

Discussion on the Construction and Practice of College Sports Mixed Teaching Mode from the Perspective of “Internet +”

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Abstract: With the rapid progress and wide application of Internet technology, the traditional classroom-centered and teacher-led physical education teaching model has been unable to meet the diversified needs of contemporary college students for learning methods and content. In this context, in the context of “Internet +”, this paper deeply discusses the construction and practice of college sports mixed teaching mode. This paper points out the limitations of traditional physical education teaching mode in teaching content, teaching method and evaluation mechanism, and systematically expounds the theoretical framework of mixed teaching mode and its potential advantages in college physical education, such as personalized teaching, independent learning, interactive cooperation and so on. Through the concrete empirical research, the practical application cases of this model in college physical education are analyzed in detail, and its teaching effect is evaluated, which provides a new idea and method for the reform of college physical education.

Keywords: Internet +; College physical education; Mixed teaching mode; Practical teaching; Teaching effect

With the rapid development of information technology, “Internet +” has become an important direction for the transformation and upgrading of various industries. In the field of education, the traditional physical education teaching model has gradually exposed some problems, such as single teaching content, limited teaching resources, and low participation of students. Therefore, it is of great significance to explore a new physical education teaching mode and combine traditional teaching with Internet technology to improve the quality of physical education in colleges and universities.

1. Limitations of traditional physical education teaching mode

The traditional teaching mode of physical education is mainly teacher-centered, focusing on the one-way teaching of skills and knowledge, and lacking of interaction and communication with students, it is difficult to meet the personalized and diversified learning needs of students. It is often based on fixed teaching materials and teaching syllabuses, and lacks consideration for individual differences of students, which can not meet the needs of different students. At the same time, the lack of innovation in teaching methods, the use of “one-size-fits-all” way to teach, it is difficult to stimulate students’ interest in learning and enthusiasm. In addition, the traditional physical education teaching model is rigid in the evaluation mechanism, using the traditional examination and scoring methods to evaluate students’ learning results, ignoring the individual differences and diversified learning methods of students, and it is difficult to comprehensively and objectively reflect the actual situation and ability level of students. In addition, the traditional physical education teaching mode also has great limitations in time and space. Often limited to fixed classrooms and playgrounds, limited by time and space, it is difficult to meet the needs of students to learn anytime and anywhere. The blended teaching mode can make full use of Internet technology and digital teaching resources, realize the organic combination of online and offline, break the limitation of time and space, and meet the personalized and diversified learning needs of students.

2. The theoretical basis of mixed teaching mode and its advantages in college physical education

2.1 Theoretical basis of mixed teaching mode

The blended teaching model is diverse and rich, it comes from different education and learning theories, but also draws the essence of modern teaching technology and tools. Its core lies in combining the advantages of traditional face-to-face teaching and online learning to maximize the teaching effect ^[1]. The blended teaching mode helps students establish a clear knowledge framework by providing structured learning resources online, and promotes deep thinking and internalization of knowledge through offline face-to-face interaction and discussion. Online learning platforms can provide timely feedback and reinforcement to help students consolidate their knowledge and skills. At the same time, offline practical activities and physical exercise can also be regarded as a stimulus to promote students' behavior change and skill acquisition. Students are encouraged to actively explore, discover and construct sports knowledge and skills through online independent learning and offline practical activities. Teachers play the role of facilitators and facilitators to help students establish connections between old and new knowledge and promote the development of their cognitive structures. Such as the TPACK model, which emphasizes the role of educational technology in improving teaching outcomes, especially in the integration of technology with teaching content, teaching methods, and learner characteristics. The blended teaching model makes full use of modern teaching technologies and tools, such as online learning platforms and mobile learning applications, and deeply integrates technology with teaching to improve teaching effects and learning experience.

