

Study on the Guidance of Learning Methods in College Physical Education Classroom Teaching

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Keywords: College Physical Education; Learning Method; Guidance

Abstract: The university stage is an important period for student growth and personality formation. College sports is the last stop for students to study at school and the highest level of physical education in schools. Therefore, it is necessary to grasp the main body status of physical education classroom teaching; strengthening students' teaching and guiding learning methods is the need to cultivate students' lifelong physical education ability. This article further explores the guidance of learning methods to help sports practitioners play an important role in the classroom in a more flexible and free way, thus improving the effectiveness of physical education.

1. Introduction

The concept of learning method guidance is increasingly recognized by people[1]. Some front-line teachers have gradually tried the implementation of physical education teaching methods and accumulated some valuable experience. The guidance of sports learning methods has attracted more and more people's attention, not only because physical education classroom teaching has the effect of improving teaching effect, but also plays a key role in forming correct and effective student learning methods. . Therefore, it is very important to master the specific methods of implementing teaching methods in the classroom.

2. Implementation of the Learning Method Guidance

2.1. Fully rolled out, sub-disciplinary research

Teaching has long been regarded as a special cognitive process, mainly to transfer knowledge or carry information, and the learning process is seen as storing information in the mind warehouse. Therefore, in order to create an effective classroom, it is necessary to strengthen the guidance of the school, "to teach them to fish", that is, to change students from "learning" to "learning." The quality of teaching depends to a large extent on the quality of the student's learning methods, and the quality of the student's learning methods depends on the teacher's guidance[2].

The guidance of learning methods is to explore the integration of teaching methods and learning methods, and to achieve an important way to combine teaching methods and learning methods[3]. We must start with classroom teaching, explore law and pursue quality in classroom teaching. In the research, we ask teachers to design teaching plans according to different subjects, different grades, different student groups and different students' hobbies, learn student learning methods, conduct various forms of learning methods to guide research, and do food observation and tailoring. custom made.

2.2. Adhere to diversity and form synergy

Learning method guidance and research is a complex project that requires the participation of teachers and forms a diverse steering group.

The first is the teacher group. First of all, we must instruct teachers to change their roles, from "teaching materials" to "teaching with teaching materials"; changing "let me do" to "I want to do"; changing "passive doing" to "actively doing"; changing "teaching" To "teach people." [4] To push teachers to the leading position of academic guidance, we insist on using the backbone teachers as the

leader to establish the right to learn, backbone teachers and young teachers. Each person studies teaching methods and learning methods according to the characteristics of their own teaching departments, and conducts learning and mutual learning exchanges.

The second is the teaching and research team. Taking the subject teaching and research unit as the unit, the head of the teaching and research group will take the lead in determining the teaching and research plan and objectives of the subject, and regularly carry out the teaching and research activities of the teaching method, mainly through lectures, assessments, lectures, reflections and summaries, so that the coach can obtain different degrees[5].

The third is the school administration team. Responsible for the vice president of teaching and the director of the teaching director, implement the leadership questioning system, attend classes every week, review classes, understand the dynamics of subject teaching, find typical and timely promotion.

2.3. Health-oriented, coordinated development

"Teaching" refers to teaching students to learn, and with a good teaching method, they can have a good learning method[6]. Therefore, teaching methods and learning methods must complement each other and coordinate development. In teaching and research activities, we must ensure that all teachers have the opportunity to participate and play the talent stage. All teachers can be student-oriented, focusing on guiding students' learning methods, aiming to improve the quality of education and teaching. Each lesson prepares courses, teaches teaching methods, and actively explores the integration of teaching methods and learning methods to achieve an organic combination of teaching methods and learning methods.

3. The Necessity of Guiding Sports Learning Methods

Learning method guidance is an important teaching behavior that can encourage students to master the correct learning methods and improve learning efficiency. It plays a key role in the formation of learning methods and is also a bridge between teacher teaching and effective learning of students.

