Development of program to promote health using individual exercise of Ningbo University of Finance and Economics students

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Abstract

At present, Chinese universities pay more and more attention to the improvement of college students' physical health, but the unified teaching mode adopted in college physical education is not targeted, and the improvement of students' physical health level is slow. In view of this, the goal of this study is to understand the current situation of physical fitness of college students in Ningbo University of Finance and Economics, design and use individual physical exercise plans suitable for students, verify the feasibility and effect of individual exercise plans in the form of experiments, and hope to apply the individual exercise plans suitable for students to the exercise and teaching of college students, so as to promote the improvement of students' physical health level. This paper uses expert interview, literature research, questionnaire survey, experimental research, data statistics and other research methods. Using expert interview questionnaire, student questionnaire, personal exercise plan, physical health testing equipment and other research tools, 200 students in Ningbo University of Finance and Economics were selected as the research objects, and the experimental subjects were divided into two groups, one group was the experimental group (100 people, 50 men and women each), and the other group was the control group (100 people, 50 men and women each). According to the teaching syllabus and teaching content, both groups carried out normal physical education, and the experimental group also implemented a personal exercise plan suitable for students, one plan for each person, for 12 weeks. Before and after the experiment, the two groups arranged courses and tests according to the same frequency and time, and carried out indicator detection and data collection. In this paper, various indicators (physical exercise habits, motivation, physical health test scores) before and after the experiment were compared by means of T-test.

The results ifound that:

1) The physical exercise habits and motivations of the students of the experimental group have undergone major changes, and they have taken a targeted physical exercise. The health motivation and social motivation of physical exercise have been greatly improved.

2) The physical health test results of the experimental group are obviously higher than the control group, especially the front body flexion (boys), 1000 meters run (boys), standing long jump (boys), seated body flexion (girls), and the leading body upward (pull up) (boys).

Research results :

The personal exercise plan suitable for students is conducive to improving students' love and motivation for physical exercise. It is more targeted and plays a more obvious role in improving students' physical health and physical fitness.

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Keywords: Development of program to promote; Individual exercise; Health; Students

Introduction

On September 3, 2021, the Ministry of Education issued the interpretation of the Opinions of the Ministry of Education and other five departments on Comprehensively Strengthening and Improving School Health and Health Education in the New Era and the results of the eighth National survey on students' physical health and health. Moreover, from the specific physical health data, the quality indicators of college students such as lung capacity, flexibility, strength, speed and endurance have shown a continuous downward trend. The problems of myopia, obesity and physical decline of college students are prominent (Ministry of Education of the People's Republic of China，2021).

On October 25, 2016, the Central Committee of the Communist Party of China and The State Council issued the Outline of the Healthy China 2030 Plan. "People's health will continue to improve, people's health quality will be significantly enhanced, and average life expectancy will reach 79 years by 2030," the outline said. The formulation of "Healthy China 2030 Plan Outline" puts forward programmatic requirements for the improvement of national quality. As a special part of the public, college students' physical health level has a certain impact on the overall quality of the people.For example, Cui Degang, Qiu Fen et al., in their research, specifically explained the reasons for the decline of college students' physical fitness. The research results show that the lack of a complete theoretical system of health knowledge for college students is one of the key reasons leading to the decline of their physical fitness. In order to promote the improvement of the physical health level of college students, it is necessary to attach importance to the construction of the physical health support platform, and provide physical health promotion services for all college students with different physical quality levels (Cui , Qiu，et al，2019). Pan Xiaoying pointed out in her research that the factors affecting the physical fitness of contemporary college students are diversified, and the promotion and improvement of college students' physical health is also a comprehensive system. Multi-subject cooperation under the guidance of policies is the basis and key to promote the improvement of college students' physical health (Pan，2010). In his research, Zhang Jichun proposed that the construction basis of college students' physical health service system was taken as the research entry point, and the structure content of the multi-direction linkage support service system for college students' physical health was defined. The support service system of education management, college students' main body, policy leading, education, sports, health and other departments was combined. The practical strategies of college students' physical health support service system have been constructed (Zhang，2019).

