

Exploration On the Integrated Teaching Mode in and out of Physical Education Class in Colleges and Universities

Jianmin Liu and Yuling Li

School of Sports and Cultural Industry, Qilu University of Technology (Shandong Academy of Sciences), Jinan, Shandong 250353

Keywords: Integration in and Out of Class; Teaching Mode; Club

Abstract: The integrated teaching mode in and out of physical education class is the product of the reform and exploration of physical education in colleges and universities in the context of "great health". With the methods of literature research and expert interviews, this paper analyzes the necessity and urgency of constructing this mode in and out of physical education class. It makes a detailed study of its guiding ideology, teaching objectives, management system, teaching organizational structure, teaching methods and evaluation mechanism. Moreover, it points out that this mode can adapt to the requirements of the reform of physical education in colleges and universities, and has a great value for promotion.

1. Preface

The National Research Report on Students' Physique and Health in 2014 shows that, compared with 2010, the physical quality of primary and secondary school students continues to show a stable and positive trend, while that of college students continues to decline. In 2002, the Ministry of Education promulgated and implemented the Guidelines for the Teaching of Physical Education Curriculum in Ordinary Institutions of Higher Learning. It pointed out that "to achieve the objectives of physical education curriculum, classroom teaching should be organically combined with extracurricular and off-campus sports activities, and the school is closely connected with the society. It is necessary to incorporate purposeful, planned, organized extracurricular physical exercise, off-campus (social, field) activities, and sports training into physical education curriculum to form a curriculum structure that is organically connected in and out of the curriculum and schools." Thus, it is very important to improve the structure of physical education curriculum and innovate its teaching mode. The combination of in-class and out-class teaching is a commonly used teaching mode in foreign universities. It is based on student groups that participate in physical learning and exercise, and is supported by the campus sports venues. It integrates classroom teaching, extracurricular sports, sports training, and sports competitions in a fixed way around a certain sports project. Based on the theory and practical experience at home and abroad, this paper attempts to construct an integrated teaching mode in and out of public physical education class of ordinary colleges and universities. This paper aims to improve the teaching quality of public physical education, improve students' physique and cultivate their lifelong physical education consciousness.

2. The Significance of Constructing the Integrated Teaching Mode in and Out of the Physical Education Class

2.1 Laying a Solid Foundation to Realize Lifelong Sports Goals

In terms of activity forms, the integrated teaching in and out of physical education class takes the form of centralized guidance of teachers and scattered exercises of students. In terms of organizational form, extracurricular sports, sports training and sports competition are regarded as the extension and supplement of physical education. In the selection of teaching content, methods and means, students' interests and strong points are fully considered. The integrated teaching in and

out of physical education class helps to improve students' creativity and enthusiasm, improve their organizational and management abilities, so as to achieve the purpose of conscious exercise. This kind of teaching meets the needs of the development of the times, and can effectively stimulate the motivation and interest of students to participate in sports activities. Moreover, the student-centered arrangement of teaching content and teaching methods has practical significance for students to master basic sports knowledge, basic skills, learn self-management and self-exercise, and also lay a solid foundation for lifelong sports.

2.2 Helping to Form a Diversified Teaching System

The integrated teaching mode in and out of physical education class realizes the diversification of its teaching. Through in-class physical education, students can improve their general sports skills in multiple projects; through club teaching, students can improve the single sports skill; Through other extracurricular physical education courses, students can improve their abilities of competition organization and competition management. Students can choose either in-class or extra-curricular courses, or both. This can stimulate students' interest and desire for sports learning, cultivate their innovative ability and operational ability, and realize the organic connection between learning and practice. While achieving the teaching goals, this has invigorated the campus cultural activities and improved the level of students' competitive sports. This helps to form a diversified, high-level campus sports atmosphere, and the campus sports culture will also prosper.

