

# Application Research on the Blended Teaching Model of Theoretical Courses in Physical Education Major in Universities

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**Abstract:** With the continuous development of network information, especially the increasingly widespread application of information technology in university teaching and management, blended teaching of online and offline is vigorously carried out in universities. The teaching of theoretical courses in physical education major should adapt to the development and changes of the times and actively carry out reform and innovation. This article explores how to improve the practice and application of blended teaching in theoretical courses of physical education major, and proposes operable teaching reform strategies and interactive mechanisms of teaching and learning.

## 1. Introduction

In recent years, with the rapid progress of science and technology in China, people's lifestyles, work, and learning methods have undergone significant changes, which has further promoted communication and exchange. As a product of educational innovation under the current era, the application of the Internet in the educational process is the mainstream of domestic universities in advancing educational reform. On the basis of innovating and enriching educational content, it has also updated the educational model, and the blended teaching model of online and offline has become the main way for universities to "educate people". Conforming to the development of the times and continuously improving the teaching effect of theoretical courses in physical education, the blended teaching model has become a major trend in the reform and innovation of theoretical courses in physical education[1].

## 2. The implementation significance of the blended teaching model in university physical education

Blended teaching, as shown in Figure 1 below.

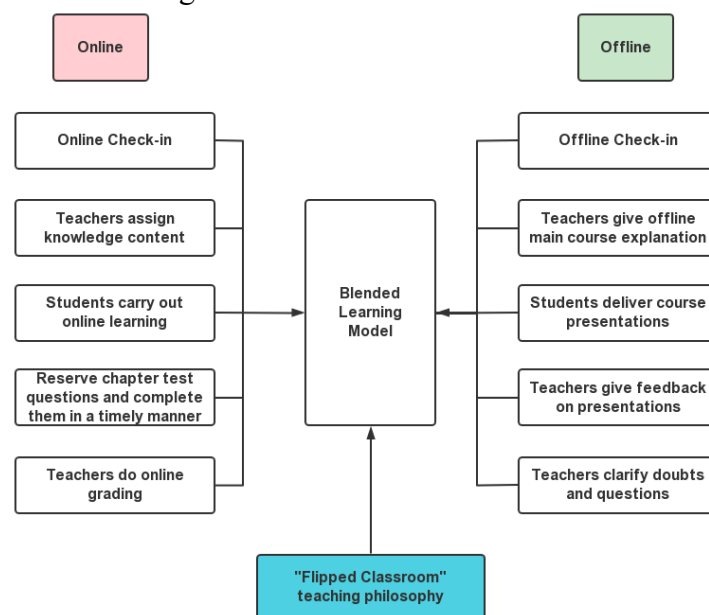


Figure 1 Blended Teaching Model

## **2.1 It is beneficial to enrich the content and form of classroom teaching**

Traditional university physical education classroom teaching is mainly achieved by the teacher's action demonstration and explanation, and students learn action skills and knowledge according to the teacher's physical demonstration and explanation. The performance space of technical actions is limited, and the completion of technical actions is not smooth. Students cannot truly understand and master the techniques in a limited time and space. In the blended teaching model of online and offline, teachers prepare the teaching content into videos in advance, use the network technology teaching platform and teaching video resources, and present the important and difficult knowledge to students in an all-round, intuitive, and multi-angle manner through video playback[2].

## **2.2 It is beneficial to improve classroom teaching effects and learning efficiency**

University physical education teaching includes many links such as warm-up activities, content introduction, skill learning, classroom summary, and body relaxation. During classroom teaching, teachers have to explain knowledge while performing action demonstrations. The teacher's personal strengths, teaching concepts, teaching methods, and display methods all have certain differences and variations, all of which affect the effectiveness of university physical education classroom teaching. University physical education teachers can use the blended teaching model, rely on online teaching resources, provide students with detailed explanations, standardized demonstrations, help classroom students solve learning difficulties, effectively improving the classroom teaching effect and student learning efficiency[3].

## **3. The Application of Blended Learning Mode in Physical Education Theoretical Courses in Universities**

### **3.1 Actively Cultivate a Teacher Team that Matches the Blended Teaching Mode**

#### **3.1.1 Strengthen the Attention of University Leaders and Teachers**

The exploration and trial of new teaching reform models firstly requires school management departments and leaders to heighten their awareness, to deeply recognize the status and utility of the theoretical courses of physical education in national defense education, to correctly view the reform work, clarify its value and significance, and provide support and encouragement. Secondly, teachers need to actively explore the blended teaching mode, understand its connotation and significance, and continuously practice and innovate in university military theory teaching, improve the teaching effect of physical education theoretical courses, and promote the overall level of the teacher team.