Duan Qing investigated and studied the physical health status of college students, expounded the existing problems in college physical education, and put forward effective strategies for college physical education reform to provide theoretical reference for college physical education reform (Duan，2021). Based on the investigation results of college students' physical health status, Chen Lianzhen summarized its shortcomings and put forward

targeted physical health promotion strategies. In addition, the paper also analyzes the shortcomings existing in the implementation process of the "Standards for Students' Physical Health" and puts forward the implementation strategies of the "Standards for Students' physical health", which lays a scientific theoretical and practical foundation for promoting the formation of college students' lifelong physical awareness and physical behavior and the continuous improvement of their physical health level (Chen， 2019). Based on the analysis of the current physical health level of college students, Shi Chongyan, Zhang Meiling and others put forward targeted fitness promotion programs for college students to achieve the purpose of promoting the physical health level of college students and serving the reform of higher education (Shi， Zhang， 2021).

To sum up, the quality indexes of college students such as vital capacity, flexibility, strength, speed, endurance, etc. show a continuous downward trend. Domestic experts and scholars began to study the causes and solutions of college students' physical health. Some experts and scholars began to put forward the exercise plan for college students, but at present, it is still mainly at the theoretical level, and there are few empirical studies on the practical level. Therefore, it is of practical significance to develop and implement a personal exercise plan suitable for students, apply it in practice, and demonstrate the experimental results.

Research Objectives

1. Study the health status of students in Ningbo University, and analyze the status and existing problems of the health status of students in Ningbo University of Finance and Economics.

2. Adopt a personal sports development plan for physical exercise intervention in the experimental group, and compare the health status of Ningbo University of Finance and Economics with the students of the control group.

3. Through the comparative analysis of the experimental group and the control group, it further optimized the promotion strategy of Ningbo University of Finance and Economics.

4. It is expected that the personal sports development plan of college students will be further applied to physical education to help students formulate fitness exercise prescriptions.

Research Scope

This study used G-Power to select 200 first-year students of Ningbo University of Finance and Economics as research objects, and the experimental subjects were divided into two groups: one group was the experimental group (100 students, 50 men and 50 women each), and the other group was the control group (100 students, 50 men and 50 women each). The experimental group implemented a personal exercise plan on the basis of regular physical education. The students in the control group received normal physical education according to the content of physical education syllabus. The experimental group of students carried out a personal exercise plan according to their own health conditions. The experiment lasted for 12 weeks. Before and after the experiment, the same index detection and data collection were carried out in the two groups.

Research Methodology

1. Expert interview method

In order to ensure the effectiveness of Personal exercise plan and investigate the effectiveness of students' physical exercise questionnaires. An interview with the sports leaders and experts of Ningbo universities. The interviews with Personal exercise plan mainly interviewed five experts.

Table 1 Results of the effectiveness test of personal program to promote health using individual exercise

Evaluation content	Very appropriate	suitable	same as	Not very suitable	Evaluation content	Effective rate
Personal program to promote health using individual exercise	4	1	0	0	0	100%

2 .Questionnaire survey method

1） Questionnaire design

This survey is "Survey of the Status Sports and Health of College Students at Ningbo School of Finance and Economics",Because students' physical health levels are mainly evaluated through college students' physical health tests, this questionnaire survey mainly investigates students' physical exercise habits, physical exercise behaviors and sports psychology.

2） Test of questionnaire

In order to ensure the effectiveness of the questionnaire design, the validity of the questionnaire structure and content before the questionnaire was inspected. For the interview with the content of the questionnaire of college students, 13 experts were interviewed. The results show that the content and structure of the student questionnaire in this study are logical and the problem is properly targeted.