2.3 Complying with the Direction of Physical Education Reform

Article 8 of Guidelines for the Teaching of Physical Education Curriculum in Ordinary Institutions of Higher Learning has clearly pointed out that, "According to the overall requirements of school education and the laws of its curriculum, various types of physical education courses should be offered to all students. In this way, it is possible to break the original departments and class systems, and reorganize the classes to meet the needs of students of different levels and interests." The integrated teaching mode in and out of physical education class has broken the original teaching mode with the department as the unit. Students choose their own courses, and students from different departments, majors, and classes reorganize into a new class. Through the teaching and practice in and out of class as well as the club, students communicate with each other and make progress together to improve their comprehensive quality. This not only conforms to the direction of physical education reform, but also fulfills the requirements of quality education reform in China.

3. The Construction System of Integrated Teaching Mode in and out of Physical Education Class

Generally speaking, a complete teaching mode should include teaching guiding ideology, teaching objectives, organization and management, teaching methods, teaching structure and teaching evaluation. The integrated teaching mode in and out of physical education class also includes the above elements, and its construction system is as follows:

3.1 Guiding Ideology of Physical Education

The guiding ideology of physical education refers to the understanding and opinion of the value, content and method of physical education. School physical education conducts teaching activities based on its guiding ideology. Its guiding ideology plays an instructing role in guiding its teaching activities and is the fundamental view to realize teaching objectives. This integrated teaching mode takes "lifelong physical education" and "health first" as the guiding ideology, insists on the teaching concept of "people-oriented", and emphasizes the cultivation of students' comprehensive quality.

3.2 Teaching Objectives of Physical Education

The teaching objectives of physical education refers to the standard, specification or state of teaching results that teachers and students should obtain after efforts within a certain time and scope.

It is the starting point and destination of physical education, which determines its direction. This integrated teaching mode involves two modules of in-class teaching and out-of-class teaching, namely, to realize the demand of driving out-of-class teaching with in-class teaching and promoting in-class teaching with out-of-class teaching. In the new situation, its teaching objectives should be: (1) to cultivate students' correct view of physical education, form good habit of physical exercise, and establish a sense of lifelong physical education. (2) to enable students to master certain special skills and theoretical knowledge of sports, learn how to exercise themselves, and enhance their physical quality. (3) to play the main roles of students, improve their abilities of innovation, self-training and self-management.

3.3 Sound Management System

The sound management system is the guarantee of the standardized operation of physical education. The integrated teaching in and out of physical education class is divided into two aspects: in class and out of class. In-class teaching is mainly under the charge of teaching and management by the school physical education department. The educational administration department is responsible for the preparation and management of single-sports associations and clubs, and the student administration department is responsible for the supervision of extracurricular sports activities. The relevant departments of the school should make clear the division of labor and cooperate with each other. The Academic Affairs Office, Logistics Office, Student Affairs Office, Youth League Committee, Physical Education Department should provide support and guidance to physical education. In this way, the integrated teaching mode in and out of class can become a comprehensive organization to cultivate students' sports knowledge, sports skills, physical and mental health and social adaptability.

Meanwhile, each club and association should establish and perfect internal rules and regulations, such as personnel system, competition system, coach training and selection system, referee training and selection system, financial system, etc. They need to conduct sports activities within the scope of rules and regulations, so as to form good supervision, restraint and incentive mechanisms.

3.4 Teaching Organizational Structure and Content

The integrated teaching mode in and out of physical education class takes in-class physical education as the main body and the club-style physical education as the hub, organically connects the physical education in and out of class. Only in this way can we fully mobilize the initiative and enthusiasm of students to participate in sports activities, form a good sports atmosphere, and promote the sound development of school physical education. The organizational structure is shown in Fig. 1.

