

Research on the Present Situation of School P.E. Teaching Mode

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Abstract

With the deepening of physical education reform, aiming at the current situation of physical education in China and its existing problems, it is urgent to perfect the theory system of PE teaching. In this paper, from the current situation of physical education in China as the focus of discussion, through to the teaching model and the shortcomings of our country, the article at last on how to build the physical education teaching theory system put forward some countermeasures and suggestions, in order to innovate the physical education model, improve the level of physical education to do some.

Keywords: physical education, theoretical system, teaching model

1. Introduction

In the rapid development of science and technology today, is an era of knowledge explosion, social competition is increasingly fierce, so the quality of personnel requirements higher. In the new era, education has also undergone earth-shaking changes, modern education pay more attention to the cultivation of enterprising, open-minded and strong sense of competitiveness of comprehensive quality all-round development of talent. As an important part of education, sports teaching in our country should adapt to the direction of education development and reform constantly, so as to adapt to the demands of the society, to cultivate more moral all-round development, and to develop the comprehensive talents actively.

2. Definition of the concept of physical education teaching model

Teaching mode is a set of stable teaching procedure and teaching method, which is based on certain teaching thought and teaching law in the course of teaching, and it should strictly obey the strategy system. Compared with the teaching mode of other culture courses, PE teaching mode has its own unique characteristics. The P.E. teaching mode is a stable and typical teaching procedure and teaching method which accords with the characteristics of education and teaching based on PE teaching thought and the law of Physical Education. In short, the physical education model is a comprehensive body of physical education teaching process structure and physical education teaching method. Generally speaking, the structure of PE teaching mode consists of two main elements:

2.1. Current sports teaching idea

The theoretical basis of the establishment of P.E. teaching mode is the guiding ideology of physical education, through which we can have a clear understanding of the development of teaching mode. For

example, the guiding ideology of Happy P.E. teaching mode is "health first", and its teaching curriculum structure contains the skills, emotion, cognition and so on, which will help to promote the students' physical and mental development.

2.2. The basic goal of physical education.

In the teaching mode, the teaching goal is the core factor, and the teaching model is designed to achieve certain teaching goals. The teaching goal plays a decisive role in the teaching mode operation procedure and the teaching strategy. For example, sports Health classroom teaching mode, it is necessary to motivate students to actively participate in sports, learning various skills to promote the development of physical and mental health. According to the new curriculum standard idea, the connotation of sports skill teaching has a new change. Through physical education, the aim is to promote students' physical fitness through proper physical exercise, to help students form good physical exercise habits, to master basic sports skills and to form lifelong sports concepts. In the teaching of sports skills, we must start from the students' physical and mental characteristics, understand the students interested in those sports, in the teaching should be pragmatic and scientific, from the students' life experience, pay attention to the function of education, cultivate students' learning ability, so that students enjoy the joy of sports.

3. Analysis on the present situation of college P.E. theory teaching

Since the 1950s, the physical education of our country has been following the basic structure of the cave sports education theory. Basically not much change. On the whole, there are many defects in the concept of physical education, the setting of physical teaching material, the course setting and the method and organization form of P.E.

3.1. The lag of teaching mode, follow the traditional teaching method

At present, there are still some limitations in the research on the development and application of the theory of physical education teaching in our country. First, it is in the concept. For a long period of time, many sports scholars thought that physical education knowledge is a kind of activity in class, but not as a course. Although all types of schools have arranged courses in physical education, but from the curriculum requirements, physical education and other cultural disciplines compared to the lack of systematic. Secondly, it shows the disorder of PE teaching process. From grade one to the second year of college, in this 14 years, each student can have an average of 896 classes in physical education, compared with other subjects, more classes in PE class, but we think, this nearly 900 hours of physical education, students have learned what sports knowledge and sports skills? In fact, our physical education has failed to achieve the desired teaching effect.

3.2. Teaching practice is single, it is difficult to put theoretical education into practice

Now, our country in the school physical education work, the Physical Education teaching theory research aspect not to keep up with the sports practice step, after careful analysis mainly has the following several reasons: First, has been affected by the examination-oriented education. Since the resumption of college entrance examination, China's primary and secondary education has been affected by the pressure of further studies, which in some degree affect the school's physical education, in many schools, physical education is not paid attention to, the corresponding sports teaching theory research is relatively lag. In the practice of physical education, most schools and physical education teachers still follow the traditional

teaching mode, and seldom break through. Second, the vast number of PE teachers have deviated ideas, pay attention to sports practice and despise sports theory. They think that physical education must rely on practice, theoretical research is not useful, it is not worth studying, so most of the theory of physical education is still on a superficial level, but not in-depth research. In addition, the cultural attainment of most P.E. teachers is low, the lack of reasonable knowledge structure and innovative consciousness, and the use of advanced theory to guide their teaching, this will not promote the development of physical education theory.

3.3. The field of academic research is narrower and lacks the spirit of innovation

On the basis of insisting on principles, we should adhere to the policy of academic democracy and academic freedom, and allow all kinds of academic viewpoints to develop together. However, the current situation in sports academic research in China is not optimistic. First, academic research is not democratized. First of all, the theory of physical education has been affected by the sports administration, not a good atmosphere, followed by some scholars in the view of the problem can't be used in materialistic views and methods, and their views are not the same academic negation. The second is to introduce doctrine. Some scholars can't objectively treat the differences between Chinese and Western culture, national traditions, customs and lifestyles and other aspects of the foreign physical education theory not to compare and research, but all copy, which also affects the development of the theory of physical education in China. For example, some scholars see some foreign sports theory experts believe that the queue practice will stifle the personality development of students, then took over to carry out publicity and promotion, this approach is not conducive to the development of students, but also will affect the development of physical education theory.

3.4. The lack of clarity in teaching objectives and the absence of lifelong education mechanisms

Modern society has put forward higher requirements for talent, talent not only need to have the necessary professional knowledge, but also must have the courage to innovate, the spirit of the courage to fight. In the increasingly fierce competition of modern society, to adapt to social development, people must have good physical and psychological quality. Therefore, our physical education must train college students to establish the concept of lifelong sports. However, the physical education in our country is still to train college students' skills as the main teaching goal, and ignore the cultivation of college students' lifelong sports awareness, which makes many college students after graduation will no longer contact physical training. Now in the community when there is a premature death, many of the situation is not related to lifelong sports awareness, which has brought serious losses to the country and society.

3.5. A single curriculum architecture, lack of scientific teaching evaluation

Now the physical education in our country is divided into the following types: Basic courses, elective courses, optional courses and health classes, especially in the curriculum settings to pay special attention to college students' hobbies and the physical development of college students. However, the sports people literature and human science has failed to mention. This kind of curriculum structure design although to the sports project related knowledge and skills to pay more attention to, but lacks the pertinence, the timeliness and the long-term nature, therefore does not satisfy the university student's sports study demand. In addition, our country in the examination student athletics ability, usually in the "National Physical Training Standards" (hereinafter referred to as "standard") as the assessment criteria, if

the standard is a large student physical fitness, can't meet the unqualified, such evaluation is a lack of scientific, often lead to the teaching of physical education to offset the goal.

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