Table 2 Questionnaire Validity Analysis

Category	Very Reasonable	More Reasonable	Neither Reasonable nor Unreasonable	Unreasonable	Very Unreasonable
e**xper**t	9	3	1	0	0
%	69.23	23.08	7.69	0	0

3）Distribution and recovery of questionnaires

According to the needs of this study, a survey was conducted on 200 students of Ningbo University of Finance and Economics, and the questionnaires were distributed to the students online through "Wenjuanxing". There were 100 people in the experimental group and

100 people in the control group. The distribution and collection of the questionnaires are as follows:

Table 3 Questionnaires Distributed

Turn	Category	Distributed Questionnaires	Returned Questionnaires	Rate of Returns	Effective Questionnaire	Efficiency
1*First round	Test group Control group	100 100	100 100	100.% 100%	100 100	100.00% 100.00%
1*Round 2	Test group Control group	100 100	100 100	100.% 100%	100 100	100.00% 100.00%
2*First round	Test group Control group	100 100	99 98	99.% 98%	99 98	100.00% 100.00%
2*Round 2	Test group Control group	100 100	96 95	96.% 95%	96 95	100.00% 100.00%

1* means before the experiment, 2* means after the experiment

3. Comparative analysis

The physical health level and physical exercise of the experimental class students were compared with the data of the control class students. There are two main aspects of the comparison: one is the longitudinal comparison, which is a comparative analysis of the students before and after the experiment; the other is the horizontal comparison, which is a comparative analysis of the students in the pilot class and the students in the control class.

4. Mathematical statistical analysis method

The experimental test data and questionnaire survey data were statistically analyzed, and SPSS26.0 software was used to process and analyze the above data.

