

An Empirical Study on the Effect of Multi-level Teaching Reform of Public Physical in Dongguan City University

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Abstract: The development of physical education in colleges and universities can not only improve students' physical function and physical quality, but also help students feel the charm of physical exercise in the process of sports, thus helping to improve students' physical literacy. At present, in the public physical education teaching in colleges and universities, although through continuous practice and reform, great achievements have been achieved, there are still different types of teaching weaknesses to a certain extent, which restricts the improvement of students' physical quality and physical literacy to a certain extent. Therefore, layered teaching has become an important teaching method for the development of public physical education courses in contemporary colleges and universities. This article will also research and analyze the effect of multi-level teaching reform of public physical education curriculum in colleges and universities.

Keywords: College public sports; Layered teaching; Curriculum reform; Teaching effect; Empirical research

Preface

Under the background of sports power, college sports have been carried out unprecedentedly. It can not only ensure the physical health and physical fitness of college students in China by implementing the national fitness strategy and scientific sports guidelines, but also enable college students to feel the core sports values in sports to a certain extent, so as to establish good ideological and moral concepts and make a very effective preparation for the development of subsequent life. In the education reform, according to the traditional classroom teaching mode, in view of the lack of a good classroom atmosphere and the over integrated indoctrination teaching in the college physical education classroom, the interesting layered teaching method gradually appears in the college physical education classroom teaching, which not only activates the classroom atmosphere through the interesting teaching, but also enhances the students' interest in sports learning; It also conducts classified teaching for students through scientific methods, and develops different teaching contents for students with different mathematical foundations, which plays a very important role in improving the efficiency of college physical education teaching.

1. Advantages of layered teaching

In the public physical education teaching in colleges and universities, because many students have different levels of physical quality, the intensity of sports is also different. Therefore, according to the traditional class teaching mode, through innovation and reform, the hierarchical teaching of individualized teaching can be nurtured. To take the most common example, in the efficient physical training, teachers can appropriately increase the sports load on the basis of training for students with good physical fitness, while for students with weak physical fitness, teachers need to encourage them to complete the teaching content and establish the idea of actively participating in sports, so as to gradually improve their sports ability. In this way, it can not only effectively attract students' attention and improve their interest in sports, thus ensuring that students can actively participate in physical education teaching; It also helps to carry out different teaching for students with different physical qualities in teaching, so as to enhance the sports ability of all students, unify the learning progress of students by teaching students in accordance with their aptitude, so as to achieve an even class teaching progress, and avoid academic backwardness caused

by too slow learning progress of some students^[1]. Therefore, the advantage of hierarchical teaching is that it can not only meet the physiological needs of students in public physical education classes in colleges and universities, develop teaching designs that fit their physiology, but also scientifically improve each student's understanding of relevant topics, and comprehensively improve the teaching quality.

2. Stratified Teaching in the Application of Physical Education in Colleges and Universities

2.1 Scientific division and stratification of goals, laying the foundation for sex stratification teaching

In the process of stratified teaching of public sports in colleges and universities, teachers need to use scientific and orderly means of division to teach students in classes to conduct reasonable stratification, and design scientific and rigorous stratification cycle to promote the transformation and promotion of students. The scientific division of hierarchical goals can be carried out in the following two ways: first, stratified according to the physical quality and sports ability of students^[2]. The main method is to hierarchize the physical quality and sports ability of students, and teach students in accordance with their aptitude through effective induction and integration. For example, combined with the stratified teaching of physical education in senior high school, students in the class can be divided into four levels from the direction of sports ability and physical quality. The first level is boys with better sports ability, the second level is boys with weaker sports ability, the third level is girls with better sports ability, and the fourth level is girls with weaker sports ability. Second, do a good job of layering cycle. Because each teaching unit has different requirements and different associations with each unit learned, teachers can layer according to relevant curriculum units, which will help to promote the improvement of students' sports ability step by step. Third, set goals at different levels. By formulating goals at different levels, students can further strengthen their participation in public physical education courses and effectively improve the scientific nature of teaching. The formulation of goals at different levels can be carried out according to the teaching principle of consistency of learning, practice and evaluation. First, different training goals can be formulated according to students at different levels, so as to better meet the actual situation of students' practice. Take the men's 1000m/women's 800m in college sports as an example. The standard duration is 2 minutes and 45 seconds. In the layered teaching of consistency in learning, training and evaluation, teachers can set the training goals for boys and girls with good athletic ability as $2:35 \pm 5$ minutes, and for boys and girls with weak athletic ability as 2:45 seconds according to the above layered methods. After learning and practicing, evaluate according to the results, and find out the deficiencies for training optimization. In this way, students at different levels can get more practical training goals, achieve individualized teaching, and thus promote the development of physical education in colleges and universities.

