

Analysis on the System Construction of Sports Education Mode in the Public Courses of Physical Education in Colleges and Universities

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Abstract: At present, problems such as too many teaching forms of public physical education courses in colleges and universities and students' passiveness are prominent. In order to effectively improve the educating effect of public physical education courses, curriculum teaching reform is imperative. This article proposes the system construction of sports education mode in college sports public courses, aiming to make students become sports participants with sports ability, sports culture and sports enthusiasm. Sports teaching mode embodies the student-oriented teaching thinking, develops suitable competition methods according to the structure of the sports competition environment, strives to participate in each of the students, and strives to assume the roles and figures, and finally tracks the students' learning progress by means of expressive evaluation. The level, timely feedback and judgment of the achievement of the curriculum objectives, through the sports teaching mode, can maximize the completion of the new physical education curriculum standards.

Keywords: Sports Education Model; Colleges and Universities; Public Sports Courses; System Construction

All sports have a certain degree of competition, and special competitive sports are one of the important curriculum resources for college physical education. Affected by the concept of sports training, how colleges and universities can use competitive sports to better develop physical education curriculum has not been completely resolved for a long time. The new curriculum standard requires that college physical education public courses must break through the traditional teaching concepts of competitive sports, and oppose the competitive tendency of physical education teaching. However, as physical education teachers, we can't just choke on nothing. Competitive sports itself has many important physical education values, and it has a positive significance in promoting the achievement of new teaching standards. In view of this, how to better carry out the teaching of public physical education based on the new curriculum standard has become an urgent topic for all frontline physical education teachers to explore. The author here introduces a sports education theory derived from game theory—sports education mode. This mode is also a curriculum system that is widely used in physical education in foreign colleges and universities. It includes curriculum guiding ideology, curriculum teaching goals, and teaching process. The structure and teaching evaluation consist of four parts.

1. The connotation of sports education model

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The so-called "sports education model" mainly refers to the use of game education theory as the guiding basis, physical education as the teaching content, competition as the main line of teaching, direct guidance from teachers and students' cooperation and participation as the learning method, and fixed grouping or role-playing as the learning method. The organizational form focuses on the sports curriculum model that teaches students the technical skills, tactical rules, sports etiquette and other related knowledge of competitive sports. This model pays special attention to the penetration of competition in the whole teaching process, prompting students to do their best to be competent for the role of teaching activities, gain health, self-confidence and happiness throughout the season activities, and then inspire them to better carry out further sports learning and promotion.

2. Analysis of the system construction of sports education mode in college sports public courses

Based on the in-depth understanding of the sports education model, from the perspective of educational behavior motivation theory, construct a set of "sports education model" curriculum system that actually conforms to the psychological dynamics of college students, highlights the competitive nature of sports and people-oriented thinking. The curriculum system can better deal with students' differences in sports, strengthen the characteristics of competitive sports, help students inspire good sports interest, cultivate active exercise habits, and form a lifelong awareness and habit of participating in sports.

2.1 The guiding ideology of the sports education model

Although the sports education model is based on game theory, its game characteristics are gradually weakened under the guidance of student-oriented, and more emphasis is placed on the competitive characteristics of sports. Under the student-oriented teaching philosophy, the teaching of public physical education in colleges and universities has changed the traditional teaching mode. The teaching is mainly student-centered and teacher-led, prompting students to change from passive to active learning, with special emphasis on students' psychological feelings. All teaching activities are based on seeking students' personal development, which fully demonstrates the sense of respect for students, and promotes students to exert their initiative in learning. In the entire physical education process, the sports education model can fully reflect the individual differences of students, adapt to local conditions, teach students in accordance with their aptitude, devote themselves to cultivating students' high interest in sports and learning motivation, and help students develop a good habit of attaching importance to physical exercise. In college physical education public classes, teachers can combine students' personal sports interest, physical fitness and personality characteristics to adopt hierarchical competition teaching, divide students of different sports levels into different groups, and try to make every student in the class. All have the opportunity to participate in teaching activities, feel the happiness brought by competitive sports, feel their own value in the team, get a good learning experience, and then form a positive and enterprising sportsmanship. Based on Maslow's demand motivation theory, people of different ages have different sports motivations and needs. Children are often only interested in interesting things, and fun will drive them to try various sports activities. Then I get happiness and satisfaction from it; However, as people grow up, people's learning awareness and purpose are strengthened, and their needs are more inclined to the improvement of achievement motivation, and they will look forward to gaining more trust, respect and authority and other similar emotions. The competitive characteristics of physical education are social sports activities that focus on sports competitions, create excellent results, and obtain honors. As far as the athletes are concerned, they will be able to better meet the opportunities for students to chase success and show themselves, which is also in line with the psychological needs of young college students, and correspondingly, their motivation to participate in competitive sports is stronger.