Research Conceptual Framework

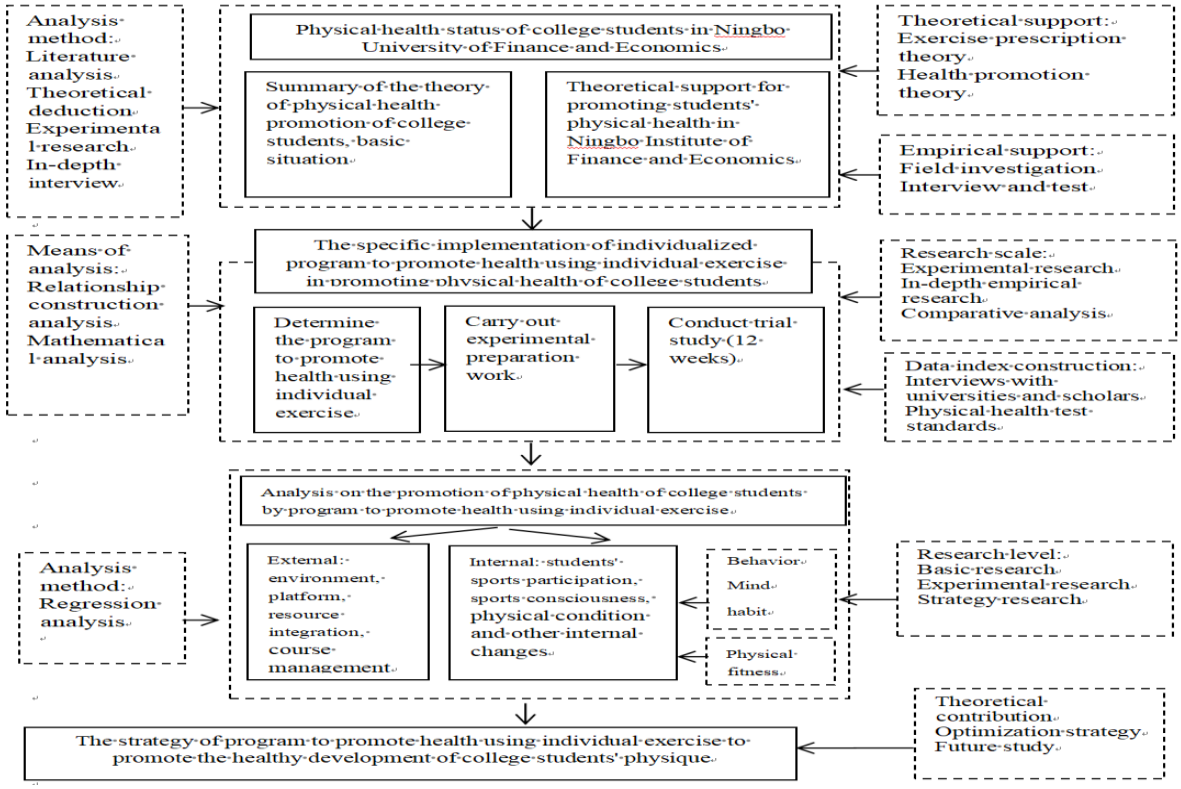

Figure 1 Research Conceptual Framework

Research Results

1. Analysis of the effects of personal exercise plans on students' exercise habits and motivation

The simplified Chinese version of the "Exercise Motivation Scale" is divided into five dimensions, namely health motivation, appearance motivation, pleasure motivation, ability motivation, and social motivation, with a total of 9 items. The Like 5-point scale is used to measure motivation, ranging from "none" to "very strong", with scores ranging from 1-5. The higher the score, the higher the level of motivation.

1) Comparison between the experimental group and the control group before the experiment

Table 4 Comparison of T-test results between experimental group and control group

variable	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Difference				
How many times do you exercise per week	3.35±0.857	3.51±0.745	-0.16±0.112	-1.508	99	0.135	0.151
The time you spend exercising each time	3.52±0.717	3.35±0.903	0.17±-0.186	1.439	99	0.153	0.144
Your motivation for participating in physical exercise	3.83±0.682	3.84±0.692	-0.01±-0.01	-0.445	99	0.657	0.045
I pay attention to my physical health tests the result	3.78±0.675	3.81±0.734	-0.03±-0.059	-0.904	99	0.368	0.09
I pay attention to health knowledge and take the initiative Participate in exercise	3.79±0.671	3.87±0.706	-0.08±-0.035	-1.469	99	0.145	0.147
I am very familiar with the knowledge and skills related to exercise, and know how to arrange exercise plans reasonably	3.06±0.941	3.09±0.954	-0.03±-0.014	-0.624	99	0.534	0.062
I have personally experienced the benefits of exercise for physical and mental health	3.95±0.947	3.95±0.925	0±0.022	0	99	1.000	0
Attitude towards participating in physical exercise in future learning and life	3.77±0.92	3.71±0.977	0.06±-0.058	1.061	99	0.291	0.106
Your satisfaction with school physical education	4.52±0.835	4.53±0.797	-0.01±0.037	-0.332	99	0.741	0.033

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

Before the experiment, the comparison between the two groups found that there was no significant difference in each value between the two groups.

2) Comparison between the experimental group and the control group after the experiment

Table 5 Comparison of T-test results between experimental group and control group

variable	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Difference				
How many times do you exercise per week	3.93±0.832	3.52±0.882	0.41±-0.05	4.159	99	0.000***	0.416
The time you spend exercising each time	4.53±0.559	3.75±0.892	0.78±-0.333	7.051	99	0.000***	0.705
Your motivation for participating in physical exercise	4.42±0.878	3.89±0.709	0.53±0.169	7.869	99	0.000***	0.787
I pay attention to my physical health tests the result	4.62±0.763	4.05±0.539	0.57±0.224	7.061	99	0.000***	0.706
I pay attention to health knowledge and take the initiative to maintain my health and participate in exercise	4.65±0.479	3.87±0.63	0.78±-0.151	12.731	99	0.000***	1.273
I am very familiar with the knowledge and skills related to exercise, and know how to arrange exercise plans reasonably	4.83±0.403	3.28±0.922	1.55±-0.519	15.069	99	0.000***	1.507
I have personally experienced the benefits of exercise for physical and mental health	4.61±0.51	4.31±0.465	0.3±0.046	6.224	99	0.000***	0.622
Attitude towards participating in physical exercise in future learning and life	4.53±0.54	3.88±0.868	0.65±-0.327	6.575	99	0.000***	0.658
Your satisfaction with school physical education	4.7±0.461	4.98±4.107	-0.28±-3.64	-0.672	99	0.503	0.067