#### **3.1.2 Transform Teaching Concepts, Update Teaching Ideas**

University teachers need to keep up with the pace of time, actively learn and practice new teaching concepts, break traditional concepts, and promote the organic combination of traditional physical education theoretical course education methods and information teaching methods. In teaching based on the new teaching mode, teachers still need to play a leading role, but the main body in teaching is no longer the teacher, but the student, and this mode emphasizes enhancing student abilities more. Therefore, teachers not only need to become researchers of teaching design, but also collaborators, supporters, guides, and demonstrators of student learning. They should learn to comprehensively use online education resources, be good at using modern advanced teaching equipment and methods, strengthen effective interaction with students, and continuously improve the attractiveness of Chinese physical education theoretical courses[4-5].

#### **3.1.3 Improve Teachers' Information Literacy, Cultivate Teachers' Blended Teaching Ability**

During the teaching process, university teachers must familiarize themselves with the teaching environment, continuously enhance online teaching abilities, make reasonable use of online teaching resources, establish complete online courses with the support of related online teaching platforms, implement Internet online interactive exchanges and communication with students through computers or mobile phones, guide and evaluate students online, publish assignments and

exam questions through the online teaching platform, implement scientific analysis and statistics of online data information, and realize the standardization and intelligent management of student performance. Enhancing teachers' use and operational ability of informational teaching equipment and platforms is the premise and foundation of conducting blended teaching activities. This can be achieved by hiring professional technical personnel and experts in the field to regularly organize training for teachers on the use and operation of teaching equipment and teaching platforms, to enable teachers to apply online teaching facilities and platforms more proficiently, and to conduct teaching activities better. Moreover, by organizing informational teaching contests, or adopting teaching salons, teachers are guided to implement online + offline teaching reforms, further promoting learning and communication between teachers at different universities.

### **3.2 Reasonably Design Key Teaching Links, Improve the Attractiveness and Infectiousness of Blended Teaching**

Firstly, in the introductory course section, the blended teaching mode is used to design a more attractive introductory section, which allows students to recognize that the theoretical course of physical education is a very important form of education. It is a form for university students to receive national defense education and fulfill their military duties according to law. Compared with other courses, its status and role are relatively special. Students should fully grasp the characteristics, nature, and purpose of the course, understand the key learning methods, teaching progress, and core assessment requirements, etc. Use the online teaching platform to effectively group students, assign group learning tasks to students, and give students more opportunities to understand and experience the importance of the theoretical course of physical education.

Secondly, during the self-study section, teachers should post learning tasks on the platform in time. After students receive the tasks, they should complete them according to the teacher's requirements and regulations. The specific content includes three parts: teaching videos, course discussion, and chapter tests. For instance, for the course "China's National Defense," the teacher can initiate a topic for students to discuss and exchange, such as "never forget national humiliation, live in peace but think about dangers, strengthen our national defense, everyone is responsible." This can attract students' interest in learning, enhance their learning enthusiasm, and complete the tasks assigned by the teacher to consolidate their knowledge.

Thirdly, in the face-to-face teaching section, the core of blended learning is face-to-face teaching. The main content is to strengthen the key points of teaching, guide students to overcome difficulties, help students perfect the knowledge framework, guide them to integrate fragmented knowledge and thinking. This mode has a stronger sense of presence, can promote interaction between both sides, make students' knowledge impressions deeper, and expand their thinking. The scientific and reasonable design of online teaching and offline teaching will directly affect the actual effect of the course.

Fourthly, the discussion class is an important manifestation of the deepening of blended teaching. Through discussion, students can exert their subjective initiative. The discussion class is based around the course topic and encourages students to actively interact and exchange. When conducting a discussion class, the teacher must choose a good teaching topic. The topic should have a certain depth, each group can choose freely, each group designates a group leader, who leads other members to discuss and display together, and the display form is PPT. The specific form of the discussion class can be a debate or a flipped classroom. The teacher should arrange the scene in advance, and at the same time provide support and help to the students. In addition, students need to cooperate within the group, which helps improve their team cooperation consciousness, enhance their thinking ability, and so on.