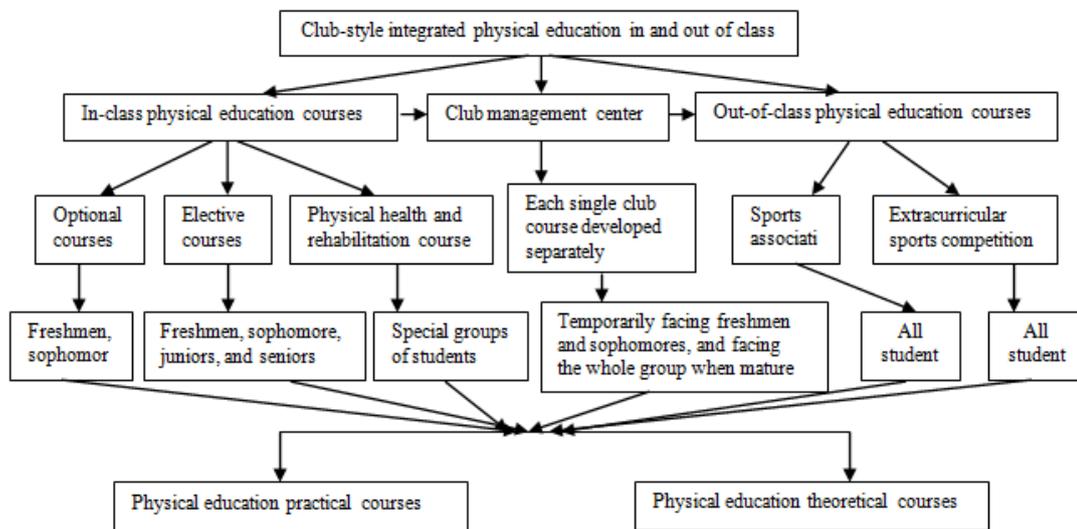


Fig. 1 Organizational structure of integrated teaching in and out of physical education class

In terms of in-class teaching, according to the existing teaching mode of colleges and universities, freshmen and sophomores are taught optional courses. On the basis of the original curriculum, we can add as many sports as possible students like to meet their learning needs. To further enhance students' theoretical quality of physical education, broaden their knowledge and improve their sports skills, we can offer many elective courses including physical education theory and sports technology for undergraduates, so as to create more opportunities for them to learn and choose. Meanwhile, we also offer physical education health care courses for students with physical weakness, injury and disability. These teaching content are arranged according to the actual situation of students, focusing on sports rehabilitation and health care, so that they can master the fitness items suitable for themselves.

In terms of single sports clubs, sports clubs are set up according to the items of optional courses that have been set up in schools. All freshmen and sophomores are required to choose a sports club, which can be the same as or different from the sports courses. According to the number of students in the club, the time and number of club activities are determined, and the number of club instructors is determined.

Extracurricular physical education includes the following aspects. (1) Sports association, which is organized by students themselves and participated voluntarily, is mainly organized and managed by its president, and under the guidance of teachers from time to time. (2) Extracurricular sports competitions, which is based on good organization of sports clubs, so as to do a good job in school competitions. Through the annual selection of advanced units of students' sports work, all secondary schools are encouraged to organize well class competition activities.

3.5 Teaching Methods

In the process of physical education, its teaching method is a kind of interactive and technical teaching activity that teachers and students adopt in a planned way to achieve the objectives of physical education and accomplish its tasks. The specific teaching methods are shown in Table 1.

Table 1. Teaching methods of the integrated teaching mode in and out of physical education class

Layer of content objectives	Teaching purposes	Teaching methods	Main application scope
Physiological layer	Developing students' physical ability	Fixed load exercise, variable load exercise, comprehensive exercise, circuit exercise and sports exercise	Out class
Psychological layer	Improving students' morality	Edification, persuasion, models, reward and punishment	In class
	Developing students' personality	Heuristic teaching method, guided teaching method and procedure teaching method	in class
Social layer	Mastering sports knowledge	Lecture, conversation, demonstration and practice	in and out of class
Skill layer	Improving students' technology and skills	Linguistic method, intuitive method, complete and decomposition method, prevention and correction, same structure technology teaching method	in class

3.6 Evaluation Mechanism

In order to fully understand the learning effect of students, stimulate their learning motivation and improve teachers' teaching methods, it is necessary to evaluate the learning results of students. The evaluation of the integrated teaching effect in and out of physical education class should

combine the teaching evaluation in and out of the class. The choice of examination means and methods often directly affects the students' enthusiasm and initiative to participate in sports activities.

