

# Basic Thoughts on the Reform of Physical Education Teaching under the New Curriculum Standard

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**Keywords:** New Curriculum; Physical Education; Teaching Reform; Quality Education

**Abstract:** The implementation and development of the new curriculum has made great breakthroughs and innovations in physical education teaching. The reform of physical education requires physical education teachers to constantly change the traditional teaching concepts that are not conducive to students' development to meet the requirements of the new curriculum. Based on this, the existing problems of college physical education teaching from the aspects of teaching objectives, teaching methods and teaching materials were analyzed in this study, and the basic ideas of physical education teaching reform under the new curriculum standards were researched, then the advantage of this teaching mode was verified through experiments.

## 1. Introduction

With the implementation of the new curriculum and the development of quality education, the idea of physical education teachers determines whether the new curriculum can be implemented smoothly. However, due to the influence of traditional education and teaching in China, most teachers only focus on teaching objectives and teaching progress, while ignoring the development of students' hobbies and personalities. Students are still in a passive position and receive the teacher's indoctrination education. The implementation of the new curriculum has broken the traditional teaching mode and made the physical education teaching develop and progress in the direction of the new curriculum, which not only requires physical education teachers to establish a good teacher-student relationship, promote communication between teachers and students and create a fair and democratic teaching environment for students, but also pays attention to the coordinated development of students' physical and mental health, so as to make the curriculum content diversified and flexible and really pay attention to the growth and development of students. Therefore, physical education teachers should quickly accept the concept of the new curriculum, deeply recognize the shortcomings of traditional education, and really use the guiding ideology of the new curriculum to promote the development of school physical education.

## 2. Problems in College Physical Education Teaching

### 2.1. Desalination of competitive sports

At present, the public sports teaching in China mainly focuses on competitive sports. To some extent, competitive sports are still an important content and form of physical education curriculum in universities, primary and secondary schools [1]. However, the current reform of college physical education has weakened the competitive sports, which causes that the content and training methods of competitive sports can't be well integrated with the physical and mental development of students.

### 2.2. Desalination of teacher's position in teaching

Physical education reform pays attention to students' subjectivity, emphasizes full respect for students' dominant position, and aims to promote students' physical and mental health, this teaching concept meets the requirements of quality education and strengthens the importance of students [2]. The reform of college physical education teaching should conform to the idea of basic education reform, and pay attention to the guidance role of teachers while giving full play to students'

subjectivity. At the same time, physical education teachers should change their identity to strengthen the interaction between teachers and students.

### **2.3. Inaccurate orientation of teaching objectives**

The teaching goal of physical education should be consistent with the training goal of physical education specialty, and the training goal should be positively related to the actual needs of society. Under the new curriculum standard, physical education aims at strengthening students' physique, cultivating students' lifelong sports consciousness and fitness skills [3]. Because of the limitation of traditional education idea, most of the physical education courses in Colleges and universities are mainly about imparting competitive technology, and the physical education mode under the influence of traditional idea often neglects the essence of health education, and can't cultivate students' innovative ability.

### **2.4. Single teaching contents and unreasonable structure**

At present, the main content of College students' sports textbooks is competitive events, the mastery of sports technology is the main line of design, but the content of health is less involved, and the textbooks lack interestingness and entertainment [4]. With the continuous reform of physical education teaching, many sports items in college students' physical education curriculum have been reformed, and some of them have been deleted. Long-term teaching practice has proved that the new physical education teaching mode after the new curriculum is more suitable for the needs of students' development and more popular with teachers and students.

### **2.5. Obsolete teaching method**

The traditional teaching mode of college physical education is basically indoctrinated teaching. Physical education teachers work very hard and basically talk about it, they keep demonstrating for students, but the learning effect of students is not very ideal. The fundamental reason is that under this teaching mode, learning lacks interest and entertainment, and students lack the desire to explore and seek knowledge actively [5].

## **3. Basic Ideas**

### **3.1. Desalination of "competitive sports" teaching model**

To weaken the teaching mode of "competitive sports" is not to neglect the teaching of sports skills, but to change the tendency of previous physical education teaching, which emphasizes the systematization and regularization of sports knowledge and skills, and completely transplants the contents and methods of competitive sports into physical education classroom teaching [6]. Because the learning of sports skills is the core content of physical education and the carrier of realizing the goals of other learning fields. Physical education teachers should break the original competitive sports-based teaching system in physical education, move towards the health-oriented fitness system to enhance students' health, and establish the guiding ideology of "health first".

### **3.2. Change of teaching concept**

Teaching concept plays a guiding and leading role in teaching. Firstly, teachers should change the traditional teaching tendency of "attaching importance to teaching while neglecting learning", give full play to the main role of students, and guide students to learn actively, cooperatively and inquiringly; secondly, teachers need to change the tendency of traditional teaching which emphasizes imparting while neglecting development, the biggest feature of the new curriculum reform is to maximize the educational function of textbooks and promote the all-round development of students by imparting sports knowledge and skills [7]; thirdly, teachers should change the tendency of traditional teaching which emphasizes results while neglecting processes, and pay attention to the learning process in physical education teaching, so that students can experience actions, learn to use them, cultivate interest in the process, and form good habits of physical exercise; fourthly, teachers need to change the tendency of traditional teaching which emphasizes

unity but neglects difference, and break the big and unified teaching mode in the past and teach students in accordance with their aptitude, so that each student can play his or her own strengths and personality [8]; fifthly, teachers should change the tendency of traditional teaching which emphasizes one-way communication but neglects multi-way communication, so that students at different levels can complement each other and achieve the goal of common improvement through cooperative learning.