### **3.3 Develop Diversified Teaching Evaluation Methods to Achieve Comprehensive Assessment of Students**

To build an operable and credible composite educational assessment system, it must be based on relevant theoretical models. In the initial stage of forming the evaluation system, each indicator should be evaluated, carefully refined, and timely adjusted to construct a more optimized evaluation

system. The establishment of the comprehensive evaluation system divides the comprehensive evaluation into primary indicators, secondary indicators, and observation indicators, which is more reasonable. Among the three levels of indicators, the first level is more meaningful and should fully reflect the students' learning needs. The primary index should be linked to the talent training programs of various majors, the teaching objectives of specific courses, the development direction of the industry, and more, while fully recognizing the position and function of the course in talent cultivation and quality education. The second type of index is to refine the first type of index that has been established, and then analyze the second type of index. On some learning platforms, secondary indices can be directly obtained. Moreover, some secondary indicators must use a continuous fine segmentation method for evaluation, which is related to the setting of observation points. The setting of observation points should reflect the specific goals of each stage. The second type involves process evaluation, summative evaluation, and social evaluation. The "process-type" evaluation refers to the effects obtained by students at each stage of learning, including students' moral qualities, learning methods and abilities, professional ethics, etc. Summative evaluation refers to a recapitulation of the entire learning process at the final stage of learning, an evaluation of learning effects and the mastery of knowledge application, which includes the evaluation of theoretical knowledge mastery and professional skills mastery. Social evaluation is an evaluation of the knowledge learned in the subject after completing the teaching task of a subject, mainly consisting of competition results and comprehensive test results. All the observation points serve the evaluation of secondary indicators and primary indicators, providing a reference for reflecting students' academic performance, teaching effects of courses, and the development of teaching models. The establishment of the composite educational assessment system should consider both the whole and the process, so the setting of evaluation indicators should also consider both the whole and the process. In addition, various indicators reflecting the students' initiative should be included in the learning evaluation.

### **3.3.1 Teaching Task Evaluation**

When conducting teaching task evaluation, a combination of online and offline modes can be adopted. In addition to formative evaluation, summative evaluation should also be conducted. In general, online learning task assessment is usually carried out by online open courses, which specifically covers online course video learning progress, online assessment, online learning reports, and online question discussion, etc. Offline teaching task assessment is mainly conducted through classroom teaching, specifically covering classroom attendance, daily assessment, and final exams, etc. By combining scores from offline classroom activities and online course activities, teachers can not only understand the degree to which students have mastered the knowledge, effectively supervise the teaching process, but also be more detailed in grading students' usual performance, and the teaching interaction is closer. The final exam can be changed from a "one-time" final exam to "one big and multiple small" exams, dividing the final assessment into individual chapter exams, or multiple exams, flexibly setting the exam format and exam time. In the final assessment, the "multiple small" and "one big" exams account for 50%. This can prompt students to improve their learning quality and efficiency under appropriate learning pressure, reduce the pressure of the final exam on students, and alleviate fatigue. The "one big and multiple small" exam model benefits the mobilization and stimulation of students' learning enthusiasm and initiative. Using this model, exams can truly promote learning, synchronizing study and assessment.

### **3.3.2 Teaching Effect Evaluation**

The teaching effect evaluation focuses on testing the teaching effectiveness of university teachers and the daily learning enthusiasm, such as supervision or peer classroom visits, mutual evaluation among teachers, mutual evaluation among students, etc. It can also be carried out through questionnaire surveys and expert reviews, which are part of the course's reverse evaluation. The teaching effect evaluation is mainly used for the teacher's judgment of the effect of the entire course teaching process. It can specifically find the advantages and deficiencies of teaching and make timely adjustments. Teaching evaluation provides a reference for teachers to conduct research and

provides a basis for subsequent teaching work and reforms. Compared with the traditional teaching model, its advantage is that it better applies the online learning platform. Through the real-time data of the platform's background, teachers can timely understand the students' learning situation. The interaction between teachers and students is more convenient, the frequency is higher, and the evaluation methods have become more diversified, which is beneficial to improve the teaching effect.

#### **4. Conclusion**

In conclusion, under the rapidly developing vision of modern network information technology, the rise and application of the blended online and offline teaching model provide a broad platform for the innovation of theoretical courses in physical education in our country. As university teachers, we should fully realize the advantages of the blended online and offline teaching model and bring them into play, thereby further improving the scientific and rational nature of teaching design. Therefore, we should neither stick to traditional offline teaching nor overly rely on novel online teaching. Instead, we should effectively combine the two, provide high-quality teaching resources for students studying theoretical courses in physical education, create a diversified teaching environment, and effectively transform the course from a marginal course that students do not value into a high-quality course that attracts students, laying a solid foundation for cultivating high-quality comprehensive talents.

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