2.2 Scientifically carry out hierarchical teaching and improve the efficiency of hierarchical teaching

In view of the layered teaching of public sports in colleges and universities, teachers need to improve the scientific nature of layered teaching. Therefore, its countermeasures can enhance students' completion of relevant sports content by maintaining the integrity of traditional teaching and through cooperative inquiry methods. According to the specific content of teaching, college teachers can help students in the class to be divided into superior students and sub superior students, implement the teaching method of in-depth teaching for the superior students, and implement the teaching method of strengthening teaching for the sub superior students, so as to achieve the teaching requirements of consolidating the foundation of the superior layer and developing the sub superior layer. In this way, we can not only integrate the teaching progress, so that the learning progress of the better students and the second best students is relatively consistent, but also through different teaching methods, so that the better students and the second best students can get teaching more in line with their own sports development needs, which can not only achieve the overall improvement of the class, but also achieve the customized improvement of personal development. For example, when teaching karate in three stages of peace; The group divided by the students at the superior level can concentrate on discussing the set movements, studying the practicality of the set movements, deeply interpreting the meaning of the moves, deeply studying the combination of the hand's sabre reception, finger penetration and forward kick, as well as the requirements for the coordination of the movement steps, the proportion of the deviation of the body center and the proportion of the forward bending and standing attack strength to the recovery strength during the development of the related movements. The students at the superior level need to be able to achieve the handy training effect, So as to achieve the effect of education

beyond the standard. While the students at the second best level only need to improve their physical quality to achieve the effect of sports and fitness while practicing the sets, they usually divide the content of exercises into action exercises and coherent sets of exercises. While completing the overall boxing of the sets, they also need to grasp the main technical requirements to make the sets beautiful. In addition, we also need to improve our physical quality through physical training, and strengthen the coordination of our body through flexibility training, so as to promote the improvement of sports ability step by step and close the distance with the better students^[3].

2.3 Establish and improve the hierarchical evaluation system to promote the long-term development of teaching

Teachers need to solve a single evaluation problem and formulate multiple evaluation indicators from multiple perspectives, so as to affirm the effectiveness of teaching and improve students' enthusiasm for interesting and hierarchical teaching. Under normal circumstances, no matter what the situation is, the students who are classified as sub excellent students will more or less have some resistance psychology. Even if the teaching is interesting, it is difficult to alleviate the dissatisfaction of students. Therefore, when conducting teaching evaluation, we must grasp the diversified evaluation and evaluation indicators covering all people^[4]. The evaluation index can be designed according to the overall improvement of class teaching, and the acceptance of students can be improved through collective honor. At the same time, we can also design evaluation indicators from the promotion process of students at all levels to affirm the efforts and growth of each student, so as to promote students to actively participate in public physical education in colleges and universities. For example, the evaluation direction can be designed as the enthusiasm of students to participate in public physical education in colleges and universities under hierarchical teaching, the hierarchical norms of teachers for students, the teaching quality of public physical education in colleges and universities, and the improvement of students' overall physical education ability. The evaluation index can be designed as follows: the improvement of students' sports ability accounts for 30% of the total proportion, the improvement of students' physical quality accounts for 30% of the total proportion, the participation of students in public physical education courses accounts for 20% of the total proportion, and the teaching interaction between teachers and students accounts for 20% of the total proportion. In this way, the evaluation system can cover the whole college public sports layered teaching classroom, and the evaluation can be carried out from a multi-dimensional perspective to ensure the effectiveness and reliability of the evaluation results.

3. Empirical study on the effect of multi-level teaching reform of public physical education in colleges and universities

In the multi-level teaching reform of public physical education courses in colleges and universities, through a year of teaching practice, we found that after implementing the hierarchical teaching reform of physical education in colleges and universities, 96.3% of the students affirmed this teaching mode, 91.5% of the students were willing to participate in this teaching mode, and 5.7% of the students felt meaningless. 55.4% of the students think that the atmosphere of the model course is relaxed, 89.2% of the students think that the model course meets their own sports needs, and 93.7% of the students think that the model can effectively improve physical fitness and sports ability. At the same time, according to the relevant public sports tests, 91.4% of the students' public sports related skills have been significantly improved, and 92.4% of the students' physical fitness has been significantly enhanced. Through the comparison of relevant data, it can be clearly seen that compared with the teaching effect of public physical education in colleges and universities last year, the teaching results after the hierarchical teaching reform are more impressive. In addition, students are also actively accepting this teaching method, which can not only reduce students' learning burden, but also enhance the efficiency of the whole class teaching to a certain extent. It can be seen that the multi-level teaching reform of public physical education courses in colleges and universities has obvious effects.

4. Concluding remarks

The demonstration proves that, in the process of public physical education teaching in senior high school, in view of a series of drawbacks existing in traditional teaching, hierarchical teaching has a very effective role in improving. It can not only scientifically carry out courses in accordance with students' aptitude, improve each student's sports ability, but also effectively enhance students' love for sports, and promote students to actively participate in sports.

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