

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

Shizhuang Li

Ya 'an Vocational and Technical College, Ya 'an City, Sichuan Province, 625000, China

Zhaofang123003@163.com

Keywords: Constructivism, Physical Education, Teaching Mode

Abstract: Constructivism, Also Known as Structuralism, is Quite Different from Behaviorism and Cognitivism. It is Another Great Revolution in the History of Psychology and an Innovation and Development of Learning Psychology. in This Era of Economic Globalization, Knowledge-Based Economy and Information Technology, the Requirements for the Comprehensive Ability of Talents Are Getting Higher and Higher, and Knowledge and Skills Are Not Necessarily the Most Important. in Order to Further Improve the Overall Effect of Physical Education Teaching Practice, Higher Vocational Colleges Have Introduced Outward Bound Training in Physical Education Teaching and Changed the Teaching Form on the Basis of the Original Teaching. to Integrate the Content of Outward Bound Training in Physical Education Can Not Only Achieve the Goal of Physical Education But Also the Goal of Outward Bound Training. It Not Only Enriches the Content of the Course, But Also Does Not Increase the Burden of the Students. This Paper Tries to Analyze the Advantages and Disadvantages of Traditional Physical Education from the Perspective of Constructivism. Based on the Education Thought of Constructivism, This Paper Puts Forward a New Model of Physical Education Teaching Reform in Order to Provide Reference for the Current Reform of Physical Education Teaching Model.

1. Introduction

Physical Education is an Important Part of the Current Teaching System in Colleges and Universities. the Quality of Physical Education Has a Direct Impact on the Improvement of Students' Comprehensive Quality. with the Deepening of the Reform of Physical Education in Colleges and Universities, the Defects and Deficiencies of the Physical Education Teaching Mode in Colleges and Universities, and the Contradiction between the Traditional Teaching Concept and the Physical Education Teaching Objectives Are Gradually Revealed [1]. by Providing Students with a Physical Environment or Simulated Situation with Interactive Functions, Students Can Be Prompted to Strengthen Their Deep Understanding of Concepts, Principles, Technical Actions, Etc. [2]. Some Complex or Even Serious Social Problems in Contemporary University Campuses Have Aroused People's Deep Thoughts on the Cultivation of Students' Psychological Quality in University Education. Constructivist Learning Theory and Epistemology, That is, the Essential Viewpoint about How People Learn and Knowledge, Are Increasingly Becoming Popular Words in the Field of Education [3]. in This Era of Economic Globalization, Knowledge-Based Economy and Information Technology, the Comprehensive Ability of Talents is Required to Be Higher and Higher, and Knowledge and Skills Are Not Necessarily the Most Important [4]. the Constructivist Concept Advocates the Self-Active Construction of the Learning Process and Focuses on the Creation of Teaching Situations. in the New Century When Human Beings Have Entered the Theory of Learning, It is an Inevitable Trend of Sustainable Development of Sports and Social Modernization by Learning New Learning Concepts in the Sports Theory Field and Exploring and Exploring New Teaching Modes.

Constructivism Has Unique Advantages in Cultivating Students' Above-Mentioned Abilities in Physical Education. It is of Great Practical Significance to Combine the Two Well. Teaching Mode is the Intermediary Link of Teaching Theory Applied in Teaching Practice. It is a Paradigm and

Plan That Constitutes Courses and Courses, Selects Teaching Materials, and Reminds Teachers of Activities. Integrating Constructivist Content into Physical Education Classes Not Only Achieves the Purpose of Physical Education But Also the Purpose of Expanding Training [5]. Constructivism is a Revolution in Contemporary Learning Theory and an Important Force Influencing the Development of Teaching Model Theory and Practice. In Order to Better Conform to the Development of Quality Education, It is Particularly Necessary to Construct a New Curriculum Model for the Integration of Constructivism and Physical Education in the Current Training Requirements for Physical Education in Schools [6]. Effectively Cultivating Students' Ability and Ability, Completing the Process of Student Value Re-Engineering and Obtaining the Overall Improvement of Ability and Quality Should Be the Direction of Future Physical Education Reform [7]. This Paper Attempts to Analyze the Advantages and Disadvantages of Traditional Physical Education from the Perspective of Constructivist Education Theory. Based on the Educational Thought of Constructivism, This Paper Proposes a New Model of Physical Education Reform, in Order to Provide Reference for the Current Reform of Physical Education Teaching Mode.

