

Research on the Innovation and Development of Physical Education Teaching Mode in Colleges and Universities in the New Era

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Keywords: Reform, Development, Physical Education in Colleges and Universities in the New Era

Abstract: Among the courses offered in Colleges and universities, physical education course occupies an important position and is a key point of deepening the reform of teaching in Colleges and universities. To do a good job in the teaching of physical education can improve the teaching efficiency and the overall level of colleges and universities, and then achieve the goal of talent teaching and training in the new era, and promote the development of students' physical and mental health. In the new era, it is of great practical significance to introduce new educational ideas appropriately, take innovation as the main direction of the teaching reform of physical education in Colleges and universities, and improve the overall quality of physical education in Colleges and universities. According to this, this paper mainly explores the reform and development of College Physical Education Teaching in the new era, in order to further promote the development of the curriculum and improve the teaching effect.

1. Introduction

Among the courses offered in Colleges and universities, physical education course occupies an important position, which is an important part of the deepening reform of teaching in Colleges and universities. To do a good job in the teaching of physical education can improve the teaching efficiency and overall level of colleges and universities, and then realize the talent teaching of colleges and universities in the new era the goal of learning and training is to promote the healthy development of students' body and mind. In the new era, we should properly introduce new educational concepts and take innovation as a university the main direction of physical education teaching reform is to improve the overall quality of physical education teaching in Colleges and universities. Accordingly, this paper mainly probes into the reform and development of physical education in Colleges and universities in the new era, in order to further promote the development of physical education in Colleges and universities develop and improve teaching effect.

2. Problems in the Teaching of Physical Education in Colleges and Universities

2.1. Unclear Objectives

In fact, the teaching goal of physical education in Colleges and universities is in a given time. The expected effect of physical education directly affects the whole process and direction of physical education. It is also the main basis for the objective evaluation of the teaching quality of physical education in Colleges and universities, and plays an important role in the smooth progress of the teaching work of physical education in Colleges and universities[1]. At present, the teaching goal of physical education in Colleges and universities is mainly to teach physical knowledge and skills, strengthen physical fitness, and properly carry out ideological and moral education. But these are too general, do not have a better level, the various have not been clearly stratified, and do not fully consider the individual differences of students. Under the condition of social development and people's more and more attention to sports, sports activities have become an important part of modern people's life. Therefore, the teaching goal of physical education in Colleges and universities should be innovated and reformed appropriately.

2.2. Content does not Keep Pace with the Times

At present, there are still many problems in the teaching content of physical education, many of them are not satisfied with the teaching content of physical education. As far as the reform of the teaching content of physical education in Colleges and universities is concerned, too much attention is paid to the logical structure of the whole physical education discipline, which makes the teaching system more perfect and orderly, but also leads to the serious shortage of the teaching content in accordance with the old, openness and modernity. Part of the teaching content is too backward, which is out of line with the actual needs of students[2]. That is to say, athletics and gymnastics can not adapt to the development of modern society and meet the specific needs of students, leading to the gradual loss of entertainment of sports. For a long time, the content of physical education courses in university is similar to that in primary school and middle school, that is, running and playing. Although some colleges and universities have implemented the classified teaching of physical education courses and the system of sports elective, the content still needs to be further diversified and enriched. At present, the content of physical education courses in most colleges and universities is questioned and opposed by students, which makes students gradually produce a sense of resistance and even begin to get bored of physical education courses. But the physical education curriculum teaching material is too single, lacks the regional teaching material, extracurricular activity teaching material is also very rare. In the process of compiling physical education textbooks, we pay too much attention to stability and tradition, do not fully consider the scientific rationality and follow-up development of the curriculum, and to a large extent ignore the development of students' personality and interest.

2.3. Single Teaching Method

At present, the teaching mode of physical education in our country mainly includes the teaching mode of sports skills, the mode of physical exercise, the mode of combining sports skills with physical exercise. Each has its own advantages and disadvantages[3]. All of them follow the traditional teaching mode, i.e. instilling teaching. They attach great importance to the dominant position of teachers, ignore the autonomy of students, and passively accept the arrangement of teachers, Lead to students' learning enthusiasm and initiative greatly reduced. There are obvious deficiencies in these models, among which the sports skill teaching model is not conducive to play the main role of students, and it is difficult to mobilize students' learning creativity. The physical exercise model is not conducive to the cultivation of students' interests and sports literacy[4]. The combination mode of sports skills and physical exercise still needs to further explore the consistency between the teaching process structure and the law of sports load, as well as the relationship between the training content, teaching materials and teaching structure.

