

The Application of Hierarchical Teaching Method on Physical Education

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Abstract: The development of physical education can not only improve the physical quality of students, but also promote the realization of physical education goals. Therefore, in order to better accomplish the goal of physical education, we must innovate teaching methods in physical education classroom teaching. The paper elaborates on the application of the tiered teaching method in college physical education, hoping to have some positive impact on readers.

1. Introduction

In China, the Ministry of Education has promulgated and implemented the "Syllabus for the Teaching of Physical Education in Colleges and Universities", which clearly pointed out the application of the stratified teaching method. That is to say, in combination with the specific conditions of all students, multiple types of physical education courses are offered, so that the sports needs of students of different levels, different loves and different levels can be met, that is, the layered teaching method is adopted. However, since this teaching research is not very deep, it is too simple in terms of operation, and the conclusion is not theoretically strong, and it will not have any positive effect on the teaching of physical education. From this point of view, it is very necessary to study the implementation of the layered teaching method of physical education in colleges and universities.

2. Overview of the hierarchical teaching method

The stratified teaching method is a new teaching method introduced in quality teaching. It refers to the teacher's comprehensive consideration of the sports level, intrinsic potential, hobbies and other factors of all students, divided into groups according to the level of students, and these groups have been comprehensively improved through daily interaction. Specifically, it is based on the students' physical fitness and basic level, and the students are divided into the same group, and then practical goals are set for each group. This approach can take care of all students. At the same time, it is conducive to strengthening cooperation and exchanges among students. Finally, for students of different stratification groups, different evaluation methods are chosen to objectively evaluate the learning outcomes. This method is mainly an effective means for teaching students at different levels of learning.

In fact, the introduction of the stratified teaching method can effectively make up for the loopholes that the previous teaching methods do not pay attention to the individual differences of students. It emphasizes that all students aiming at quality education are fundamentally aimed at stimulating students' interest in physical education. Therefore, It is especially important to build a layered teaching model. It is also a concrete manifestation of the strategy of teaching students in accordance with their aptitude. This is because people in the daily teaching process, due to individual congenital differences and the influence of the acquired environment, there are significant differences in individual ability. However, the application of the layered teaching method is mainly a new teaching mode implemented in combination with the individual differences of students. According to the individual differences of students, a scientific teaching plan is prepared to further explore the inner sports potential of students.

3. Inevitability Analysis of Introducing Hierarchical Teaching Method in College Physical Education

Simply put, sports activities are actually an activity that requires a lot of physical effort. Therefore, physical education performs various physical exercises to master the skills of sports, and finally completes the established teaching objectives. Therefore, the level of physical fitness of students will directly affect the development of physical education. However, due to the influence of congenital conditions and acquired factors, the physical quality of students has been significantly different. Therefore, in physical education, the learning situation of students is also the same. Even if some students do not study hard, the final test scores will be very good; and although some students try hard to learn, the final appropriate scores are not up to standard. From this point of view, the difference in physical fitness of students has a tremendous impact on the mastery of students' sports skills and the realization of teaching goals. The fundamental reason is that in the teaching stage, the teachers carry out the teaching according to the uniform standards and requirements, and completely ignore the differences in the physical quality of the students. However, the division into teaching method is a new teaching method that combines students' practical ability and interest, and can meet the diverse needs of students' physical quality. Therefore, the implementation of the tiered teaching method has a certain inevitability.

As the saying goes: Interest is the best teacher to learn. With the interest of learning, the enthusiasm and initiative of students can be mobilized, and the inner potential of students can be deeply explored. At the same time, this is also a key factor affecting the speed of mastering sports skills. It can be said that any student is an independent individual. Therefore, the individual's learning habits and interests are not exactly the same. Therefore, in college physical education, students' interest in sports is not exactly the same. For example, some students love football, and some people like aerobics, track and field. The different characteristics of interest require different teaching methods in college physical education. In this way, students can gradually develop interest in learning sports activities that are not of interest, and then learn the fun of learning from a strong interest.

4. Application Advantages of Hierarchical Teaching Method in College Physical Education

The stratified teaching method is based on the analysis of the individual differences in the development process of students' non-intellectual factors and sports potentials. According to the principle of teaching students according to their aptitude, they find the beneficial points of college physical education teaching and divide them into several levels to carry out teaching. From this point of view, the layered teaching method can fully meet the characteristics of students' individual differences. The teacher only respects the student's interest difference, and combines the practical situation with the active attitude and reasonable method to enable all students to promote their own healthy development after the physical education class, and finally successfully complete the college physical education teaching objectives.

In the process of college physical education, the teaching objectives and teaching requirements are exactly the same. However, this is not completely consistent with the actual needs of the students, and it is extremely easy to discourage students' self-confidence in sports learning. However, after the introduction of the stratified teaching method, realistic teaching objectives and teaching requirements are formulated according to the specific situation of the students. At the same time, it can continue to stimulate students' initiative and enthusiasm for sports learning.

