

Research on Classification and Selection Strategies of Physical Education Teaching Models Based on Constructivism Theory

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Abstract: Learning from the cognitive learning theory, the teaching mode under the guidance of constructivism theory is applied in physical education teaching to give full play to the characteristics of physical education, formulate teaching strategies, and cultivate students' autonomous learning ability, cooperation ability and creativity. By using the methods of documentation and logical thinking, this paper classifies the modern diversified sports teaching modes, and puts forward the selection ideas and specific strategies according to the logical starting point of different types of teaching materials, which provides theoretical basis for PE teachers to choose suitable sports teaching modes from diversified sports teaching modes.

1. Introduction

In recent years, with the in-depth reform of physical education, the theoretical and practical research on physical education teaching mode is very active, and diversified physical education teaching modes are presented, and the corresponding physical education teaching modes show diversified trends [1]. Through the analysis of these research results, their main energies are interpretation, introduction, experiment, description and development of different physical education teaching modes. How to perfect the physical education teaching mode and improve the teaching quality has become the focus of physical education teaching points. Modern physical education requires students to be able to obtain all-round development including technology, ability, knowledge and personality [2]. Studying the physical education teaching mode is of great significance for promoting the implementation of quality education in physical education, strengthening the connection between the theory and practice of physical education teaching, improving the quality of teaching, promoting the development of physical education reform, and promoting the innovation of physical education teaching mode [3]. In view of this, how to make physical education teachers get rid of the old traditional teaching mode, get rid of the current confusion and confusion, so that they can correctly choose the physical education teaching mode that suits them, and further carry out further in-depth research and improvement on the theory of physical education teaching. It is an urgent problem to be solved before the current academic interface.

2. An Overview of Constructivism Theory

Traditional cognitive theories base knowledge learning on objectivism, and students are taught knowledge. Constructivist cognitive theory abandons these traditional cognitive theories and puts forward a new view of knowledge and learning theory [4]. Constructivism holds that knowledge is not an accurate representation of reality. It is only an explanation, assumption or hypothesis of the objective world. It is not the final answer to the question. It will change, sublimate and rewrite continuously with the deepening of people's understanding, and new explanations and hypotheses will emerge. Teachers are the helpers and promoters of meaning construction, not the transmitters and indoctrinators of knowledge [5]. Emphasis is placed on students' active exploration and discovery of knowledge, rather than on the passive recipients of external stimuli and the objects

inculcated. Learning process is not a simple information input, storage and extraction, but a two-way interaction between old and new knowledge and experience, that is, the interaction between learners and learning environment. Because sports events are only carriers to achieve diversified sports goals, the choice of carriers should be based on students' different interests, different knowledge receiving abilities, different needs and different teaching software and hardware environments, and be made by the main body of learning. In the process of learning, learners are the center of learning, the main body of information processing and the active constructor of meaning, which can not be replaced by others. The goal of constructivism teaching mode is to serve the development of students. Therefore, we should follow the principle of taking students as the main body.

3. The Concept and Connotation of Physical Education Teaching Model

Since the 1980s, there have been many kinds of teaching modes, but few people have touched on the concept of physical education teaching mode. Since the 1990s, there have been some studies. Physical education teaching mode is established in the practice of Physical Education under the guidance of certain physical education teaching ideas or theories. For example, happy physical education teaching mode is gradually formed in the practice of Physical Education under the guidance of “happy physical education” teaching thought. There are more than ten definitions of teaching mode in the circle of educational theory. Among them, the Dictionary of Education defines that teaching mode reflects the logical outline of specific teaching theory. In order to maintain a relatively stable and specific structure of teaching activities, it is intuitive, hypothetical, approximate and complete. On the basis of other definitions, the definition is revised and improved as necessary. It mainly simplifies the elements that make up the teaching process and clearly points out that the connotation of physical education teaching mode is “teaching process structure and corresponding teaching method system”, eliminating secondary factors [6]. Physical education teaching model is a teaching model or a specific combination of teaching strategies under the guidance of a certain teaching theory with the aim of completing the main physical education teaching tasks. This requires us not only to transplant other teaching modes into sports disciplines, but also to consider the uniqueness of sports teaching modes.

4. Classification of P.E. Teaching Model Groups

4.1. It is classified according to the functional objectives of physical education teaching mode

Teaching mode of systematic learning. It refers to a kind of sports teaching activity strategy centering on systematically mastering the “three basics” through the communication between teachers and students. Physical education teaching mode is a whole. No matter how much changes have taken place in physical education teaching mode, it should serve the overall teaching goal after realizing its respective functions from various angles and positions. Learning itself is an activity to mobilize all students' life experiences and accumulate new life experiences [7]. Students should become active constructors of meaning. In the process of learning, they should construct the meaning of knowledge by exploring and discovering methods, actively collect and analyze relevant information and data, and put forward various hypotheses and try to verify the learned problems. Decomposing a complete physical movement technique into a number of learning steps, students learn and follow the steps to achieve a desired goal. For the purpose of developing students' social adaptability, the teaching mode can be divided into group research teaching mode, cooperative teaching mode and social survey teaching mode, according to the theory of personality development of psychology, to develop student personality.

