

Logical Mechanism and Practical Exploration of Integrating Divided Classroom Education Model into Physical Education Teaching in Colleges and Universities

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Abstract: *With the change of times, the reform of higher education continues to develop in depth, and the importance of physical education courses in colleges and universities is also increasing. The reform of physical education teaching is also being carried out in full swing in various colleges and universities. Many new teaching methods have been applied to college physical education, and the classroom teaching model is an inevitable development trend of higher education reform. This paper uses research methods of literature and logical analysis to elaborate on the split classroom education model, analyzes the logical mechanism of the split classroom education model in college physical education classes, explores the practical application of the split classroom education model in college physical education classes, and proposes corresponding strategies, hoping to help college physical education teachers apply the split classroom teaching method more scientifically and reasonably to college physical education classes, Improve the teaching effect of college physical education, and promote the cultivation of students' comprehensive quality on this basis.*

Keywords: *divided classroom, universities, physical education, logical mechanism, practical exploration*

1. Introduction

Curriculum reform is the forefront of physical education reform in colleges and universities, and it is also the final gateway to cultivate high-quality physical education talents. Exploring the reform of physical education teaching in colleges and universities that integrates the split classroom teaching mode is an innovation, as well as an attempt. Regardless of the literature review or practical application, the research situation and reform effectiveness of the split classroom teaching mode will become the direction for further promotion and strengthening of physical education teaching reform in colleges and universities. The physical education teaching in colleges and universities integrated with the split classroom model increasingly highlights the active side of students, the relaxed side of teachers, the lively side of the classroom, and the remarkable side of achievements.

Currently, China's emphasis on education is increasing, and teaching reform continues to deepen. Various advanced teaching theories have also been applied to the teaching process[1]. For physical education, it is also necessary to introduce advanced teaching theories and explore appropriate teaching methods to promote the improvement of teaching effectiveness. The split classroom education model is a teaching method that can fully reflect the dominant position of students. Using this method to teach plays a very important role in improving students' autonomous learning ability and independent thinking ability. Applying the split teaching method to college physical education courses can fully enhance the teaching effect of college physical education courses.

2. Overview of the theory of split classroom education model

2.1 Split classroom education model

The concept of split teaching was proposed by Professor Zhang. The split teaching method mainly divides the classroom teaching time into roughly two parts, with half of the time being taught by the

teacher and the other half being given to students for relevant learning discussions. The split teaching method divides classroom teaching into three parts, including teaching, knowledge internalization and absorption, and learning discussion. It is also called the PAD teaching method. The innovation of the split teaching method lies in staggering the time between teacher teaching and student discussion, and allowing students to arrange time for knowledge internalization and absorption after completing classroom teaching for a period of time [2]. In order to adapt to this teaching method, the assessment method also needs to be changed, using a process based assessment method to assess the learning situation of students.

2.2 Principles to be followed when applying the split classroom education model to carry out teaching activities

First, teachers should pay attention to the principle of precise speaking and blank space. The so-called intensive speaking and blank space is that when teachers teach in the classroom, they mainly explain the relevant key and difficult points of knowledge, knowledge framework, and scientific and effective learning methods to students. Through necessary blank space, students can stimulate their latent exploration desire, enabling them to find relevant materials for self-learning based on the teacher's prompts after class. The second is that teachers should abide by the principle of dividing power and responsibility. The so-called division of power and responsibility refers to the fact that teachers should share their power as teachers with students and assume relevant teaching responsibilities [3]. Teachers should make students understand their responsibilities as participants in teaching activities and encourage them to work together to complete corresponding teaching tasks. Thirdly, teachers should follow the principle of flexible division of classroom teaching time and determine the division of teaching time based on specific teaching plans, in order to ensure teaching effectiveness.

2.3 Split the classroom session

The first is the teaching section. In college physical education courses, the teaching section mainly focuses on explanation and demonstration, mainly aiming at sorting out the learning technical actions, establishing a framework model, systematically explaining the internal logic and key and difficult points, leaving some easy mistakes and doubtful matters for students to fill in, reflect on, and research after class, and assigning homework. Teachers can also provide students with some video learning materials, reference books, and links to learning websites to help them understand and internalize. The second stage is the internalization and absorption stage, which emphasizes the personalized understanding and the ability to consciously and independently explore issues during the learning process of students, which is also the key to achieving classroom grading. According to the technical actions taught by the teacher in the classroom, students carry out experiential exercises on their own, learn based on the information provided by the teacher, conduct defect detection and correction or extended and improved learning, internalize into their own understanding, and fully explore the technical actions to stimulate students' creativity and autonomous learning ability. Finally, there is the discussion section. As the internalization and absorption section is completed by students independently, there are certain limitations in self cognition, and each student has different learning experiences. Classroom discussions under the guidance of teachers can consolidate students' understanding of technical actions, expand open thinking, and cultivate students' communication and knowledge application abilities through the exchange of different perspectives between students. The main feature of a divided classroom is to internalize knowledge, thereby achieving the goal of deep learning. For physical education classroom teaching, more attention should be paid to the mastery of body movement skills. Therefore, after discussing the learning link, teachers should assign corresponding sports learning tasks to students to master knowledge points and finally form good sports habits.