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the sample t-test show that based on the variable of how many times you exercise per week, the significance P-value is 0.000***, which is significant horizontally and rejects the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.416, which is relatively small. The results of the sample t-test show that based on the variable of the duration of each exercise, the significance P-value is 0.000***, which is significant horizontally and rejects the null hypothesis. Therefore, there is a significant difference between

the experimental group and the control group. The Cohen's d value of the difference is 0.705, which is moderate in magnitude. The results of the sample t-test show that based on the variable of your motivation to participate in physical exercise, the significance P-value is 0.000***, which is significant at the horizontal level and rejects the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.787, which is moderate in magnitude. The results of the sample t-test show that based on the variable 'I focus on my own physical health test', the significance P-value is 0.000 ***, which is significant at the horizontal level and rejects the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.706, which is moderate in magnitude. The results of the sample t-test showed that based on the variable of 'I pay attention to health knowledge, actively maintain health, and participate in exercise', the significance P-value was 0.000***, which is significant at the horizontal level and rejects the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 1.273, indicating a very large difference. The results of the sample t-test show that based on the variables, I have a good understanding of exercise related knowledge and skills, as well as how to arrange exercise plans reasonably. The significance P-value is 0.000***, which is significant at the horizontal level and rejects the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 1.507, which is very large. The results of the sample t-test showed that based on the variable, I personally experienced the benefits of exercise on physical and mental health, with a significant P-value of 0.000***, showing significance at the horizontal level, rejecting the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.622, which is moderate in magnitude. The results of the sample t-test showed that based on the variable's attitude towards participating in physical exercise in future learning and life, the significance P-value was 0.000***, indicating a significant level and rejecting the null hypothesis. Therefore, there is a significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.658, which is moderate in magnitude. The results of the sample t-test show that based on the variable of your satisfaction with school physical education, the significance P-value is 0.503, which is not significant at the level and cannot reject the null hypothesis. Therefore, there is no significant difference between the experimental group and the control group. The Cohen's d value of the difference is 0.067, which is very small.

Through the comparison of Table 4 and Table5, we can find that the experimental group and the control group's physical exercise habits and the motivation for physical exercise before the experimental group and the control group were basically the same. After the test, there was a lot of changes between the two groups.

2. Analysis of the effects of personal exercise plans on students' physical health

1) Comparative analysis of physical health test results between the two groups before the experiment

Table 6 Comparison of Physical Fitness and Health Tests between the Two Groups Before the Experiment - T-test Results

variable	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Difference				
50 meter run before experiment (boys)	7.966±0.571	7.968±0.475	-0.002±0.096	-0.019	49	0.985	0.003
50 meter run before experiment (girls)	8.65±0.700	8.652±0.634	-0.002±0.066	-0.014	49	0.989	0.002
Pre experiment standing long jump (boys)	219.18±22.444	218.9±19.907	0.28±2.537	0.068	49	0.946	0.01
Pre experiment standing long jump (girls)	166.32±18.339	166.38±15.597	-0.06±2.742	-0.017	49	0.986	0.002
Sitting and bending forward before the experiment (boys)	9.902±8.172	9.468±6.423	0.434±1.749	0.291	49	0.772	0.041
Sitting and bending forward before the experiment (girls)	13.858±5.918	13.858±6.038	0±-0.119	0	49	1.000	0
Run 1000 meters before the experiment (boys)	240.56±30.148	240.56±26.948	0±3.2	0	49	1.000	0
800 meter run before experiment (girls)	252.56±30.148	252.56±27.485	0±2.663	0	49	1.000	0
Pull up before experiment (boys)	5.44±4.353	5.44±4.243	0±0.109	0	49	1.000	0
Pre experiment sit ups (girls)	32.58±10.112	32.58±10.278	0±-0.166	0	49	1.000	0

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

Before the experiment, the T-test comparison between the two groups found that there was no significant difference in each value between the two groups.