3.1 Focus on learning method guidance is more important than imparting knowledge skills

Mr. Tao Xingzhi said: Teaching is not teaching. Explaining the instructional approach is more important than simply imparting knowledge and skills[7]. Once students have mastered the learning methods, they can not only make learning more effective, but also use their learning methods to learn and learn more knowledge and skills. What you have learned in class can be well consolidated and improved. At the same time, it is necessary to pay attention to courses that do not pay attention to learning methods. After a period of teaching, the academic scores will be different. This was confirmed by extensive observation and communication with frontline teachers. However, while focusing on guiding students to master the learning methods, they should not neglect the transfer of knowledge and skills. In short, teaching fishing is more important.

3.2. Help students learn to follow the basic concepts of the course

Article 3 of the curriculum concept of "Compulsory Education Sports and Health Curriculum Standards (Revised Edition 2011)" (hereinafter referred to as "Course Standards") proposes that "taking student development as the center and helping students to learn sports and health" means clear curriculum reform. Students are required to master the learning methods. Students' learning methods are more diverse. In the survey of sources of sports learning methods, 79.3% of students thought they were from "teacher guidance". Therefore, teachers should be able to help students learn as soon as possible through study and guidance. The basic concepts of the curriculum in the curriculum standards are not carefully interpreted by all front-line teachers, even if they know the content of each concept, but according to understanding, how to implement each concept specifically needs to be strengthened. In particular, the understanding and implementation of "helping students learn to learn" needs to be more specific and specific[8]. Because this concept directly points to the teacher's attention to the school's guidance, it provides the necessary help when students form an effective

learning method.

4. Contents and Guidance of Sports Learning Methods

4.1. Learning method guide for learning sports knowledge

It is necessary to make students clear the role of sports, health care and entertainment, and to form sports learning motivation, mainly from the following aspects[9].

(1) Teaching students the characteristics of physical and mental development, so that they can clearly play an important role in physical exercise in life, thus stimulating students to actively participate in sports learning.

(2) Combine the professional characteristics, teach the influence of various professions on the human body, such as accounting profession, combine the diseases of long-term service personnel, emphasize the importance of sports, improve students' health awareness, and encourage students to develop the habit of lifelong exercise.

(3) Teaching the physical characteristics, technical structure and key difficulties of various technical actions. Combine cognitive rules, changes in human functions, formation of sports action skills, and mastering scientific exercise methods.

(4) Strengthen the daily management of sports and promote the development of education. Teachers should take the lead in setting a good example and win the respect of students with rich knowledge and skills.

4.2. Guidance on the development of students' physical quality

The development of physical fitness is an important means to comprehensively enhance physical fitness. Good physical fitness is the foundation of all kinds of sports activities. Therefore, it is necessary to pay attention to the effective guidance of the physical fitness of students[10].

(1) In teaching, students should be made aware of the role of various sports activities in various sports activities, understand the sensitive period of various physical constitutions during exercise and exercise methods, and enable students to be in a targeted manner. .

(2) Teaching students the law of "growth physique". Let students understand that the development of physical fitness is a gradual, continuous process of consolidation and improvement. If you do not practice, the rate of decline is much faster than the growth rate. Therefore, students must be educated in learning and teaching. In order to effectively enhance their physical fitness, they must continue to train hard to achieve satisfactory results.

(3) Muscle strength is the basis of various sports. Under the guidance of physical learning methods, students should receive education and focus on strength training. Students should be identified when guiding students to practice strength. Take maximum intensity when developing maximum strength exercises. %~100% load is repeatedly strengthened. When performing strength endurance training, practice maximum muscle mass with a maximum muscle strength of 50% to 60%.

(4) In terms of speed practice, students should learn a variety of quick-response exercises, from moderate-intensity relaxation to extreme running. At the same time, personal practice focuses on strengthening special technical exercises, muscle strength training and flexibility exercises to effectively develop students' speed.

(5) When cultivating students' endurance, students should be instructed to improve their general endurance level. The usual methods are long-distance running, trail running, and long-term swimming and ball games. When general endurance has a certain foundation, it can improve aerobic and anaerobic oxidation through various strength training, repeated running, intermittent running and other training methods. At the same time, coordinated training is carried out according to the requirements of each project and the actual strength and flexibility of the person.