2.2 The teaching goals of the sports education model

The teaching goal is the starting point of teaching implementation and occupies a core position in the curriculum system. In college physical education public courses, teaching goals can be divided into long-term and short-term goals. The short-term goal of the sports education model is to require students to understand and master the corresponding sports knowledge and skills. On this basis, it can cultivate and mobilize students' broad interest in learning sports, so that they can consciously and spontaneously invest in sports; And the long-term goal is to use the sports education model to

cultivate students' good lifelong sports awareness and habits, so that students can subtly like one or two regular competitive sports, and make sports a way of their healthy life. In the process, how to use effective teaching methods to stimulate and maintain students' good sports interest for a long time is the key point.

2.3 The teaching process structure of the sports education model

What supports the teaching model in physical education is the teaching framework, which is also the entire teaching process of teaching implementation and achieving goals. Under the sports education model, we divide a sports season into four stages: training, pre-season, competition, and late-season. During the training period, teachers need to arrange the basic theories and skills of sports learning, and organize students into groups. The latter part of the season is the stage of strengthening sports skills and tactical learning guidance, which also includes deeper theoretical knowledge explanations; In formal competitions the period is mainly to promote learning through competitions, allowing students to learn through competitions, while recording the training status and results of each group; the final playoff period will end the entire sports season. It should be noted that teachers should provide the necessary basic conditions for the competition and create a harmonious competition atmosphere to ensure that the entire teaching process can be carried out in an orderly manner.

2.4 Teaching evaluation of sports education model

In teaching evaluation, teachers should uphold the student-oriented guiding ideology, ensure that the evaluation is scientific, reasonable, fair and just, and organically combine process evaluation with formative evaluation, and fully respect the individual differences of students in sports. To encourage students at all stages to participate in physical education extensively and to learn something, and learn to be strong, and finally combined with summative evaluation to create a relatively fair and reasonable teaching competition environment for students of different levels and stages. Therefore, under the sports education model, the teaching evaluation of college sports public courses must organically combine diversified evaluation methods such as process evaluation, formative evaluation, and summative evaluation, so as to teach students in accordance with their aptitudes, and to fully respect the individual students' difference. At the same time, the entire teaching evaluation is divided into a score evaluation with students as the main body and a team evaluation with a group as a whole. The performance of each member in the group is the evaluation index of the team. In formal competitions, each group arranges players of different levels to participate in different levels of competition. Students will fight against their opponents of equal strength and earn points. Teachers will count the results of the competitions of everyone in each group into the team. Points form the main basis for judging the team's ability and performance level.

3. Conclusion

For a long time, college physical education public courses have always been in a passive teaching situation. Students lack the enthusiasm for sports. This makes the quality of physical education insufficient and the function of physical education cannot be fully utilized. Many students even lack physical education. Basic sports experience and practical ability. The promotion and application of the sports education model curriculum system will effectively reverse the current negative situation of physical education in colleges and universities, create a more realistic and complete learning environment for students, enable students to have sports enthusiasm, athletic ability and improve sports cultural literacy.

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