### **3.3. Change of the role of physical education teachers**

The curriculum reform has put forward new requirements for physical education teachers. Firstly, teachers change from passive executors to decision makers, the new curriculum standard breaks through the original model of physical education syllabus, enhances the autonomy of physical education teachers in choosing the content of physical education curriculum, and makes physical education teachers change from passive implementation of the syllabus to active participation in curriculum decision-making; secondly, teachers should change from imparters of sports knowledge and skills to guiders of cultivating students' sports ability, change the situation of accepting learning mechanical imitation and training in the teaching process, guide students to participate actively, and pay attention to cultivating students' practical ability to participate in sports activities; thirdly, physical education teachers change from trainers who enhance students' physique to promoters of students' all-round physical and mental development, the curriculum reform further emphasizes that physical education curriculum should aim at promoting students' physical and mental health development, and the establishment of this goal will change the focus of physical education teachers [9].

### **3.4. Change of student's learning style**

The change of learning style is the prominent feature of this curriculum reform, that is, to change the original single passive learning style, to establish and form a variety of learning methods aiming at fully mobilizing and giving play to students' subjectivity, to promote students to study actively and individually under the guidance of teachers, so as to cultivate students' innovative spirit and practical ability [10]. In physical education teaching, students' learning style should change from passive learning to active learning and from receptive learning to discovery learning.

### **3.5. Reform of evaluation method**

The new round of curriculum reform is not only the change of evaluation system, but also the change of evaluation concept, evaluation method and means, and evaluation implementation process. Firstly, teachers should desalinate screening and selection, attach importance to comprehensive evaluation, and realize the diversification of evaluation content; secondly, the new evaluation method should emphasize qualitative evaluation, combine qualitative and quantitative evaluation, and realize the diversification of evaluation methods; thirdly, it is necessary to emphasize participation and interaction, and combine self-evaluation with other evaluation, so as to realize the diversification of evaluation subjects.

## **4. Experimental Analysis**

### **4.1. Research methods**

Some students in eighth grade of a middle school in Chengdu were chosen as the subjects of investigation, and divided into experimental group and control group. There were 70 students in the control group and 68 students in the experimental group. The experimental group adopted the physical education teaching method based on the new curriculum standard, while the control group adopted the conventional teaching method. The experimental period was one school year, with two experimental classes per week, 40 teaching weeks per school year, totaling 80 class hours. At the end of the experiment, two groups of students were surveyed by questionnaires, the experimental data was processed by SPSS statistical software, and the mean and standard deviation of each index were calculated and T-test was carried out. The indicators tested in the experimental class and the

control class were compared before and after the experiment, and whether the difference was significant was compared, and the teaching method was analyzed scientifically.

#### 4.2. Research results and analysis

Table 1 Contrast table of four dimensions of students' interest in physical education learning after experiments

Content	Experience group M±SD	Control group M±SD	T value	P value
Sports participation	4.61±0.35	4.32±0.57	2.053	<0.05
Positive interest	4.51±0.29	4.13±0.91	2.589	<0.05
Passive interest	4.39±0.23	4.52±0.20	1.155	<0.05
Autonomous Learning	3.99±0.25	3.53±1.10	2.238	<0.05

After one semester's study, the experimental group and the control group's students' participation in sports, the elimination of negative interest, the improvement of positive interest, and the ability of independent learning have been improved. However, there are significant differences in the degree of participation in sports, active interest in sports learning and autonomous learning between the experimental group and the control group ( $P < 0.05$ ), and the scores of the experimental group are higher than those of the control group. It can be seen that the physical education teaching method based on the new curriculum standard can promote students' active interest in sports participation and learning, reduce students' negative interest in sports learning, and improve students' self-learning level.

Physical education theory examination is a test of whether students understand the physical structure, physiological function and psychological development, whether they understand the basic knowledge, skills and methods of physical education, and whether they understand health knowledge. A year later, the students were given a unified physical education theory examination, and the results were analyzed.

Table 2 Contrast table of students' theoretical achievements

	Achievements in theory (points)	Control group (number of people)	Percentage	Experience group (number of people)	Percentage
Schoolboy	90 above	5	13.2%	10	27.0%
	75-89	14	36.8%	18	48.6%
	60-75	16	42.1%	7	18.9%
	60 below	3	7.9%	2	5.4%
Average		78.8		86.6	
T test	T value		2.353		
	P value		P<0.05		
schoolgirl	90 above	8	25.0%	14	45.1%
	75-89	13	60.6%	12	38.7%
	60-75	10	31.3%	4	12.9%
	60 below	1	3.1%	1	3.2%
Average		85.9		91.6	
T test	T value		2.079		
	P value		P<0.05		

From Table 2, it can be seen that there are significant differences in T-test results between schoolboy and schoolgirl in the control group and the experimental group ( $P < 0.05$ ). Girls are more conscientious when they study at ordinary times, and their mastery of theory is better than that of boys. Physical education teaching method based on the new curriculum standard can facilitate

students' memory by displaying skills in writing and solving methods, and this teaching mode requires students to study by themselves before class, to explore in class and to review after class, so as to deepen students' memory. To sum up, compared with conventional teaching, physical education teaching method based on the new curriculum standard obviously has more advantages in mastering the theory of sports skills.

## 5. Conclusion

At present, examination-oriented education is gradually replaced by quality education, which is also recognized by most students and teachers. As an important part of college teaching system, college physical education plays an important role in cultivating students' personality quality and skills. Although there are still many problems in the actual teaching process, these problems can be broken down one by one under the new curriculum standards. The reform of physical education teaching under the new curriculum standards has brought opportunities and challenges to the teaching of physical education teachers. Physical education teachers must constantly learn, renew educational concepts, improve their own quality, and clarify the ideas of physical education reform. Only in this way can the quality education and curriculum reform make teaching more adapt to the requirements of the times and continue to move forward.

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