2.4. Few Extracurricular Activities

At present, there are relatively few extracurricular activities in college physical education courses, and there are few activities organized by the school. Most of the time, students are spontaneous organization, lack of order and perfection, and have not yet properly constrained students, there is a greater randomness. Among them, a few students also lack a certain awareness of extracurricular sports activities, and the awareness of active participation is poor. In addition, colleges and universities do not pay enough attention to the cultivation of students' physical ability, which leads to the lack of students' awareness and ability of self-organization, self-management and self exercise in extracurricular activities.

3. The Reform Principle of Physical Education Course Teaching in Colleges and Universities in the New Era

3.1. Sustainability Principle

In the teaching reform of physical education in Colleges and universities, we should make a long-term and perfect reform plan so that the teaching reform of physical education can be carried

out smoothly to ensure its effectiveness and efficiency[5]. In order to deepen the reform, it is necessary to comprehensively analyze the specific situation and characteristics of college physical education teaching activities, improve the depth and breadth of the reform, and enable students to make healthy progress in physical education learning. The deepening of teaching reform is a systematic process, which needs to be carried out as a long-term work, and at the same time, scientific and reasonable development mode should be introduced appropriately, so as to promote the smooth implementation of education reform.

Table 1 Proportion of physical education courses of each website in the total number of websites

Website	Total number of courses	Physical education courses in domestic colleges and Universities	Proportion of total courses on the website
Peking University open class	49	0	0.00
School Online	181	2	1.10
Five minute course network of National Open University	10220	319	3.12
Curriculum Sharing Alliance of eastern and Western Universities	53	1	0.00
Love Curriculum	1038	7	0.67
National Excellent Course Resource Network	20272	374	1.84
China Education online open resource platform	214	0	0.00
CCTV China University video open course	124	0	0.00

3.2. Adaptability Principle

In order to deepen the reform of course teaching, we should pay more attention to the concrete implementation of the reform and the conformity with the actual needs of College Physical Education in the new era. In the teaching reform, we need to fully understand the details of the current college students, according to the characteristics of students' physical quality, personality differences, interests and hobbies, and appropriately adjust the teaching work of physical education courses, so as to improve the effectiveness and pertinence of the teaching work, and then meet the development needs of students in the new era. Under the new educational concept, the orderly teaching activities of physical education curriculum must adapt to the actual situation of students and the characteristics of school teaching. Only in this way can we mobilize the enthusiasm and interest of students to participate in activities, and then provide strong help for the implementation of physical education curriculum teaching reform.

3.3. Principle of Comprehensiveness

As far as the current reform of physical education teaching in Colleges and universities is concerned, it is necessary to ensure the comprehensive quality and ability cultivation of students. Based on the concept of quality-oriented education, students should be trained to have certain knowledge, skills and quality, so as to ensure the orderly development of teaching reform[6]. In this way, the teaching of physical education in Colleges and universities can achieve the goal of cultivating students' comprehensive ability, and further adapt to the diversified needs of the concept of quality education.

4. The Teaching Reform and Development Strategy of Physical Education in Colleges and Universities in the New Era

4.1. Teaching Management Reform

The innovation and reform of the teaching management of physical education in Colleges and universities can help to improve the teaching efficiency and level. On the basis of inheriting the traditional management mode, colleges and universities should also quote scientific teaching management ways to adapt to the development of the times. Keep pace with the times, optimize the teaching management mode, and improve the efficiency and quality of teaching management. Therefore, in the teaching management of physical education courses in Colleges and universities, we should make rational use of scientific methods, stimulate the innovative thinking of teaching managers, create a good atmosphere of teaching management, and effectively improve the level of teaching management. Through network technology, fine management of human, financial, material and information in teaching, so that teaching management can be coordinated development. Based on the ideological point of view to change the concept of teaching management, through physical activities to help students learn to independently seek knowledge, exercise, cooperation, in order to adapt to the socialization and market-oriented requirements of physical education curriculum teaching. Give full play to the role of human resources, mobilize the enthusiasm and initiative of managers, fully stimulate their potential, and realize the effective use of sports teaching resources. All in all, in order to deepen the reform of the teaching management system, methods and contents of physical education courses in Colleges and universities for a long time, we must build a perfect and standardized teaching quality assurance system, follow the principle of people-oriented and keep pace with the times.

4.2. Teaching Mode Reform

As for the existing teaching mode in Colleges and universities at this stage, the main implementation mode is the optional course system, the main and auxiliary item system, and the club system, which have advantages and disadvantages on the whole. In order to make college students fully aware of the influence and function of physical education on their own physical quality, and let them choose their own courses according to their own interests and hobbies, we must carry out the overall reform of physical education teaching mode according to the actual situation, and adopt the teaching mode of combining physical education courses with extracurricular physical activities, which can effectively meet the needs of modern college students' physical education services[7]. Colleges and universities should appropriately adjust the specific time and content according to their own actual situation and physical education curriculum training objectives.