4.2. According to the structure of physical education teaching mode

The advanced educational theory contained in the PE teaching mode is the core of the PE teaching mode. The long-standing educational theories, especially the modern educational theories full of the flavor of the times, provide abundant theoretical resources for the physical education

teaching mode. This goal is to achieve the teaching characteristics of physical education on the basis of students' physical and mental health through physical education activities, and to cultivate necessary sports skills for lifelong physical education [8]. According to this, the physical education teaching mode can be divided into: learning mode using modern educational technology; Interactive teaching mode; Strategy learning mode; Autonomous learning mode; Situational teaching mode; From the main theoretical basis of the teaching model, there are philosophy, psychology, management and sociology models. From the logical starting point of constructing the teaching model, there are theoretical practice models and practical theoretical models. Then one of the goals is to take responsibility for the psychological and physical health of the students by means of the development of physical education activities, so that the specific teaching characteristics of the physical education can be realized, in order to cultivate the necessary sports skills and achieve lifelong sports. The classification of physical education teaching organization can roughly divide the physical education teaching mode into the following categories: collective learning mode; individualized learning mode; cooperative learning mode; club-type teaching mode; and in-class extracurricular integrated teaching mode. From the scope of application of the teaching model, there are general teaching modes and subject teaching modes. From the main means of implementing the teaching model, there are traditional teaching modes and modern teaching technology models.

5. The Choice of Physical Education Teaching Model

5.1. Choose different sports modes according to the teaching ideas of different teaching materials

The idea of physical education is the soul of formulating the physical education teaching mode. Different physical education teaching ideas endow the vitality of the specific teaching mode, so that the teaching mode has a clear steering wheel, and always grasp the correct route, and finally complete its expected mission. Since physical education activities are largely controlled by teaching objectives, they should adopt a teaching model that suits them according to different teaching objectives. Constructivism points out that collaboration between students and students, students and students should be throughout the learning activities. Therefore, we put students at different levels with study groups to meet the requirements of the teaching objectives. Therefore, teaching should not ignore the knowledge and experience of the learners and simply and forcefully “fill in” the learners with knowledge from the outside, but should take the learners' original knowledge and experience as the growing point of new knowledge. The breakthrough point and logical starting point we choose among these factors are the teaching contents and the implementation of the preferred multiple physical education teaching mode. According to the thinking provided by relevant documents, the teaching materials are divided into two types: introductory teaching materials and carefully taught teaching materials. According to one's own interests and hobbies, one chooses several sports techniques as one's own in-depth development goals. With the active cooperation of extracurricular sports, one can master several automatic sports skills and exercise regularly to cultivate one's lifelong sports awareness and habits, so as to prepare for the future and realize the long-term effect of sports teaching.

5.2. Different teaching modes are selected according to different stages of unit teaching

In the fine teaching content, the syllabus specifies the class hours of each project, so as to ensure the completion of the teaching tasks of each sports unit and enable students to master several sports skills. The physiological development level and cognitive characteristics of students at different age stages are different, and the development level of students at the same age stage is also different from individual. According to the characteristics of the project and the students, teachers should adopt lively teaching methods and various resources to stimulate students' interest in options. Constructivist theory holds that teaching is not only a question of how to impart knowledge, how to arouse students' attention and motivation, but also a process of imparting generative learning and stimulating students to learn to generate. Due to the complexity of things and the multi-faceted

nature of the problems, it is very difficult to fully understand and master the intrinsic properties of things and the interrelationships between things, that is, to achieve a comprehensive and profound meaning of the knowledge. Because there are different stages of mastery of skills in unit teaching, there should be a distinction between primary and secondary in different classes and stages of teaching. With the primary and secondary, we have a difference in the choice of teaching mode. In order to implement a clear and organized teaching ideology, we must choose the general direction that conforms to the school sports guiding ideology. Therefore, we divide it into introductory textbooks and fine teaching content according to the content of textbooks of different natures. Therefore, we should provide students with more opportunities in teaching, inspiring their intelligence, and allowing students to deal with flexibility in different situations.

5.3. Choose different teaching modes according to different external teaching conditions

The conditions of physical education are more complicated. We classify it into two categories: the first category refers to fixed hardware, such as sports equipment and equipment venues in various regions and schools; the second category refers to unfixed hard. Software: Traditional sports in various schools; the teaching environment and teaching conditions referred to here are extensive, including factors such as the number of students, venue equipment, teaching time and space, and teacher ability. In the teaching, the teaching mode should be reasonably selected according to the above factors. The constructivist view of teaching puts forward four conditions for promoting teaching: learning should be student-centered and pay attention to the role of the subject. The role of the teacher is only to assist students in constructing meaning; Learning situation should be consistent with the actual situation; sports technology is a relatively stable and excellent culture accumulated over a long period of time, and it is not a kind of knowledge or technology that needs to be re-constructed. From the point of view of teaching mode, different physical education teaching modes obviously choose different physical education teaching conditions, but the same physical education teaching mode, because of the different physical education teaching conditions and combination forms, will produce different results. In view of this situation, physical education teachers must combine and apply the physical education teaching conditions scientifically, reasonably and creatively according to the specific requirements of physical education mode and teaching objectives, so as to achieve the best results of physical education teaching.

6. Conclusions

In a word, this paper classifies the different sports modes that exist today, and divides these teaching modes into physical training, psychological development, sports skill teaching and so on. On this basis, based on the theory of constructivism, this paper puts forward the corresponding strategies for the implementation and selection of physical education teaching mode. Although there is no strict distinction between the advantages and disadvantages of physical education teaching mode, all of them have their own soil and reasons for survival because of different conditions. However, as far as the trend of physical education reform is concerned, the traditional physical training teaching mode will be gradually eliminated, and the simple skill teaching mode will also be integrated into the intellectual development. It should be pointed out that we are not studying the physical education teaching mode for the model. The final destination of the physical education teaching model is applied to the practice of physical education, which is the source of its vitality. According to the theory of constructivism, there is no unified standard in evaluation, because each person's knowledge, experience, and results are different. If a "great unity" evaluation standard is formed, then the individualization of the person is reflected. The requirements will be inadequate. In this way, students can fully mobilize their enthusiasm and initiative, so that students can participate more actively in the study of sports technology, and master the necessary motor skills for lifelong sports, while promoting the development of students' physical and mental health.

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