

Research on Teaching Reform and Model Innovation of Public Physical Education Courses in Colleges and Universities under the Background of “Golden Courses” Construction

Yong Ren¹, Yuening Li², Ming Li³ Corresponding author

1. TaiShan University, Tai ‘an City, Shandong Province 271000

2. College of Competitive Sports, Wuhan Institute of Physical Education, Wuhan, Hubei 430070

3. School of Physical Education, Linyi University, Linyi 276000, P.R.China.

Abstract: Based on the background of the construction of “golden courses”, this paper conducts research on the reform of the teaching of public physical education courses in colleges and universities. This paper uses the literature method, interview method, comparative analysis method and other research methods to analyze and study the teaching reform of public physical education courses in colleges and universities, so as to promote the high-quality development of public sports teaching in colleges and universities and build a high-quality “golden courses” of public sports in colleges and universities.

Keywords: Golden courses; Colleges and universities; Public physical education courses; Teaching reform

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The concept of “golden courses” was officially put forward in the document [2018] No. 8 of the teaching letter in August 2018. In the document, it also proposed “eliminate water courses and create golden courses”, which is a reasonable improvement in academic challenges, increases the difficulty of the courses, and expands the depth of the courses. “Golden Courses” has a high-order, innovative and challenging standard, that is, the standard of “one sexes”. In order to promote the high-quality development of public sports teaching in colleges and universities, build a high-quality public sports “golden courses” in colleges and universities, and study the reform and model innovation of public sports teaching in colleges and universities.

1. The Significance of public physical education reform in colleges and universities

Public physical education courses in colleges and universities are an important part of school education and occupy a very important position in college education and teaching. Public physical education courses in colleges and universities cultivate and improve students’ ability and literacy, establish lifelong sports awareness and correct sports spirit through reasonable physical education, teaching process and scientific physical exercise methods. There are many shortcomings and problems in the original public physical education teaching, which cannot meet the current needs of students. Colleges and universities should reform and innovate the teaching of public sports to promote the high-quality development of public sports teaching in colleges and universities.

2. Problems existing in the teaching of public physical education courses in colleges and universities

2.1 The teaching content of public physical education courses in colleges and universities needs to be improved urgently

The traditional teaching content and form have reasonable parts, but the content of the textbook is not rich and the stratification is not significant enough, which cannot arouse students' enthusiasm for actively participating in public physical education classes, and lacks guidance of students' interest in actively participating in physical exercise and the cultivation of lifelong physical exercise habits. Traditional teaching content no longer meets the requirements of the "golden courses" for public physical education courses in colleges and universities in the new era, and it is urgent to be creative and systematically optimize the teaching content.

2.2 The evaluation subject and method of public physical education in colleges and universities are single

The evaluation method and subject of public physical education in colleges and universities are single. Many colleges and universities mainly evaluate the final examination score, which is mostly the assessment of skills and lacks the assessment of theoretical knowledge. The main part of the process evaluation is class attendance and class performance, and it does not integrate students' self-evaluation, group evaluation, extracurricular students' participation in exercise and competition into the evaluation, resulting in a narrow scope of public physical education evaluation in colleges and universities, a disconnect between in-class and out-of-class, and a limited impact on the evaluation results of public physical education in colleges and universities. Only as a measure of the achievement of the teaching effect in a semester of public physical education, curriculum evaluation plays an insufficient role in personnel training and urging students to actively participate in physical exercise and competition.

2.3 The teaching mode of public physical education in colleges and universities needs to be optimized

In the process of teaching, most public physical education teachers in colleges and universities still adopt the traditional teaching organization model, "teachers explain and demonstrate - students imitate practice - teachers correct mistakes - students practice again". The traditional teaching mode of public physical education in colleges and universities plays a positive role in students' learning of basic knowledge and skills. However, the traditional teaching mode does not fully consider students' learning ability and acceptance ability. Students are in a passive state of learning for a long time and fail to fully reflect the principle of teaching according to their abilities, which makes teachers' "teaching" and students' "learning" derailing. The lack of inquiry in the classroom and the lack of discussion, interaction and communication between teachers and students does not meet the needs of college students' learning and development.

3. Analysis on the reform path of public physical education in colleges and universities under the background of "Golden courses"

In view of the existing problems in the teaching of public physical education in colleges and universities, this paper puts forward several ways to explore the reform of public physical education in colleges and universities, as shown in Figure 1 below.

