

Reform thinking brought by progressive public physical education teaching Under the concept of "educate people in the whole process"

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Keywords: "educate people in the whole process"; Progressive teaching; Public sports; Reform

Abstract: Teaching reform is the main way to effectively improve teaching level and quality, and the idea of "educate people in the whole process" is of great significance to students' all-round development. Therefore, under the guidance of the idea of "educate people in the whole process", it is very necessary to carry out physical education reform in colleges and universities. Progressive teaching method is a new teaching method emerging in China's education and teaching reform in recent years. Progressive teaching conforms to the reality of college public physical education curriculum reform; It can greatly meet the needs of different students in physical education; It can effectively develop students' physical and psychological qualities, improve their physical function level, improve their physique and improve their health; It is beneficial for students to systematically learn and master sports knowledge, skills and technology.

1. Introduction

The so-called progressive teaching in physical education class means that, on the basis of exerting students' subjectivity and under the guidance of teachers' careful organization, both sides of teaching can do their best and get their place, and adopt progressive teaching method to teach, which is of great significance to improve and enhance the teaching quality and cultivate students' independent thinking and self-conscious learning ability [1]. Although physical education teaching in colleges and universities in China has undergone several reforms and achieved certain results since the founding of the People's Republic of China, there is still a certain distance from the results we expect. A prominent problem, "the physical quality of students in schools has dropped sharply in recent years", has aroused great concern at the national level.

Adhere to the cultivation of morality as the central link, carry out ideological and political work throughout the whole process of education and teaching, realize the whole process of educating people and educating people in all directions, and strive to create a new situation in the development of higher education in China [2]. College public physical education and ideological and political education are both part of college education. Therefore, there is a certain internal relationship between the two kinds of teaching, which complement each other, promote and develop each other. It can be seen that the whole process of educating people is also applicable to public physical education in universities.

2. Progressive teaching and public physical education "educate people in the whole process"

2.1. Connotation of progressive teaching

Progressive teaching is based on the "Guidelines for Physical Education Curriculum in National Colleges and Universities", and is designed from the perspectives of constructivist education theory, multiple intelligence theory, cognitive learning theory and motor skill learning theory, according to the two-dimensional methodological thought of "external input-internal generation" and "individual construction-social contribution".

It is based on the law of college students' physical and mental development, the stage characteristics of human physical and mental development and the cognitive law of high-level learning. Its premise is that physical education is regarded as different forms of human knowledge

system, and it is conceived on the theoretical basis of the logical relationship among physical education knowledge, technology and skills, and students' learning, cognitive law and characteristics of physical education. The advantages of progressive teaching method are as follows:

(1)It is conducive to mobilizing students' initiative and enthusiasm in learning

For a long time, the mode of physical education teaching is "explaining-demonstrating-practicing-correcting mistakes and practicing again". Although this mode conforms to the teaching rules and is effective, it also has some shortcomings. At the beginning, the progressive teaching method doesn't explain much, doesn't impose any requirements on students, and only prompts students to do experiential technical exercises, so that students can do exercises without pressure, which is relaxed and happy, and students' inherent exploratory, curious and self-expressive effects on freshmen.

(2)It is beneficial to arrange the teaching of repeated teaching materials

Progressive teaching method can play the role of repeating different teaching materials in teaching, which is superior to traditional "customary teaching" in this respect. According to students' technical mastery, teachers can correct mistakes and solve difficult problems in a targeted way, and then concentrate on intensive lectures and demonstrations, so that students' understanding of the technical essentials of shot put will be further deepened, and students' learning and mastering of technology will inevitably be accelerated.

(3)Teach students in accordance with their aptitude

By adopting progressive teaching method, once students do exercises, teachers can master students' technical level, technical error degree and psychological state of completing exercises ahead of time, and formulate measures according to different people and circumstances, correct students' wrong actions and overcome inappropriate sports psychology.