2. Theoretical Discussion on Reasonable Integration of Constructivism Idea and Physical Education Teaching

2.1 Innovating the Traditional Concept of Physical Education

Each teaching stage has a strong purpose, and each teaching stage can feel the regulation of the goal to the exploring behavior. From a certain point of view, the soul of the physical education teaching mode depends on the physical education teaching thought, that is to say, the direction of the physical education teaching mode is also produced when the physical education teaching purpose is formulated. No matter how much changes have taken place in the physical education teaching mode, they should serve the overall teaching goal after realizing their respective functions from various angles and positions [8]. The reason for the diversification of physical education teaching modes is due to the different guiding ideology, teaching objectives, emphasis of objectives and teaching conditions. The constructivist view of knowledge holds that knowledge is only an explanation and assumption, not the final answer to a problem, and needs to be recreated according to specific situations in solving specific problems. Through scientific physical education and various physical activities, students can be helped to establish correct values, outlook on life and world outlook. When classifying, we should not only take care of the objectives of various physical education teaching modes, but also take into account the overall objectives of physical education teaching. Sports and health focus on satisfying students' needs and paying attention to their emotional experience, so as to promote the all-round development of talent growth.

2.2 To Improve Students' Learning and Construction Ability

The classroom of ideological and political education for college students is the main battlefield, and campus culture is a powerful guarantee. Any kind of sports activity has some established rules and its own unique requirements. In order to enable teachers to better complete the teaching ideas, teaching purposes and teaching direction in the teaching process, teaching materials can be classified according to content and nature. The learning process is a construction process, and the meaning is not simply determined by external information, but learners are encoding new information based on their original experience system. Through a variety of sports activities, students can obtain various experiences and feelings and experience the joy of success. In the process of physical education teaching, attention should be paid to technical guidance and personality development, and at the same time attention should be paid to the guidance of students' physical and mental health [9]. To enable students to treat physical education courses correctly from the heart, and to develop a sense of physical education for life-long reasonable exercise. To correctly handle the relationship between ideological and political education and the construction of campus culture, we must overcome the problems existing in the construction of campus culture and ideological and political education.

In the process of learning high-intensity or high-difficulty sports skills, students can cultivate strong psychological quality to cope with difficulties. Most PE teachers and students support the introduction of outward bound training in PE teaching, as shown in Table 1.

Table 1 Whether It Is Necessary to Carry out Outward Bound Training in Physical Education

Choice item	Number of students	Percentage (%)	Number of teachers	Percentage (%)
Very necessary	24	9.8	12	24.0
Necessary	142	58.2	29	58.0
commonly	61	25	7	14.0
Unnecessary	17	6.0	2	4.0

3. Classification and Selection of Physical Education Teaching Models

Successful physical education teaching mode is a form of physical education teaching that uses sports means and organizational measures to enable each student to set up individual goals and experience the sense of achievement of sports through appropriate evaluation methods and their own efforts. In campus sports, physical education teachers should make more use of some experiences that students can come into contact with in daily life and are related to the sports technology they have learned. In order to reach a specific teaching idea, we need to select the contents of teaching materials, but due to the diversity of teaching ideas, the selection of teaching contents also reflects the characteristics of diversity and complexity [10]. When the students have all kinds of basic technical abilities, they should carry out comprehensive and systematic sports instruction teaching to correct and strengthen the students' sports movements. Physical education teaching thought is the soul of making physical education teaching mode. Different physical education teaching thoughts endow specific teaching mode with vitality and make the teaching mode have a clear steering wheel. When the students have been introduced to sports technology and have formed a certain interest in learning, they begin to enter the second learning stage.

In order to complete and realize the idea of physical education, the vast number of physical education workers should carefully choose suitable teaching materials to make the teaching content more diversified and complicated. At different stages, different guiding ideology of physical education has been put forward, which has promoted great changes in the theory of physical education in colleges and universities. For example, Table 2 is a survey and statistics on the degree to which the physical education teaching in colleges and universities has achieved the educational objectives of physical education.

