difficult for students to develop the goal of lifelong healthy development, so it is necessary to improve the ability of students' self-health management and to guide the students to learn to analyze their self-health and learn to evaluate their self-health to learn the management of their self-health.

5.2 Recommendations

5.2.1 Research Supplement

The results of the study provide more specific and actionable strategies and methods to promote the development of healthy behaviors among students. These strategies involve physical exercise, health knowledge, mental health, and environmental adaptation to help students form good health habits and behaviors. They can be adjusted and adapted to the characteristics of different groups to make them more relevant to actual needs. These additions help to enrich the educational content in this area and provide more effective guidance and support measures.

5.2.2 Application Outlook

In recent years, there have been more and more research studies on health behaviors in China's sports sector, and more and more scholars have paid attention to them, while more and more excellent results have emerged. The intangible health brought about by physical exercise is difficult to see in the short term. This study should respect the laws of education and physical development according to the physical and mental characteristics of the students in higher vocational education, and cultivate the healthy behaviors of the students in higher vocational education slowly with enough patience.

The successful results of this study can be a good example for other schools and educational institutions that can learn from the success of the health behavior development strategies of the students of Quanzhou Light Industry Vocational College to develop a health education program that is suitable for their student population. These successful strategies can help improve the health awareness, behavioral habits, and overall quality of students. Individuals can also benefit from this study. They can learn about effective strategies for developing healthy behaviors. These strategies can help individuals improve their health status, enhance their quality of life, and prevent potential health problems.

5.2.3 Future recommendations

Currently, there are fewer studies in the industry related to health behaviors in the core physical education literacy of higher vocational students, and the related indicator dimension questions are not comprehensive enough. However, there are fewer previous studies related to health behaviors, and there is no mature health behavior scale to provide a reference. At the same time, the present study was conducted in only one higher vocational institution, which has a small coverage area. It is recommended that relevant scholars further expand the scope of the study, increase the exploration and in-depth analysis of the indicator dimensions, enrich the health behavior indicator system in the core physical education literacy of higher vocational students, and find more reasonable and effective measures to cultivate health behavior.

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Appendix

Appendix I Questionnaire (basic information)

Study the strategy of cultivating healthy behaviors in the core physical education literacy of higher vocational students: A case study of Quan Zhou Light Industry Vocational College

Dear students:

Hello, this questionnaire is anonymous, The data obtained from the questionnaire will only be used for the thesis, Please fill in the questionnaire truthfully and carefully, Thank you for your support and help!

Basic information section

1. What is your gender? ()

A. Male

B. Female

2. Which college are you currently studying at? ()

A. College of Education

B. College of Creative Arts

C. College of Architecture

D. College of Health

E. College of Manufacturing

F. College of Business

G. International College

3. What grade level are you currently enrolled in? ()

A. Freshman

B. Sophomore

C. Junior

Appendix II Questionnaire (specific manifestations of health behaviors)

Students choose one answer from "strongly agree" to "strongly disagree" that they think is appropriate and put a "√" in the 1space provided.

1.1 Physical activity awareness and habits

serial number	title	couldn't agree more	agree with	maybe	disagree	Strongly disagree
1	Do you think physical activity is important?					
2	Friends around me are working out and I'm happy to participate					
3	You are always motivated to do physical activity					
4	Are you physically active 3-5 times per week?					
5	You get a great workout and emotional experience during your physical activity. Effective and emotional experience					

1.2 Health Knowledge Acquisition and Utilization

serial number	title	couldn't agree more	agree with	maybe	disagree	Strongly disagree
1	You are proficient in basic health knowledge					
2	You can choose the right exercise based on what you usually learn about health Exercise methods					
3	You can handle common sports injuries in sports					
4	Your school has health behavior-related education					

1.3 Emotion regulation

serial number	title	couldn't agree more	agree with	maybe	disagree	Strongly disagree
1	You can regulate bad moods on your own					
2	In sports, you can calmly face the unexpected on the field unexpected situations on the field.					
3	You can take a good look at the rankings and results of the competition					

1.4 Environmental adaptation

serial number	title	couldn't agree more	agree with	maybe	disagree	Strongly disagree
1	Do you prefer to be with others when doing physical activities?					
2	You are better coordinated with your partner in sports activities					
3	You can integrate quickly when dealing with a new team.					
4	You can view society correctly and maintain good interpersonal relationships					