2.2. Intrinsic meaning of "educate people in the whole process" in public physical education

College public physical education "educate people in the whole process" refers to the educational style which conforms to the teaching aim of public physical education, runs through the whole process of public physical education, meets the dual needs of teaching and students' growth and development, and has theoretical and practical significance. This theoretical and practical significance is reflected in the following two meanings in the space-time coordinates of physical education teaching and educating people [3]:

(1)Continuity of educating people in time

On the one hand, the process of educating people in physical education should include the whole time span from entering school to graduation. Highlight the "student-centered" concept of educating people. On the other hand, the educational effect of physical education should focus on the whole life of students. "educate people in the whole process" should focus on bringing public physical education into the timeline of students' forming good physical exercise values, grasping the exercise methods of students during school and their future school leaving life, extending public physical education from short-term education to long-term education, and emphasizing the sustainable development of students' lifelong physical education.

(2)Extensibility in educating people

On the one hand, create a multi-level atmosphere of educating people. Combining with school physical education classes, sports associations, various sports events, etc., we will jointly create a multi-level and diversified atmosphere for educating people. On the other hand, it integrates multi-channel education methods. "educate people in the whole process" advocates innovative ways of educating people, and realizes the transformation of public physical education from plane to three-dimensional and one-dimensional to multi-dimensional ways.

3. Application status of progressive teaching

3.1. Classroom teaching is boring

In the daily physical education class, students' psychological feelings are not paid attention to, and it is difficult to bring up students' interest and enthusiasm in learning physical education [4]. Moreover, some PE teachers' teaching concepts have not changed, and they have no strong sense of responsibility in the teaching process. They don't care whether students like sports or not and whether they can learn some sports knowledge, but only attend classes for the sake of class.

In addition, for some dangerous sports, physical education teachers only give a simple oral explanation, but do not let students do practical operation. In fact, it is no different from not speaking, which seriously violates the teaching philosophy and original intention of college physical education.

3.2. Teaching is not uniform

Simple and repeated teaching methods fail to actually consider the physical condition of each student, which makes it difficult for college physical education to make progress and development. Because each student's physical quality is different, the acceptable sports intensity is different, but physical education teachers let students do the same sports for the convenience of teaching. This is not only difficult for students with poor physical fitness, but also limits the physical development of students with better physical fitness.

Due to the neglect of physical education in the past, sports equipment is seriously lacking, which makes it difficult to meet the teaching needs of college physical education. The worn-out and damaged sports equipment is not only difficult to achieve certain sports results, but also increases the risk of students' injuries. There is also the low quality of some physical education teachers, who do not have enough understanding of physical education classroom teaching, and only carry out physical exercises repeatedly, which makes it difficult to improve students' physical quality.

4. Thinking of public physical education reform under the idea of "educate people in the whole process"

With the evolution of the times, the development of society and the change of students' needs, the teaching objectives of physical education can no longer meet the needs of modern society, schools and students. In order to change this reality as soon as possible, under the guiding ideology of this study, the diversified teaching objectives and specific requirements of public physical education classes in colleges and universities are put forward to meet the needs of the development of the times (see Figure 1 for details).



Figure 1 Objectives and specific requirements of public physical education teaching

4.1. Change the concept of physical education learning and improve the curriculum system

At present, there are four types of public physical education class courses in colleges and universities in China: elective courses, elective courses, health care courses and club system [5]. It is not difficult to find that whether it is an option or a club system model, it is still a training form with competitive sports as leverage. Although its advantages may be obvious, some students of main projects have been exposed in middle school, which can not stimulate most students' interest in learning; Due to the excessive sports debts owed to students, many aspects have to be started

again. Therefore, according to the guiding ideology, teaching objectives and students' actual needs, we constructed a progressive teaching system scheme of public physical education class (see Figure 2 for details).



Figure 2 Progressive teaching system diagram of public physical education

Teaching philosophy is the basis of teaching. At present, most teachers still adopt the traditional idea of exam-oriented education in physical education. Students' learning enthusiasm is poor and classroom learning efficiency is low. Therefore, as a teacher, we should update the educational concept in time, strengthen the understanding of the concept of "educate people in the whole process", and implement the concept of "educate people in the whole process" in practical teaching.

