

## Research on University Sports Theory and Teaching Practice

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**Abstract:** As an important part of national education, college sports is also the cradle of training high-level sports talents, and an important way to promote national fitness. This paper expounds the main problems faced by the current university sports theory and teaching practice, and further explores the university sports theory and teaching practice.

### 1. Research background

#### 1.1 Literature review

With the rapid development of social economy, science and technology, and the gradual reform and deepening of new curriculum standards, people-oriented education concept is gradually put forward in today's education management, and college physical education is no exception. Because of its own particularity, the curriculum content is more flexible and rich. The research center of sports humanities education theory finds that humanities is adopted. Care-oriented education is conducive to improving the teaching effect and quality of colleges and universities (Zhang, 2016). Physical and mental health of college students can not be separated from the quality of physical education teaching in Colleges and universities. Physical education can not only strengthen students' physique and help them develop healthy habits, but also improve the cohesion and unity among students. The research on the theory and practice of physical education curriculum for college students can promote the teaching effect of physical education in national colleges and universities, and has certain practical significance for the development of physical education curriculum in Colleges and universities. Theoretical significance (Liu, 2017). All walks of life pay extensive attention to the health of College students. At present, sports education in some colleges and universities has attracted much attention, because it is related to the health of College students, especially extracurricular sports practice, which is the key to guarantee the improvement of students' physical quality. At present, there are still many shortcomings in Physical Education in Colleges and universities. It is necessary for colleges and universities to strengthen the reform of physical education teaching mode, teaching content and teaching methods, and to improve and update the relevant physical education teaching equipment (Zhang, 2017). As the main part of school education, physical education in Colleges and universities is of great significance to the physical and mental health of college students and the formation of good sports habits and consciousness. Therefore, college sports workers should continue to conduct in-depth research on the theory of physical education teaching and practice, cultivate students' strong physique and correct outlook on life (Zhang and Huang, 2017).

#### 1.2 Research purposes

The teaching methods applied in college physical education should be further developed on the principle of all-round development, and be carried out from physical, German, psychological and other dimensions. College physical education can enhance students' physical fitness and improve their physical literacy through reasonable scientific exercise and physical education teaching. According to the documents issued by the Ministry of Education, it is one of the important preconditions for college students to get their degree by completing physical education credits through physical fitness tests. Colleges and universities offer sports elective courses for students of

third grade and above. However, the actual situation shows that most of the compulsory courses of physical education in Colleges and universities have insufficient hours, which results in the low participation of students in college physical education, thus it is difficult to achieve the goal of lifelong learning and participating in physical training as required in the guidelines. In order to better implement the requirement of College Students' comprehensive development of morality, intelligence, physique, beauty and labour in physical education teaching, this paper probes into three major problems existing in College Physical Education teaching: students' lack of enthusiasm, lack of communication between teachers and students, and lack of teaching staff, and puts forward corresponding strategies and future development for each problem. Direction is of far-reaching significance to college students' physical education.

## **2. Main problems existing in college physical education teaching theory in teaching practice**

### **2.1 Students' lack of enthusiasm for physical exercise**

There are many problems in the curriculum design of college physical education, such as single content and insufficient class hours. In the course of physical education curriculum design, the opening rate is low. This causes teachers to blindly teach in the traditional way in order to achieve teaching objectives, and will not actively explore new teaching methods, which makes the teaching process very dull. At the same time, professional courses in Colleges and universities are also heavy, which leads to teachers' low attention to the differences between students. The indifferent evaluation mechanism in schools is not applicable to some students with poor physical education foundation, and even leads to students failing to meet the standard after receiving normal classroom teaching. In order to ensure the passing rate of students, some colleges and universities even set up the teaching content too simply, resulting in students gradually losing their enthusiasm for sports learning (Jin, 2018). This way even makes students feel that the physical education curriculum itself is insipid, taking physical education class as a pure task to complete. This kind of negative attitude towards sports learning is very common among students. In addition, the school organizes less and less after-school physical exercise, and the enthusiasm of college students for physical exercise is becoming less and less.

### **2.2 Lack of communication between teachers and students**

The main reasons for students' dissatisfaction with the current physical education teaching are that students can not put forward their own demands to teachers in class and have no channels to realize them. In the process of teaching, students can only carry out mechanical training activities in fixed time and place, which results in that students' individual psychological demands, interests and hobbies in sports can not be satisfied, especially in other sports activities after class. Teachers in Institutions of higher learning carry out physical education activities in accordance with the fixed training program, and carry out mechanical inspection of students' task completion and attendance (Chen, 2018). In this process, teachers only differentiate students by comparing and recording, and do not carry out student-centered teaching activities. Lack of communication channels between teachers and students is the main cause of students' dissatisfaction with physical education teaching. Teachers can not know the students' learning needs. At the same time, students can not express their own demands for teaching content and process to teachers, which leads to the difficulty of carrying out physical education teaching activities smoothly.

