

The Teaching Reform Strategy of Physical Education in Colleges and Universities Based on Embodied Cognition

Genghua Lei

Xi'an Peihua University , Xi'an, Shaanxi , 710125

Abstract: Based on the perspective of embodied cognition, this paper deeply discusses the teaching reform strategy of “teaching, practice and examination” in college physical education class. This paper expounds the necessity of embodied cognition theory in the teaching reform of physical education in colleges and universities, and emphasizes the important role of physical participation and experience in deepening the understanding of students’ physical education knowledge and skills. Subsequently, the paper puts forward a series of reform strategies, including the teaching strategy of integrating physical cognition and physical education, the construction of integrated practice system inside and outside class, the creation of real moral education situation and the assessment strategy of integrating moral education evaluation. These strategies aim to promote teaching reform, improve teaching effect, and comprehensively cultivate students’ physical literacy and moral sentiment, so as to meet the educational needs of the new era.

Keywords: Physical cognition; College physical education; Teaching practice and examination

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With the continuous updating of educational concepts and the continuous advancement of physical education teaching reform, the teaching mode of “teaching, practice, competition and examination” of physical education class in colleges and universities is facing new challenges and opportunities. The rise of embodied cognitive theory provides a new perspective for the re-examination and reform of physical education teaching in colleges and universities. Physical cognition emphasizes the central role of the body in cognitive processes, and believes that the interaction between the body and the environment is an important way to realize cognition. Therefore, the teaching reform of physical education in colleges and universities from the perspective of embodied cognition is helpful to deepen students’ understanding of physical education knowledge and skills, and promote the development of students’ comprehensive quality.

1. The relationship between embodied cognition and physical education teaching in colleges and universities

From the perspective of embodied cognition, physical education in colleges and universities has a close relationship with it. Physical cognition emphasizes the separation of cognitive activity and the body, that is, the body is the subject of cognition, not just the carrier of cognition. This idea has brought a brand new dimension of thinking for college physical education teaching. Physical education teaching in colleges and universities is not only a process of teaching physical education knowledge and skills, but also an important link of shaping students’ physical and mental harmony and all-round development. Under the guidance of embodied cognitive theory, physical education in colleges and universities pays more attention to students’ physical perception and experience. When designing the teaching content and methods, teachers will pay more attention to how to stimulate students’ body

perception, so that they can feel the coordination and pleasure of body and mind in sports. Physical cognition also emphasizes the interaction between body and the environment. In college physical education teaching, this means that teachers need to create a sports environment full of challenges and fun for students, so that students can constantly improve their sports ability and adaptability in the interaction with the environment^[1]. Physical cognitive theory also encourages students to exert their initiative and creativity in physical education teaching. In the traditional physical education teaching, students are often passive recipients, while the embodied cognition encourages students to actively participate in the teaching process, and to explore and understand the true meaning of sports through personal practice.

2. The necessity of physical education teaching reform in colleges and universities based on the perspective of embodied cognition

2.1 Deepen cognitive and skill learning

The necessity of physical education teaching reform in colleges and universities based on the perspective of embodied cognition is reflected in deepening students' cognition and skill learning. Physical cognition theory emphasizes the core role of the body in the cognitive process, and believes that the perception, experience and action practice of the body are important ways to form cognition. In the teaching reform of physical education in colleges and universities, the concept of embodied cognition into the teaching means that physical education classroom is no longer just the teaching of skills, but a place for the deep interaction between students' body, knowledge and skills. Through personal participation and experience, students can more intuitively understand the essence of sports skills, so as to master relevant knowledge and skills.

2.2 Promoting all-round quality development

The close combination of the various links of "teaching, practice and examination" is the key to promote the development of students' overall quality. The optimization of teaching link can provide students with more systematic and comprehensive sports knowledge learning; the strengthening of practice link helps students to consolidate and deepen the skills learned in practice; the introduction of competition link helps students to exercise will and cultivate team spirit in challenge and competition; the perfect assessment link can comprehensively and objectively evaluate their learning results, and provide targeted feedback and guidance. The close combination of this series of links aims to build a complete and efficient physical education teaching system, so that students can realize the comprehensive development of skills, will, emotion and other aspects in physical education learning.