2) Comparative analysis of physical fitness and health testing between the two groups after the experiment

Table 7 Comparative analysis of velocity force by T test between experimental group and control group

Paired Variables	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Pairing difference				
50 meter run after experiment (boys)	7.714±0.555	7.893±0.426	-0.179±0.130	-1.988	49	0.042*	0.281
50 meter run after experiment (girls)	8.346±0.668	8.611±0.589	-0.265±0.079	-1.986	49	0.013*	0.483

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the sample T test showed that based on variable -based experiments, Run (boys) 50 meters after experiment, with a significant P value of 0.042*, showing significant levels, and cannot refuse the original assumption. difference. The difference between the difference between the difference is: 0.281, the difference is small. The results of the sample T test showed that based on the 50 meters (girls) after variable experiments, the significant P value was 0.013*, and the level was significant, and the original assumptions could not be rejected. Essence The difference between the difference between the difference is: 0.483, the difference is small.

Table 8 Comparison of Strength and Quality between the Experimental Group and the Control Group after the Experiment - T-test Results

Paired Variables	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Pairing difference				
Pull up after the experiment (boys)	7.68±3.972	6.1±3.914	1.58±0.058	2.159	49	0.000***	1.305
Post experiment sit ups (girls)	35.9±7.882	33.26±9.484	2.64±-1.602	1.408	49	0.000***	1.299

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the pairing sample T test showed that based on the variable -based experimental group's traction (boys) pairing control group, the leading group (boys), a significant P value of 0.000 ***, showing significant levels, The null hypothesis cannot be rejected, so experimental experiments, so the experimental experiment There are significant differences between the post -experimental group and the reference group. The difference between the difference between the difference is: 1.305, the difference in difference. The results of the pairing sample T test showed that based on the variable -based experimental group to sit back (girls) pairing control group (girls), significant P value is 0.000 ***, the level is significant After the experiment, there was a significant difference between the experimental group and the control group. The difference between the difference between the difference is: 1.299, the difference between the difference is medium.

Table 9 Comparison of speed, strength and quality between the experimental group and the control group after the experiment - T-test results

Paired Variables	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Pairing difference				
Standing Long Jump (boys)	229.24±15.839	220.06±19.268	9.18±-3.428	2.819	49	0.007***	0.399
Standing Long Jump (girls)	172.76±14.356	167.016±14.833	5.744±-0.477	1.919	49	0.009*	0.271

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the pairing sample T test showed that based on variable -based experimental group setting up a long jump (boys) pairing control group, a long jump (boys), a significant P value of 0.007 ***, showing significant levels, rejecting the original assumption. There are significant differences between the experimental group and the control group. The difference between the difference between the difference is: 0.399, the difference is small. The results of the pairing sample T test showed that based on variable -based experiments, the experiment group set up a long jump (girls) pairing experiment to set up a long jump (girls), which was significantly P value of 0.009*, and the level was significant. After the experiment, the experimental long jump (girls) pairing experiments had significant differences between the reference group and the long - distance jumping (girls). The difference between the difference between the difference is: 0.271, the difference is small.

Table 10 Comparison of Flexibility between the Experimental Group and the Control Group after the Experiment - T-test Results

Paired Variables	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Pairing difference				
Sitting forward bend (boys)	12.574±6.862	10.046±6.092	2.528±0.77	1.894	49	0.004*	0.868
Sitting forward bend (girls)	16.934±5.465	13.928±5.711	3.006±-0.246	2.658	49	0.011**	0.376

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the paired sample t-test showed that, based on the variable experiment, the experimental group (boys) had a significant P-value of 0.004 * when paired with the control group (boys) in terms of sitting forward flexion. This level of significance cannot reject the null hypothesis. Therefore, there was a significant difference in sitting forward flexion between the experimental group and the control group (boys) after the experiment. The Cohen's d value of the difference is 0.868, which is moderate in magnitude. The results of the paired sample t-test showed that, based on the variable experiment, the experimental group (girls) had a significant P-value of 0.011**when paired with the control group (girls), indicating a significant difference at the horizontal level and rejecting the null hypothesis. Therefore, there was a significant difference in sitting forward flexion between the experimental group and the control group (girls) after the experiment. The Cohen's d value of the difference is 0.376, which is relatively small.

