

Feasibility study of project teaching in physical education curriculum in Higher Vocational Colleges

Yuanping Wu

Jiangxi Vocational Technical College of Industry Trade, Nanchang, Jiangxi, China

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Abstract: In order to better conform to the development of the times, our country urgently needs to cultivate a comprehensive quality of independent thinking, team cooperation and practical ability. However, this requirement is obviously not achieved through the traditional teaching model. In order to achieve the desired results of teaching, various schools have launched a project. In view of this, the author focuses on the teaching of physical education in Higher Vocational colleges, and makes a more in-depth discussion on the feasibility and problems of implementing project-based teaching.

1. Introduction

In order to meet the development needs of the times and cultivate all-round development-oriented talents, the teaching reform and application are in full swing. At present, the more remarkable teaching mode is the project teaching that I will explore next. Such a teaching model has been widely used in many schools, but there is still a lack of theoretical research, and there are many problems that need to be recognized. Through a certain study, the author has made a certain discussion on the feasibility and the hidden dangers of the implementation of the project based teaching in the higher vocational physical education curriculum.

2. The meaning and requirements of 1. project oriented Teaching

In order to make the research results more scientific and reliable, we first need to have a thorough understanding of the meaning of project-based teaching. Through summarizing and summarizing the general meaning of the project based teaching, it is that I take the initiative of the students, arouse the enthusiasm of the students, design and guide the students to complete the related projects. In the process of completing the project, the students can complete their own independence and cooperate with each other in a group form. Therefore, in any way, students are required to complete the project content as far as possible during the start time of the project.

After understanding the meaning of project-based teaching, the author summarizes the implementation steps of project-based teaching through the study of practical cases as follows:

(1) Design project task. The design of the project task is the prerequisite for the development of the project based teaching. The most important part of this link is to rely on the teachers' analysis of the teaching content, and then carefully design the tasks related to the teaching content, and make proper teaching arrangements.

(2) Grouping. This link depends on the specific circumstances. If a student is required to complete an independent project, it does not have to be grouped; if the teaching project needs the completion of the students' completion, they are divided into groups.

(3) To formulate project implementation plan. The implementation of the implementation plan is mainly by the students independent or through the form of group discussion to formulate specific implementation steps for the successful completion of the project task, and the established implementation plan is also a reference standard for the students to act after the action.

(4) Implementation of the plan. In accordance with the original plan, students gradually carry out practical operation activities.

(5) Inspection and evaluation. At the end of the project, the teacher needs to evaluate the completion of the students, of course, students can also make self-evaluation.

3. Problems of project oriented teaching in Higher Vocational Physical Education

Compared with the traditional teaching mode, project-based teaching does have certain advantages. However, through the study, I found that the project based teaching mode in the specific implementation process still has many problems, especially in the application of higher vocational physical education, the author has found the following points which can not be ignored.

(1) the lack of teaching goals. Through the above explanation, we know that project-based teaching is a student's practical activity centered on teaching objectives. However, the research shows that there is a serious lack of certain teaching objectives in the teaching of physical education in Higher Vocational colleges, and there is no clear requirement for the cultivation of students' physical literacy. In view of this situation, the implementation of project teaching in physical education curriculum in higher vocational colleges will be more blind, and thus lack of specific implementation direction.

(2) it is difficult to shape the traditional sports. The goal of the project teaching is to make the students accomplish the task of teachers' arrangement by designing the corresponding plans, so as to achieve the purpose of cultivating the students' ability to think, solve problems and innovate actively. However, it is found that, in some of the more traditional sports events such as track and field projects, because it has formed a more scientific theoretical basis and a certain repetition such as a hundred meters running, it is difficult for students to break through the existing models. And achieve the goal of project-based teaching to cultivate students' creativity.

(3) the restriction of students' psychological cognition and physical quality. Although China has carried out a large number of educational reforms, it is undeniable that our country is still taking examination-oriented teaching as the leading. Under such a teaching environment, the predicament faced by the physical education curriculum can also be imagined. Although higher vocational sports gradually get rid of the situation of high school physical education, but because students are in a state of serious lack of use for a long time, even if physical education in higher vocational education gets rid of the restraint of teaching control, the physical quality of students is also a barrier to the development of their teaching content. In addition, due to the long-term restriction of students' sports activities in the middle school, students mostly lost interest in sports activities. It is also a fatal factor that restricts the development of sports activities.

4. Feasibility of project-based teaching in Physical Education in Higher Vocational Colleges

4.1 The active role of the project oriented teaching.

Although a number of factors restricting the implementation of project oriented teaching in higher vocational physical education are described above, a large number of practical cases have been used to prove that the implementation of the project based teaching does have many significant positive effects. The feasibility of this project is supported by the project. The author summarizes the following points. The economic role of project-based teaching in physical education curriculum in higher vocational colleges is as follows: (1) It fully embodies the students' principal position in learning. In the traditional teaching, teachers exist as the dominant in the classroom. Students are only the supporting role of teachers in teaching, so they also lose the initiative of learning. The implementation of project-based teaching has greatly changed this pattern. Students can devote themselves wholeheartedly to the design and implementation of the plan and the completion of the established plan, which not only makes the body exercise, but also stimulates the enthusiasm of students. (2) cultivating students' will and promoting teamwork. In the process of implementing the project oriented teaching, most of the cases need students to cooperate with each other. For example, in the project teaching of basketball skills, in order to make all the members of the group acquire the corresponding skills, they need to cooperate with each other. In addition, in

the process of designing and implementing the plan, the students must overcome many difficulties, and at this time also cultivate the students' strong willpower.

4.2 The problems that need to be overcome in the implementation of project oriented teaching.

(1) To improve the theoretical study of project oriented teaching. The theory is one of the guarantee of practice, so before the implementation of the project teaching in higher vocational sports, we should first organize the theoretical knowledge of teachers' learning, and then take scientific and reasonable theory as the guidance, design the teaching task correctly, and evaluate and supervise the students' learning process reasonably. (2) strengthen the physical quality of the students. It is so called that the body is the capital of the revolution, which is particularly appropriate in the teaching of physical education in higher vocational education, because the physical quality of many students is low because of the neglect of physical education in our country for a long time, so the students' physique should be strengthened before the implementation of the project teaching. Finish the task smoothly. (3) the construction of professional sports facilities. To a great extent, the implementation of the project based teaching depends on the support of the school. Especially in the physical education curriculum, it is more necessary for the school to provide some more specialized fields and sports equipment so that the students can complete the teaching task with high quality.

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