(6) Combine the student's physical fitness test work, and carry out special quality exercises such as 50 meters, 800 meters, and 1000 meters. Boys' pull-ups are relatively difficult to meet standards, and students should pay attention to students inside and outside the classroom. Guide and improve student speed, endurance and strength as soon as possible.

4.3. Guidance on learning methods for technical action teaching

Students should be educated to follow the rules of sports skills and skills, and master sports skills and skills from the following aspects[11]. (1) Intuitive induction method. Refers to the use of explanations, demonstrations, teaching aids, and multimedia means to form an action representation in the student's brain so that the student perceives the correct technique under intuitive effects. On this basis, guide students to analyze the structure of sports technology and clarify the key points and difficulties of learning. More difficult and complete actions use step-by-step, repetitive practice methods to enable students to form correct dynamic stereotypes and accurately and skillfully complete the technical movements they have learned. (2) Practice immediately. After learning the technical movements, the students practice immediately, deepen their impressions, and master the technical movements. When guiding students, students should be made aware that “real-time practice” will be immediately imitated on the premise of deliberate attention. When learning simple actions, students can use the full practice, martial arts routines to connect to the teaching phase, and widely apply real-time practice methods. Learning effects often play a multiplier role. (3) A step-by-step approach. When guiding students, students should be made aware of changes in physical function, the basis and level of their own movements, and combine the characteristics of each special movement. It is difficult to determine the key points of learning, especially when breaking through technical difficulties. The combination of law and teaching mode can only gradually master the technology and form skills based on breakthroughs, repeated reinforcement and continuous improvement[12]. (4) Competition method. It uses the competition method to learn motor skills. Start by cultivating students' interests, gradually guide and improve the skills they have acquired, and improve their skills. At the same time, we must teach organizational competition, such as: organization, rules and refereeing methods. In addition, we must strengthen safety education to prevent injuries.

5. Experimental Results of Sports Learning Methods

In the 2019 school year, the author conducted a guided experiment in sports learning methods. The subjects selected four types of preschool students, of which 1 and 2 were experimental classes, and 3 and 4 were control classes. The experimental method is to let the experimental class adopt the above-mentioned physical learning method; the control class adopts the traditional physical education teaching mode. Students in the experimental class are guided by the methods of physical learning. They actively cooperate with teachers during their studies and they are willing to struggle in practice. Especially those students with poor sports foundations use their spare time to practice consciously. At the end of the semester, the results of the standard test were significantly different from those of the control group. Practice has proved that teaching not only pays attention to the leading role of teachers, but also enhances students' enthusiasm for learning. At the same time, it has strengthened the guidance of sports learning methods, and the effects of education and teaching have been significantly improved (see Table 1).

Table 1 Comparison table of experimental class and control class

Class		Excellent rate		Good rate		Pass rate		Fail rate	
		N	%	N	%	N	%	N	%
Experimental class	82	40	49%	70	85.4%	82	100%		
Control class	90	20	22%	56	62%	76	84%	14	16%

6. Strategies for Guiding the Learning Methods of College Physical Education Classroom

6.1. Learning method guidance based on the purpose of school sports

Under the guidance of school law, students should be guided to master the methods of comprehensive physical exercise, learn and master the basic knowledge of sports, basic skills and basic skills, and at the same time cultivate students' ability to learn sports. Carry out ideological and

moral education.

6.2. Guide to learning methods based on the characteristics of physical education at different stages

The teaching process is a process of continuous learning from teaching. In this process, the proportion of teachers' teaching and the proportion of students' self-study and self-study are also constantly changing.

6.3. Guide to learning methods for different temperament types of students

Under the guidance of the school, teachers should give different guidance according to the different temperament types of students, cultivate positive aspects of their psychological characteristics, overcome negative aspects, and make their activities develop in a reasonable and healthy direction.

7. Conclusion

In order to complete the teaching objectives of the physical education classroom and improve the efficiency of the physical education classroom, the teachers must continuously learn, constantly update the teaching methods, and continuously guide the students to practice the law. Only by improving the physical learning method can we achieve the goal of physical education better.

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