### **2.3 Teachers are obviously lagging behind**

At present, when most colleges and universities carry out physical education teaching activities, teachers still use the traditional teaching classroom model. In the process of teaching, teachers mainly give theoretical explanations. When teaching related sports movements, they only give demonstrations to students and then arrange them to practice by themselves. In the process, teachers give some guidance (Wang, 2017). This inefficient and tedious teaching mode has always existed in the physical education of colleges and universities, but the school has not realized this problem. In

addition, there is a shortage of teachers in the current physical education teaching, leading to the physical education teachers can only grasp the teaching content from a macro perspective. In some guidance links of sports special teaching, this deficiency is more obvious, which will greatly reduce the quality of teaching (Xu, 2017). At present, some colleges and universities have not effectively and timely updated their teaching concepts in physical education teaching, teachers lack the sense of teaching innovation, and have not thoroughly understood some guiding methods in physical education teaching, which causes the quality of physical education teaching in Colleges and universities can not be improved. The school did not give due attention to the team of physical education teachers, which is also one of the important reasons for the lag of teachers.

### **3. Reform measures to improve the application level of sports theory in teaching practice**

#### **3.1 Reform of teaching concepts**

In the process of teaching, teachers should fully consider the students' own objective situation, understand the students' personality, and design and formulate corresponding teaching content and teaching mode accordingly. On the basis of the completion of the syllabus, the teaching methods are set reasonably, and the differentiated teaching is carried out on the basis of mastering the students' personality. In addition, in order to break the traditional dull teaching mode, the teaching content should be fully combined with students' actual needs, pay attention to students' interests and hobbies in the teaching process, better combine theory with practice, effectively extend theoretical knowledge, and further deepen the goal of physical education teaching. General secretary Xi Jinping earnestly hopes to promote the great rejuvenation of the Chinese nation through sports. At the same time, the Ministry of education has also put forward some guiding opinions on promoting the development of physical education curriculum in Colleges and universities. Both of them have put forward requirements for the departments and teachers of the training programs in colleges and universities, hoping that they should pay attention to the teaching of physical education courses in quality education, and take the all-round development of students as the fundamental goal of teaching. This is totally different from the traditional physical education teaching standard and teaching task concept.

#### **3.2 Reform of evaluation methods**

In the reform of physical education teaching evaluation aiming at students' all-round development, teachers should take the principle of openness and fairness, and make targeted evaluation according to students' physical conditions, gender, personal interests and hobbies. Each high efficiency should further innovate the traditional evaluation methods, use the hierarchical evaluation model, classify the students, and establish the corresponding evaluation standards for different individual systems. The content of assessment is no longer limited to academic achievement, but should take into account students' classroom performance, physical training, attendance, technical movement mastery and so on, and take these as one of the contents of assessment. At the same time, teachers should give priority to encouragement in the process of assessment. Through teachers' assessment, students can greatly enhance their enthusiasm for sports learning, and then continuously improve themselves. Physical education teachers in colleges and universities can test the students at the beginning of the school. They can fully understand the individual differences among students through questionnaires and voting, and then adjust the teaching content according to the results of the test. After the end of the semester and the completion of the final examination, the students' progress is comprehensively considered by comparing the results of the preliminary examination. Finally, the students are comprehensively scored according to their usual classroom performance, after-school activities, attendance and so on.

#### **3.3 Curriculum reform**

Colleges and universities should strictly abide by the provisions of the teaching guidelines of physical education courses in colleges and universities, and add optional courses of physical

education to the courses of the third grade and above. The credits and hours in physical education courses are related to whether students can graduate and whether they can get their degrees smoothly. At the same time, students are encouraged to participate actively in extracurricular performances, competitions and sports activities. Some conditional schools can organize all kinds of sports competitions to create an active campus sports atmosphere, which greatly stimulates the enthusiasm of students to participate in physical exercise. In addition, colleges and universities can hold educational and teaching seminars to determine the theme of each semester's physical education curriculum. This theme must be highly targeted and can effectively help students grow up. After formulating the core theme of the course, teachers should design the teaching plan around this theme. In the design process, teachers must combine the individual differences of students and the needs of the current society, and conclude a set of efficient and practicable programs.

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