At present, the stratified teaching method is a very important teaching method for college physical education, which promotes the healthy development of students' physical and mental health. Therefore, in the physical education of colleges and universities, the stratified teaching method is based on the actual sports situation of the students. Under the premise of considering most students, the teaching is carried out in combination with the specific conditions of a few students, and the joint teaching between the collective teaching and the individual teaching methods

is jointly handled. relationship. Therefore, in the physical education of colleges and universities, the implementation of the division of teaching methods can effectively avoid the traditional "one size fits all" phenomenon, so as to better meet the students' physical education needs.

The stratified teaching method actually cooperates within the group, competes outside the group, and enhances the cooperation ability between the groups through competition among the groups. At the same time, in the process of cooperation, we can further improve the overall competitiveness. It is also this benign cycle that will make students more aware of the inner relationship between cooperation and competition, and students will feel that the collective power is very powerful. In addition, the stratified approach can be used to divide students into two types of groups, homogenous and heterogeneous. In particular, the student group with the same quality can help students of different learning levels improve on the original basis through mutual help. In the heterogeneous grouping, it is possible to make the excellent students lead the students to exercise and learn, which helps to cultivate teamwork spirit.

As a physical education teacher, in the process of physical education, comprehensive control and understanding of the physical quality of students, as well as in-depth exploration of physical education. In this way, it helps to apply hierarchical teaching methods. Moreover, we must continue to innovate teaching methods to continuously improve the quality and efficiency of physical education classroom teaching. In addition, in the process of implementing the physical education teaching plan, the teacher should be good at obtaining the teaching information from the students at all levels of learning, and at the same time scientifically and reasonably adjust the teaching method reasonably, so that the physical education can achieve the optimal effect.

5. Specific implementation methods of layered teaching

Class students are divided into levels. Based on the students' physical quality, students in one class are divided into three teaching groups through tests and technical assessments of students' physical fitness. Group A consists of students with good physical fitness, technical level and athletic ability; Group B consists of students with moderate physical fitness, technical level and athletic ability; Group C consists of students with poor physical fitness, technical level and athletic ability. Facing the difference, layered teaching is the most important part of layered teaching. In the teaching process, teachers should use a variety of methods to create a variety of opportunities, so that each student has the possibility of success in the activities, to achieve their goals. These three groups will be adjusted and regrouped after reaching a certain period of time (such as half a semester, one semester or one academic year).

Teaching objectives are divided into levels. Based on the classroom standards, the teachers will determine the teaching objectives of the practice groups at all levels from the actual situation of the students. The teaching objectives of Group A should be higher than the curriculum standards, and students should adopt the method of inspiration, so that students can explore innovative learning and fully satisfy their strong learning aspirations. The teaching objectives of Group B are consistent with the requirements of the curriculum standards. Teachers should use the method of prompting and group discussion and cooperative learning to enable students to complete teaching tasks independently. Teachers should stimulate the enthusiasm and initiative of students. The Group C teaching objectives can be decomposed into consecutive coherent sub-goals with gradients, allowing students to gradually meet the target requirements in one or several steps according to their own situation. Teachers should explain in detail, break down the difficulty, and let the students gradually complete the learning tasks; teachers should help students build confidence, stimulate interest, and encourage students to participate actively. In short, it is necessary to formulate the teaching objectives of students at all levels. Only in this way can the enthusiasm of good, middle and poor students be fully mobilized so that they can actively work towards their respective goals to achieve the desired teaching results.

The teaching process is hierarchical. The physical education process is essentially a process in which both cognition and movement are synchronized. The methods of teaching and training for students in Group A and Group B are similar; the students in Group C are allowed to complete the

action while reducing the difficulty of the exercise. At the same time, we must pay attention to reforming the classroom structure, and ensure that in the same class, there is a "combination" link of "all for all", and there are also "points" for students who take care of both good and bad. The "two-in-three-point" classroom structure is adopted, that is, the teaching is organized in the form of "combination (collective teaching) - sub- (classification exercise) - sub- (classification guidance) - sub-category (classification challenge) - union (collective summary).

6. Conclusion

The stratified teaching method can fundamentally solve the problem that the traditional teaching method ignores the individual differences of students and affects the quality of physical education in colleges and universities. It can be said that the stratified teaching method is the best means to continuously improve the quality of physical education in colleges and universities. Through a lot of practice, this teaching method can not only stimulate students' interest in learning, but also enhance the sports awareness of students' lifelong exercise, thus helping students to develop a good physical exercise habit, so that students at each level of learning can be based on the original foundation. The improvement has been made, and at the same time, the physical and mental health of the students has been fully developed. However, due to the current research on this teaching method in China, it is not very deep. Therefore, it is too simple in operation and the theory is not strong. Therefore, it is hoped that more researchers will join the research on the stratified teaching method of college physical education. It will provide more valuable reference and reference for the development of college physical education in the future. Only in this way can we improve the quality and efficiency of physical education in colleges and universities. Therefore, the author of the article elaborates on the application of the tiered teaching method in college physical education, hoping to have some positive impact on readers.

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