4.3. Teaching Content Reform

At present, the teaching content of physical education course in Colleges and universities can be divided into two parts, that is, theory course and practice course. The teaching content of physical education course requires the specialty to be more comprehensive, systematic and in-depth, while the non specialty requires less, and the content is relatively single. The idea and emphasis of running a college are different, and the content set up is also obviously different. Therefore, the teaching content of physical education in Colleges and universities should follow the actual situation of the school and the principle of people-oriented to ensure that the needs of College Students' physical education courses are met. The contents of professional physical education courses need to be in line with the world, while the contents of non professional theoretical courses should focus on human body kinematics, sports culture, etc. the contents of practical courses should focus on training students' sports skills and quality.

4.4. Teaching Method Reform

Based on the theory of game psychology and with the help of collective games, the most meaningful teaching method is the implanted health physical education course, which can promote students' thinking, cognition, emotion and behavior, and enhance students' enthusiasm and initiative in learning sports skills. Through the special design of the rule scenes and problems, to mobilize students' thinking creativity. Taking the sports culture experience contained in the game as the carrier, further strengthen the students' sports cognition, which plays an important role in cultivating

students' good sports quality, adjusting their psychological state, forming a unique sense of team cooperation, etc[8]. All in all, in order to stimulate students' learning initiative and ensure the realization of teaching objectives, college physical education curriculum must be designed in a diversified way, complete curriculum tasks in an all-round way, guide and encourage students to actively participate in teaching through sports games, so as to improve students' sports awareness, skills and quality. Through diversified teaching methods, real-time transformation, bring more freshness to students, attract students' attention, and learning in the game process can make students have real pleasure and relaxation.

5. The Improvement of Teachers' Quality

Under the situation that the society requires more and more comprehensive ability and quality of talents, teachers who simply meet the requirements of skills and knowledge learning in the professional field can not attract students' attention from the aspects of teaching management and teaching methods. The introduction of implantable health physical education curriculum model can help teachers to develop individualized and service-oriented knowledge in the interdisciplinary fields of management, sociology and psychology, making it the mainstream[9]. Therefore, colleges and universities should provide more platforms for PE teachers to participate in further teaching and learning, improve the mechanism of teachers' promotion and evaluation, and integrate the improvement of PE Teachers' comprehensive quality into the PE curriculum system for rational planning.

6. Teaching Evaluation Reform

Building a perfect and effective teaching evaluation system is the most objective and fair treatment for teachers and students. Physical education course in Colleges and universities is not only to obtain credits, but also to reflect what college students have learned in physical education course into the assessment system. The deepening reform of teaching evaluation mechanism should follow the principles of objective, fair, reasonable and people-oriented, each teaching content needs to formulate the corresponding stage learning objectives, and the objective test should be carried out through the sports games properly designed by the teachers, so that the students can complete the sports curriculum learning through the sports games. The students who have achieved the goal should be given corresponding rewards, and the students who have not completed the task should also be given appropriate encouragement. It is the most reasonable to set three periodic learning goal assessments in each semester. At the end of the semester, there is no need to set another assessment time, and the accumulated periodic assessment rewards of the semester are included in the total assessment results. This assessment method can fully control the stage learning situation of students in detail, help to achieve the goal of physical education teaching in Colleges and universities, and help to teach students according to their aptitude. The teaching evaluation of teachers should be a comprehensive evaluation of students or other teachers.

7. Teaching Platform Reform

The reform and development of physical education curriculum is closely related to the development of information technology. The teaching of physical education curriculum mainly uses the system method to transform the teaching theory into the teaching link and carry out the system process of specific planning. With the rapid development of information technology, information technology has brought a comprehensive reform to the teaching as a whole. Paying attention to the support of information technology to the teaching is conducive to the stable development of physical education teaching. With the renewal and development of network technology, physical education curriculum teaching should enable students to acquire necessary knowledge and skills of physical education technology on the network. The development of information media also directly points out the new direction and development prospect for physical education curriculum teaching.

8. Conclusion

In the new era, the key to the teaching reform and development of physical education in Colleges and universities in China is to keep pace with the times, innovate in real time and put people first. On this basis, we should standardize the teaching management, properly adjust the teaching mode, diversify the teaching content, enrich the teaching methods, improve the comprehensive quality of teachers, improve the teaching evaluation, ensure the fairness and objectivity of the evaluation, and build a sound Information teaching platform. In the era of global information, a new teaching concept is presented to promote the sustainable development of the teaching reform of physical education in Colleges and universities. In a real sense, it can provide lifelong physical education services for students and realize their healthy and comprehensive development.

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