Thus, teaching evaluation should be people-oriented and fully reflect the guiding role of evaluation system for students to participate in sports activities. It is specifically reflected in the combination of formative evaluation and summative evaluation. In terms of test content, we should insist on the comprehensive consideration of skills assessment, daily performance, after-school exercise, sports competition and sports knowledge. In terms of assessment methods, we insist on the combination of quantitative and qualitative evaluation methods. For example, if the attendance of students participating in in-class teaching and club teaching reaches 90%, and the attendance of extracurricular physical education reaches the minimum required times, then they will get a basic score of 60 points. Besides, active participation in sports competitions, sports training, etc. organized by the school should also be given corresponding scores.

4. Conclusion and Suggestions

4.1 Conclusion

Based on the summary of the experience of physical education construction and teaching reform in colleges and universities, the proposal of the integrated teaching mode of in and out of physical education class is the product of the exploration of physical education reform. This mode can maintain the unity and continuity of physical education in and out of class, and helps to cultivate students' interests and develop their personality. Its goal is the mastery of students' sports skills and the formation of their sports habits, and finally achieves lifelong sports.

4.2 Suggestions

The reform of the integrated teaching mode in and out of physical education class is a complicated and systematic project. During teaching, it is suggested to adopt inquiry or heuristic teaching to improve students' practical ability and organizational ability, so that in-class and out-of-class teaching can complement each other and combine organically. Meanwhile, the promotion of this mode relates to the cultivation of teachers, the innovation of the curriculum system, the construction of venue equipment and so on. All of these need pragmatic cooperation, collective efforts and practical promotion of relevant teaching departments.

References

- [1] Chen Xiaorong. Research on Theory and Practice of Sports Teaching Clubs[J]. China School Physical Education, 2001, (2): 64-66.
- [2] Zhou Wei, Li Shourong. Countermeasures for Improving the Teaching of College Sports Clubs[J]. Journal of Physical Education, 2004, 11(3): 59-60.
- [3] Zhu Qizhi. Research on the Current Situation and Development of College Sports Teaching Clubs[J]. Journal of Wuhan Institute of Physical Education, 2005, 39(8): 88-90.
- [4] Zhao Chenglei. A Theoretical Study on the Operation Mechanism of PE Teaching Clubs Integrated in and after Class in Institutions of Higher Learning[J]. Journal of Capital University of Physical Education and Sports, 2007, 19(2): 97-100.
- [5] Sun Huayong, Hu Jun. Research on Constructing Scientific Universities Sports Club Pattern[J]. Journal of Tianjin University of Sport, 2007, 23(6): 30- 31.
- [6] Liu Zhimin, Ding Zhenfeng. Building Physical Courses New System of Normal University[J]. Sports & Science, 2008, 29(3): 82 -86.
- [7] Peng Guoxiong. Research on Teaching Notion and Pattern of Physical Education tin Current China's Universities[J]. Journal of Guangzhou Sport University, 2009, 29(3) : 122-125.

- [8] Tang Yueqin, Jin Yong. Research on the Construction of Teaching Mode of Integrated Sports Clubs in and after Class[J] . Sport Forum, 2009 (5): 36- 38.
- [9] Zhang Shaodong. Colleges PE Teaching Reform Analyzed from Physical Research[J]. Journal of Physical Education, 2011, (1): 23-26.
- [10] Zhang Heng. The Construction of the Teaching Mode of Integration of Curricular and Extracurricular Sports Club in Colleges and Universities[J]. Journal of Anshan Normal University, 2014, 16(02): 89-92.