2.2 Advantages of blended teaching mode in college physical education

In college physical education, the mixed teaching mode shows obvious advantages, not only makes up for the shortcomings of traditional physical education, but also provides students with more abundant and flexible learning experience. The traditional physical education teaching often adopts the "one-size-fits-all" teaching method, which is difficult to meet the individual learning needs of students. The blended teaching model allows students to choose their own learning resources and paths online according to their learning style, interests and abilities. For example, students can learn theoretical knowledge through multimedia resources such as online videos and animations, and practice skills through simulation training software, thus achieving a personalized learning experience. Physical education in colleges and universities is often limited by factors such as venue and time, resulting in students being unable to make full use of their spare time to study and exercise. The mixed teaching mode breaks the time and space limitation of traditional physical education through Internet technology. Students can study at any time and anywhere, making full use of the fragmented time for physical exercise and skill learning. This flexibility helps to adapt to students' daily life rhythm and study habits, and improve learning efficiency ^[2].

Physical education pays attention to the cultivation of practical operation skills. The blended teaching mode provides students with more practical opportunities and scenarios through the combination of online and offline. Students can learn theoretical knowledge online, conduct initial practice through simulation training and other ways, and then further deepen and consolidate what they have learned offline through practical operation and skill training. This strengthening of practical operation helps to improve students' skill level and application ability. Traditional physical education is often teacher-centered and lacks interaction and cooperation between students. The blended teaching mode encourages interaction and cooperation among students. Through online communication platforms, group discussions and other means, students can communicate, discuss and share at any time, forming a good learning atmosphere. At the same time, teachers can also learn about students' learning situation in time through online and offline interaction, and provide personalized guidance and help. The promotion of teacher-student interaction and cooperation contributes to the formation of a good teacher-student relationship and learning community. The blended teaching model allows the use of a variety of evaluation methods, including online testing, offline practice assessment, peer evaluation, etc.

3. Empirical research: The specific application and effect of blended teaching mode in college physical education teaching

In order to verify the practical effect of blended teaching mode in college physical education, the paper evaluates the application effect of blended teaching mode in physical education teaching by comparing the learning performance and satisfaction of students in experimental group and control group. Two classes were randomly selected as the experimental group and the control group. The experimental group adopted mixed teaching mode, while the control group adopted traditional teaching mode. For the experimental group, the physical education course was divided into two parts: online and offline. The online section mainly includes teaching videos, online tests and interactive discussions, and aims to provide students with independent and interactive learning opportunities. The offline part mainly carries out practical operation and sports training, and teachers carry out face-to-face guidance and guidance. For the control group, the traditional physical education teaching mode was adopted, that is, the offline teaching was mainly supplemented by a small amount of teaching materials and classroom discussion. During the experiment period, the students in the experimental

group were given mixed physical education for one semester. The teaching model is continuously adjusted and optimized through regular teaching evaluation and student feedback.

At the end of the experiment, data such as academic performance and satisfaction of students in the experimental group and the control group were collected. Statistical methods were used to analyze the data to evaluate the effect of the blended teaching model. After a semester of teaching practice, the experimental group students' academic performance and satisfaction were significantly higher than the control group. Specifically, the average score of the experimental group was significantly higher than that of the control group, indicating that the mixed teaching mode has a significant advantage in improving students' physical education performance. Through questionnaire survey and interview, the satisfaction of students in the experimental group was significantly higher than that in the control group. They believe that this mode not only provides the opportunity of independent learning, but also can get timely guidance from teachers in practice, which is more in line with their learning needs. At the same time, the combination of online and offline made the experimental group's interaction and participation in class significantly improved. In online interactive discussions and offline practical operations, students can actively participate in and learn from each other, forming a good learning atmosphere.

4. Conclusions

In the view of "Internet +", this paper discusses the construction and practice of college sports mixed teaching mode. Through empirical research, it is found that this model can effectively improve students' academic performance and satisfaction, and has important application value. Therefore, it is suggested that colleges and universities should actively promote and apply the mixed teaching mode in physical education to improve the teaching quality and meet the diversified needs of students. At the same time, it is also necessary to further strengthen the work of teacher training and teaching resources construction, so as to provide guarantee for the smooth implementation of blended teaching mode.

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