Table 2 Survey of The Achievement of Educational Goals

Degree of realization	Complete realization	Partial realization	Not implemented
Number	86	82	32
Percentage (%)	43	41	16

At the beginning of learning various sports techniques, many students may find it difficult to get started because they do not know much about sports techniques. Physical education teachers have changed from the original knowledge imparters and indoctrinators in the teaching process to the producers, service providers and students who actively construct exercise habits. Because there are different stages of mastering skills in unit teaching, there should be primary and secondary points in different classes and stages of teaching. Sports facilities are its material foundation and provide sufficient space and convenient conditions for students' sports activities. The change of student status in the new physical education teaching mode, students are no longer dealing with the study of physical education but become new laborers in the learning process. In physical education, students can use modern information technology to collect and screen data, master and skillfully use relevant sports skills and training methods. In the course of the competition, students can show their mental outlook and sports accomplishment, which is an effective demonstration of the comprehensive teaching quality in colleges and universities. Influenced by diversified teaching ideas, the selection of teaching contents can reflect the characteristics of complexity and diversity.

4. Conclusion

With the intensification of the reform of China's education system, physical education teaching has also undergone major reforms in many aspects such as teaching ideas, teaching methods and teaching contents. As far as the reform trend of physical education is concerned, the traditional physical training teaching mode will be gradually eliminated. On the whole, the research on physical education teaching mode has two aspects: theoretical function and practical function. The key to the realization of all-round quality education is to be able to correctly choose and reasonably use the physical education teaching mode. This paper attempts to analyze the mode and characteristics of school physical education teaching process from the perspective of constructivist education, and puts forward a new mode of physical education teaching according to the requirements of the current school physical education reform with the overall goal of comprehensively promoting quality education. In the practice of physical education teaching, students' sports skills training and personality development should be comprehensively considered, coordinated use should be made, and physical education teaching methods should be reasonably selected. Physical education curriculum is an important part of the school curriculum, which will be vigorously reformed under the guidance of new educational ideas and concepts. The teacher-centered logical teaching process will definitely have a far-reaching impact on physical education teaching by transforming it into a process of exploration and discovery, and into a process of student-centered self-study, negotiation and discussion, meaning construction, etc.

References

- [1] Stolz, S., Pill, S. (2014). Teaching games and sport for understanding: Exploring and reconsidering its relevance in physical education. *European Physical Education Review*, vol. 20, no. 1, pp. 36-71.
- [2] Azzarito L. (2016). Moving in My World: From School PE to Participants-Centered Art Exhibitions. *Journal of Teaching in Physical Education*, vol. 35, no. 1, pp. 38-53.
- [3] Greca, I.M, Seoane, E., Arriasecq, I. (2014). Epistemological Issues Concerning Computer Simulations in Science and Their Implications for Science Education. *Science & Education*, vol. 23, no. 4, pp. 897-921.
- [4] Stapleton, D.T., Taliaferro, A.R., Bulger, S.M. (2017). Teaching an Old Dog New Tricks: Past, Present, and Future Priorities For Higher Education Physical Activity Programs. *Quest*, pp. 1-18.
- [5] Vernadakis, N., Papastergiou, M., Zetou, E., et al. (2015). The impact of an exergame-based intervention on children's fundamental motor skills. *Computers & Education*, vol. 83, pp. 90-102.
- [6] Rodrigues., Sérgio, Tosi., Polastri, Paula Fávaro., Carvalho, J.C, et al. (2015). Saccadic and smooth pursuit eye movements attenuate postural sway similarly. *Neuroscience Letters*, no. 584, pp. 292-295.
- [7] Wang, J., Shen, B., Luo, X., et al. (2018). Validation of A Teachers' Achievement Goal Instrument for Teaching Physical Education. *Journal of Teaching in Physical Education*, vol. 37, no. 1, pp. 1-27.
- [8] Chatzipanteli, A., Digelidis, N., Papaioannou, A.G. (2015). Self-Regulation, Motivation and Teaching Styles in Physical Education Classes: An Intervention Study. *Journal of Teaching in Physical Education*, vol. 34, no. 2, pp. 333-344.
- [9] Herakleioti, E., Pantidos, P. (2016). The Contribution of the Human Body in Young Children's Explanations About Shadow Formation. *Research in Science Education*, vol. 46, no. 1, pp. 21-42.
- [10] Kosnik, C., Menna, L., Dharamshi, P., et al. (2017). Constructivism as a framework for literacy teacher education courses: the cases of six literacy teacher educators. *European Journal of Teacher Education*, pp. 1-15.