Table 11 Comparison of endurance quality between experimental group and control group T-test results

Paired Variables	Mean ± standard deviation			t	df	P	Cohen's d
	experimental group	control group	Pairing difference				
1000 meter run after experiment (boys)	231.6±25.884	237.88±26.801	-6.28±-0.917	-4.952	49	0.000***	0.7
800 meter run after experiment (girls)	243.02±27.054	249.48±27.243	-6.46±-0.189	-1.071	49	0.289	0.151

Note: * * *, * *, * represent significance levels of 1%, 5%, and 10%, respectively

The results of the paired sample t-test showed that, based on the variable experiment, the experimental group's 1000 meter run (boys) matched the control group's 1000 meter run (boys), with a significant P-value of 0.000***, indicating horizontal significance and rejecting the null hypothesis. Therefore, there was a significant difference between the experimental group and the control group's 1000 meter run (boys) after the experiment. The Cohen's d value of the difference is 0.7, which is moderate in magnitude. The results of the paired sample t-test showed that after the variable experiment, the experimental group (girls) paired with the control group (girls) for the 800 meter run had a significant P value of 0.289, which was not statistically significant at the horizontal level and could not reject the null hypothesis. Therefore, there was no significant difference between the experimental group and the control group (girls) for the 800 meter run after the experiment. The Cohen's d value of the difference is 0.151, which is very small.

Discussion

Dong Baolin, Mao Lijuan (Dong,Mao,2018) believes that personal sports experience and personal historical exercise have impact on individual exercise.Wu Zhouyang, Mao Zhixiong, Guo Lu (Wu et al,2016), Fang Rui, Wang Zhonghua, Zhang Xiao, Guo Yuting (Fang et al,2020) pointed out that the level of exercise, exercise strength and frequency, exercise damage, sports social, fair and fair experience in exercise, sports social, sports social, exercise social, sports social, sports socialPositive emotional experience experience physical education experience will affect the continuous exercise and decision -making decisions of individuals, but the influence is different.It can be seen that the exercise plan should be formulated according to the actual situation and should be targeted. Therefore, this paper puts forward the plan of one person and one plan. At the same time, the method of one person and one plan is also adopted in the whole process of the experiment.

Chen Jinxin, Lu Caifeng, Wang Xin, Zuo Bend (Chen et al,2011) believes that some individuals who have not participated in physical exercise habits often tend to be over -exercise and cause resistance to subsequent exercise decisions, because excessive exercise often cause exercise damage or other other exercise or other other.Complications, if you cannot scientifically evaluate the initial physical health status and skills, formulating scientific fitness plans and exercise goals will affect the perception of exercise effects, increase the risk of exercise, and thus affect continuous exercise.In addition, the evaluation results and effects of the exercise plan will directly act on exercise persistence.Many exercises have given up exercise because they lose their interest in the exercise plan or related exercise items.If you formulate a personalized exercise plan to better meet the needs of individual exercise, you can promote the exercise to persist in exercise to a certain extent.It can be seen that the personal exercise plan has a certain impact on the students' exercise habits and behavior, and at the same time, the personal exercise habit and behavior will also affect the personal exercise plan.

Zhu Xiaomao, Liang Tian, and Xie Fang (Zhu et al,2020) believe that individual exercise experience can also predict the results of the exercise to a certain extent.The pre -exercise experience can accumulate exercise experience, sports knowledge and skills, which affects the subsequent exercise.It can be seen that the personal exercise plan is not constant, and it should be updated constantly according to the actual situation of students, and the specific update time should change according to the changes in the level of students' exercise.

Dong Haijun pointed out in his research that the physical health indicators of college students with targeted exercise were different, except for height, there was no significant difference. The speed quality, jumping quality, strength quality, flexibility quality and endurance quality of students who participated in targeted exercise were all better than those who did not participate in exercise, indicating that targeted physical exercise was better than those who did not participate in exercise. It plays a positive role in promoting the physical health level of college students (Dong, 2020). It can be seen that targeted exercise plans have a positive effect on the improvement of students' physical health. In this paper, the physical health test indicators of students in the experimental group are significantly higher than those of the control group.