2.3 To meet the educational needs of the new era

The reform of physical education teaching in colleges and universities is also an important measure to meet the educational needs in the new era. In the background of the new era, the social demand for talents is increasingly diversified. As an important part of college education, its mission is becoming more and more important. The physical education teaching reform based on the embodied cognitive perspective can better meet the requirements of physical education in the new era. It emphasizes students' 'subjectivity, pays attention to students' individual differences and needs, and advocates personalized teaching methods; it also focuses on cultivating students' 'innovative spirit and practical ability to promote students' all-round development. Through such teaching reform, physical education in colleges and universities can not only better serve the growth and development of students, but also contribute more talents to the progress of society and the prosperity of the country.

3. Reform strategy of "teaching, practice and examination" in college physical education

3.1 Teaching strategy: to strengthen the integration of embodied cognition and physical education teaching

In the teaching reform of physical education in colleges and universities, the updating and optimization of teaching strategies is the key. Strengthening the integration of physical cognition and physical education teaching can promote the innovation of teaching methods and improve the teaching effect. The embodied cognition theory emphasizes the importance of the body in the cognitive process, and believes that through the body perception and movement practice, students can better understand and master the sports knowledge and skills. Therefore, in teaching, teachers should actively design teaching tasks that are in line with the law of students' physical and mental development, and pay attention to guiding students to perceive and understand sports knowledge and master sports skills through physical participation and experience. Attention should also be paid to the combination of body movements and thinking activities, through the design of challenging and interesting teaching activities, stimulate students' interest and enthusiasm, and cultivate their innovative spirit and teamwork ability^[2]. Teachers should also constantly improve their professional quality and teaching ability, strengthen the study and research of embodied cognitive theories, explore more teaching methods and means in line

with students' reality, and provide strong support for the teaching reform of physical education in colleges and universities.

3.2 Practice strategy: to construct an integrated practice system inside and outside the class

In order to consolidate and improve the skills that students learn in physical education, it is particularly important to build an integrated practice system inside and outside the class. In the class, the teachers should reasonably arrange the practice time and tasks according to the students' actual situation and teaching objectives, so as to ensure that the students can carry out effective exercises under the guidance of the teachers. Teachers should also pay attention to timely feedback and guidance of students' practice, help them correct mistakes and improve the effect of practice. After class, through the second class, club activities and clubs, to provide students with more opportunities for independent practice and exercise. These platforms allow students to practice in a more free and flexible environment, and they can also make more like-minded friends to improve their sports skills together. Schools can also cooperate with communities and enterprises to expand the channels and resources for students' sports participation, and provide them with a broader space for exercise^[3]. By building an integrated practice system inside and outside the class, students can not only practice in different scenes and environments, improve their sports skills and physical quality, but also cultivate their awareness and habit of independent exercise, laying a solid foundation for lifelong sports.

3.3 Competition strategy: Create a real moral education situation to promote moral practice

Physical education class in colleges and universities should actively promote the teaching mode of "church, diligent practice and regular competition", create a real moral education situation through the implementation of competition strategy, and promote the development of students' moral practice. Competition is not only an important way to test students' sports skills, but also an important platform to cultivate students' sports ethics and team spirit. In the process of competition, teachers should pay attention to the creation of real moral education situation, so that students can experience the sports spirit such as teamwork, fair competition and respect for rules in the process of participating in the competition. By organizing a variety of sports competitions, we can provide students with opportunities to show their skills and exercise their abilities, so that they can learn to respect their opponents, obey the rules and have the courage to fight hard in the competition. Teachers should also timely comment on and guide students' performance in the competition, to help them understand their own advantages and disadvantages, and improve their moral cognition and practical ability. Through the implementation of the competition strategy, it can not only improve the students' sports skills, but also cultivate their sports ethics and teamwork spirit, and lay a solid foundation for their future social life and career development^[4].

4. Epilogue

The implementation of the teaching reform strategy of "teaching, practice and examination" in college physical education based on the embodied cognitive perspective has injected new vitality and connotation into the college physical education. By strengthening the integration of embodied cognition and physical education teaching, building an integrated practice system inside and outside the class, creating a real moral education situation and integrating the moral education evaluation strategies, it not only improves the effect of physical education learning for the students, but also promotes the development of their comprehensive quality. These reform strategies not only adapt to the needs of physical education in the new era, but also provide students with a richer and more diversified learning experience. Looking forward to the future, the reform of physical education teaching in colleges and universities will continue to deepen, and contribute to the training of more socialist builders and successors with all-round development of morality, intelligence, physique, physical, beauty and labor.

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