On the other hand, as far as the current physical education is concerned, the main content of physical education is the study of competitive sports, which aims at improving students' sports skills, and does not pay attention to the education and training of students' sports habits, exercise methods and comprehensive abilities, so that the physical education curriculum system is not perfect, and the contents of teaching materials are too old to meet the individualized development needs of students.

Under the background of physical education reform in colleges and universities, the teaching curriculum should establish a scientific and rich system with students as the main body, which can meet the individualized development needs of students, and lay the conditions for implementing the concept of "educate people in the whole process" [6].

4.2. Implement the second classroom teaching

The second classroom teaching is the supplement and extension of school physical education, another way to build campus physical education culture, and a springboard and step to a higher level. It is mainly to select a small number of elite sports students who are interested in sports, have good physical quality, have outstanding special skills and have a deeper development.

Schools can make full use of elite sports students and drive other students to carry out various sports competitions. The requirements and forms of skills should match the students' sports ability as much as possible, and the competition rules should be revised in combination with the characteristics of competition events. Collective events with strong entertainment and a large number of participants should be adopted, such as punch-in fitness running, mixed volleyball match for men and women in class and other multi-level and diversified competitions. Make students feel happy and successful in sports, and experience the diversity and simplicity of sports. In the competition organization and management, the preparation, organization, implementation and judgment work led by sports elite students are formed, and the students' creative and practical abilities are brought into full play.

4.3. Determine the teaching content of different levels of each sport

The determination of teaching contents in different projects and at different levels is mainly based on the knowledge system of different sports events, their own characteristics and laws [7], and according to their internal relations of technology and skills, the difficulty of technology and skills, the technology, tactics and theory of different projects are respectively established as three different learning level modules. The contents of hierarchical modules have strong internal

relations. Under the common goal and theme, the contents of hierarchical modules constitute a relatively complete whole.

As far as its content is concerned, the expected learning results to be achieved by each component are devoted to common goals and themes. As far as students are concerned, after learning a level module, they should have a clear and comprehensive (rather than scattered and isolated) overall grasp of the common goals and themes of the level module. The level modules are relatively complete and reflect the internal logical relationship of the subject content, so as to advance from easy to difficult and layer by layer.

4.4. Encourage students' interest and establish hierarchical evaluation

In the exploration of progressive teaching of college physical education, the hierarchical teaching mode is designed through progressive teaching, which highlights the students' main position of learning. Therefore, for college physical education, there is also a very important teaching content in the practice of hierarchical teaching mode, that is, to establish a hierarchical evaluation system, effectively encourage students to cultivate their interest in learning, enhance their enthusiasm for learning, become the main body of physical education, and realize the teaching requirements put forward by the new curriculum reform.

For the hierarchical teaching mode, when designing the teaching evaluation system, we should also pay attention to the hierarchy of the evaluation system, and according to the different levels of students, we can maximize the students' learning enthusiasm, attract them to actively participate in sports training, and achieve the teaching goal of college physical education.

In teaching practice, the construction of hierarchical evaluation system is very practical. In the classification of students, students show three categories, the first category is top students; The second category is medium students; The third category is students with learning difficulties. I adopt different evaluation systems for these three types of students in teaching practice, and try my best to find out the flaws of the top students and encourage them to make progress; For secondary students, they should be encouraged while pointing out their mistakes; For students with learning difficulties, encouragement should be given priority to, so as to stimulate students' learning enthusiasm and encourage students to actively participate.

5. Conclusions

To sum up, the idea of "educate people in the whole process" is the theoretical basis of college physical education reform and the development trend of physical education. Implementing the idea of "educate people in the whole process" in college physical education can not only improve the level and quality of physical education, but also have great significance in cultivating students' idea of "educate people in the whole process". As the last stage for students to enter the society, universities should put students' health in an important position. Carrying out hierarchical and progressive teaching in college public physical education courses can effectively realize the connection between teachers and students, promote students' thinking, and improve teaching effect and learning efficiency. Of course, the progressive public physical education under the concept of "educate people in the whole process" has some innovations, but there are still many shortcomings, such as how to effectively improve the campus physical education culture by using the construction of sports teams in the second classroom teaching, which need further research and improvement.

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