3.1 Expand and enrich the content of public physical education in colleges and universities

Expanding and enriching the breadth and depth of the teaching content of public physical education courses in colleges and universities can be carried out from both theoretical and practical aspects. Theoretical aspects: While teaching students the basic knowledge, principles, methods and technical essentials of content theory, it also teaches students the latest, cutting-edge and forward-looking scientific research theoretical knowledge, methods and achievements, and adds the ideological and political content of the course to cultivate students' patriotism and establish a correct outlook on life, world outlook and values. Thus, a new understanding and cognition of participating in physical exercise [1]. Add theoretical knowledge to the teaching content system and organically integrate it with sports technology content. Practical aspects: enrich the existing teaching content of public physical education courses in colleges and universities, add fitness and entertainment projects, and carry forward excellent national traditional sports in China. It can also learn from popular and fast-growing sports at home and abroad to increase interest and attract students' enthusiasm for participation.

Expand and enrich the depth of the teaching content of public physical education courses in colleges and universities. When conducting academic analysis, public physical education teachers in colleges and universities should carefully design the teaching content according to the needs of students, and appropriately increase teaching competitions. The high-quality public sports "golden courses" should not only achieve the goal of comprehensively cultivating students' body and mind, but also let them learn Born in a laughter, warm, warm and pleasant atmosphere, in an interesting and efficient atmosphere, complete teaching tasks with high quality and efficiency. In addition, the content of the "golden courses" of public sports in colleges and universities should also highlight the difficulty and challenge.

3.2 "Online and offline" mixed teaching mode of public sports in colleges and universities

Public physical education courses in colleges and universities should fully learn from the advantages of online courses and the

characteristics of offline practical teaching. When carefully designing teaching, we should design a hybrid teaching model suitable for the “golden courses” of public physical education courses in colleges and universities. Teachers design the “online” course according to the overall curriculum and formulate an “online” course learning plan. Teachers should track and master students’ learning situation in a timely manner, and give students answers in the “offline” course.

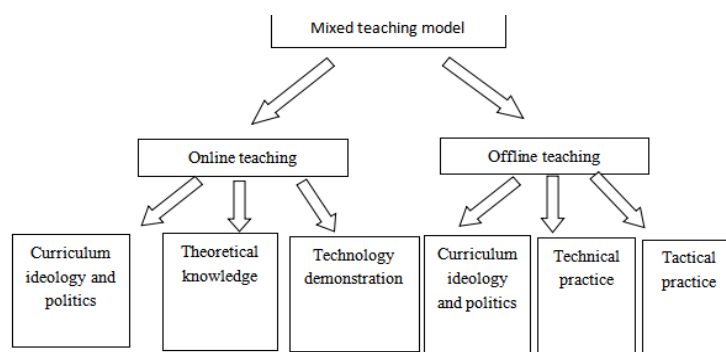


Figure 1: “Online and Offline” hybrid teaching model of public sports in universities

The teaching of public physical education

courses in colleges and universities has the characteristics of offline practice, and students’ “offline” learning of courses occupies a very important position in the whole mixed teaching. In the process of “offline” teaching, public physical education courses in colleges and universities should interact with college students, exchange online course learning, and analyze, discuss and solve problems that students do not understand in online courses. In the “offline” course, teachers should combine the students’ situation so that students can better understand the theoretical knowledge of physical education, then students practice, teachers guide and correct, and students practice to consolidate and organically integrate the “online” course with the “offline” course.

3.3 Improve the evaluation method of public physical education in colleges and universities

To improve the evaluation methods of public physical education teaching in colleges and universities, from the following three aspects: first, to realize the diversified evaluation methods and diversified evaluation subjects of public physical education in colleges and universities, using the result evaluation and the process evaluation to carry out reasonable evaluation; Second, the subject of evaluation is not only the teachers of public courses in colleges and universities, but also the group and individual students. A very reasonable ratio is set so that students can have more space for communication and thinking. Third, enrich the evaluation content, not only the process evaluation (classroom performance evaluation, technical test), absolute evaluation (physical fitness test, running APP), quantitative evaluation and qualitative evaluation (technical skill test in the final exam), but also the theoretical knowledge scores, students’ special skills display, students’ extracurricular participation in sports activities and competitions. Break through the barriers of in-class and out-of-class evaluation, and realize the integration of in-class and out-of-class evaluation^[2].

4. Concluding Remarks

Based on the analysis and research on the reform of the teaching content, evaluation method and teaching mode of public physical education in colleges and universities under the background of “golden courses”, this paper puts forward targeted suggestions and opinions, actively provides suggestions and suggestions for deepening the research on the reform and model innovation of public physical education in colleges and universities, so as to promote the high-quality development of public physical education in colleges and universities. Construction of high quality public physical education in colleges and universities in the new era.

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About the author:

Yong Ren (1989-06), male, Han nationality, master candidate, lecturer, research direction: Physical education and training.

Yuening Li, a student in Wuhan Sports University. She is studying in Sports Training College. She is good at English translation, dragon boat, swimming. The main research direction is Theory and Development of Water Sports.

Ming Li (1972-11-15), male, Han. received the master’s degree in Physical Education of Wuhan, China, in 2006, major in sports human science. His current research interests focus on chronic disease, such as senile dementia et al.