Conclusion

1. Ningbo School of Finance and Economics is not ideal for physical exercise habits. The number of exercises per week is basically between 1-3 times, and each participation is lower than 20-30 minutes. The motivation for participating in physical exercise is mainly concentrated in the motivation, fun and ability motivation. The scores of college students in Ningbo School of Finance and Economics are mainly concentrated in the medium range. Each project of physical health tests lacks reasonable training plans.

2. Through the measurement of physical exercise habits and physical exercise motivations for college students in Ningbo University of Finance and Economics, it was found that before the experiment, the control group was basically the same as the experimental group, and there was no significant difference. After the test, the comparison of the two groups found that the health motivation, appearance motivation, fun motivation, and social motivation of the 5 dimensions. The experimental group was significantly higher than that of the control group. The students in the experimental group participated Improve; students in the experimental group pay more attention to their physical health test results after the test. Due to the implementation of the personal exercise plan, the students of the experimental team can actively understand the knowledge and skills related to physical exercise, learn to arrange the exercise plan reasonably, and start trying to conduct physical exercise in accordance with the Personal exercise plan they have formulated.

3. Personal exercise plans have a positive role in promoting the physical health of college students of Ningbo University of Finance and Economics. The experimental targets are first -year college students. For the content of the physical health test of college students, students are relatively strange. Before the experiment, the basic actions of the quality of strength, speed quality, speed and strength, flexibility and endurance quality of the strength, speed quality, speed and strength quality, flexibility quality, flexibility quality, flexible quality and endurance quality test. Not proficient, with the development of physical education, students gradually master related technical actions and practice skills. Through the longitudinal contrast of the experimental group and the control group, the experimental group and the control group have improved the strength, speed quality, speed and strength quality, flexibility and endurance quality after the experiment. , 1000 -meter running (boys), 800 -meter run (girls), three projects, are relatively obvious, and the 10 items tested by the experimental group have improved, and the improvement is relatively obvious, especially the speed and strength quality, strength quality and Extreme quality.

4. The promotion of the physical health of the university students of Ningbo Institute of Finance and Economics in the personal exercise plan is based on the improvement of the improvement: sitting in front of the seat (boys), 1000 -meter running (boys), standing long jump (boys), sitting in front of the seat (girls), Direction is upward (boys). Although other test items, after the experiment, the average scores of the students in the experimental group are significantly higher than that of the control group, but according to the T -test display results, its significant differences are not great.

Recommendations

1.During the practice stage of personal exercise planning, we should pay attention to theoretical combination of theory, popularize healthy sports knowledge, and what is the standard of popularizing each movement. Personal exercise plan is only theoretical content, popularize scientific physical exercise knowledge, and on the basis of combining theory and practical training, scientific exercise can avoid blind implementation of Personal exercise plan. With the improvement of its own level, it can better promote their own health.

2.The school should increase the promotion of campus sports and health knowledge, guide students to develop a good sports lifestyle through various channels, strengthen education and exercise in physical health during physical education, and guide students to formulate fitness plans for themselves. Promote the healthy growth of college students.

3. Increase school sports intervention, continuously improve the construction of physical education hardware facilities, use existing stadium facilities, and strengthen the multi -functional development and utilization of stadium facilities, improve the effectiveness of sports teaching, create good sports teaching and sports The environment of exercise is to meet students' personalized physical fitness needs.

4. Based on the background of colleges and universities, improve college physical education classroom teaching, with the core purpose of improving college students 'physical health, and improving the physical activity behavior of college students' physical activity, physical activity frequency, and physical activity methods. Therefore, it is particularly important to teach according to their aptitude. New media should be used as a means of intervention, which not only meets online and offline physical education teaching methods, but also improves the physical activity behavior of college students.

5. Personal exercise plans must adhere to the principle of safety. When developing personal sports development programs, it is necessary to ensure that the content is carried out within a safe range. If this threshold is exceeded, danger may occur. When developing and implementing, it is necessary to strictly follow the step-by-step approach and exercise in strict accordance with the prescribed time, intensity, frequency, etc.

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