3. The logical mechanism of the split classroom education model in physical education teaching in universities

3.1 Breaking through the teaching identity of teachers

The use of the split classroom education model has to some extent changed the identity of teachers as educators. Teachers are no longer an all-round role, but rather become guides or even helpers for

students in the process of sports knowledge learning and skill training. The main task of teachers in the teaching of physical education courses is to provide guidance to students, rather than fully detailed explanations [4]. In this case, students have a broader exploration space, so their interest and motivation in learning and training will become stronger. This change has to some extent alleviated the teaching pressure borne by physical education teachers, while also improving the effectiveness of students' learning and training. Teachers will gain a stronger sense of professional achievement, and their interest in teaching physical education courses will become more intense. University teachers often face certain teaching and research pressures, and using this method to alleviate their teaching burden is very effective. At the same time, the split teaching method has also achieved significant results in stimulating students' initiative, so its application is of great significance.

3.2 Cultivate students' awareness of autonomous learning and training

The split classroom education mode distributes the students' learning tasks evenly throughout the semester, which can effectively avoid the usual phenomenon of nervousness before exams and firing at the moment. Students have the opportunity to learn relevant sports knowledge and practice corresponding sports skills in each course throughout the semester, so as to achieve the goal of replacing short-term effects with long-term effects. In split teaching, students have more time for autonomous learning and training, which not only cultivates students' awareness of autonomous learning and training, but also effectively promotes their confidence in learning and training, and forms a virtuous circle between the two, fully ensuring the application effect of split teaching.

3.3 Helping teachers teach according to their aptitude

Under the traditional teaching model, physical education teachers usually impart relevant knowledge and skills to students based on their own knowledge and experience [5]. However, as experience is usually a personal experience, different individuals may have different experiences, so experience does not have a broad applicability in the teaching process. There are certain individual differences among students themselves, and the unified teaching by teachers based on their own knowledge and experience is bound to be unable to adapt to the learning styles of all students, and the teaching effect is bound to be affected. By using the split classroom education model to teach college physical education courses, students have more time to experience the knowledge and skills taught by teachers, and teachers have more time to provide individual guidance to students. Students can also gain new insights by exploring and interacting with teachers and classmates, which will significantly improve the pertinence of teaching activities and help teachers teach students in accordance with their aptitude.

4. Practical exploration of the split classroom education model in college physical education classes

4.1 Reasonable allocation and control of time

To ensure the effectiveness of the split classroom education model, it is necessary to be able to reasonably allocate classroom time and do a good job of time control. Teachers should separate the teaching of sports skills and knowledge from interactive learning and practice in a certain amount of time, so that students can have sufficient time between the two links to internalize and absorb knowledge based on their own learning rhythm and personality characteristics. Fully separate the three elements of teaching, internalization, practice, and discussion by using time. Physical education teachers' teaching knowledge should be based on the actual situation of physical education curriculum teaching to formulate corresponding split teaching plans, and from the perspective of time span, two types of plans should be formulated [6]. One is the physical education curriculum teaching implementation plan based on semester; the second is a single classroom teaching plan based on a single classroom teaching unit. The formulation of the term plan requires comprehensive consideration of factors such as the teaching objectives, processes, plans, and evaluation methods of university physical education courses, especially the relevant scheduling work. In addition, teachers should reasonably control the time of each link in a single course, leaving students with the necessary time to learn sports knowledge and practice skills.

4.2 Reasonable grouping

When using the split classroom education model to teach college physical education courses, physical education teachers should do a good job in grouping students and analyze them based on their actual level, so as to ensure that the overall strength of each group does not differ significantly. If the grouping work of teachers is not in place, there will inevitably be a large gap in strength between groups, which will not achieve good results in confrontation or training [7]. Students will also lose interest in confrontation or training due to the large gap between groups, which will affect the smooth development of physical education teaching work. In order to ensure the rationality of grouping, teachers should have a detailed understanding of each student's physical education knowledge, skill level, physical fitness, etc. before grouping. In addition, from the perspective of psychology, when grouping, it is appropriate to consider the mixed gender grouping method. Through gender complementarity, boys' desire for expression and competitiveness can be fully stimulated, and the teaching effect of physical education courses will also be improved.

4.3 Properly arrange tasks before releasing them

Before releasing classroom learning and training tasks, physical education teachers should provide a more detailed explanation to enable students to have a deeper understanding of some of the key points in this task. The teaching implementation plan for each course is formulated based on the semester plan. Teachers need to enable students to understand the teaching process, plans, assessment points, and other relevant content in advance, while also enabling students to recognize the key knowledge points and difficulties of this semester. Physical education teachers can assign corresponding learning and training tasks to students based on these key knowledge points and difficulties, thereby strengthening their understanding and mastery of them. When students conduct learning and training, teachers should do a good job in classroom control, and promptly solve problems found.

4.4 Pay attention to process evaluation and clear rules

The main purpose of college physical education courses is to enable students to master the necessary sports skills, cultivate their awareness of physical exercise, and enhance their physical fitness. Therefore, when assessing and evaluating students, attention should be paid to process evaluation, while formulating relatively clear evaluation rules, especially when using the split classroom education model to carry out college physical education teaching [8]. Due to the particularity of the split teaching method, when conducting teaching evaluation, teachers should be able to provide a more complete evaluation of students' physical education curriculum learning from multiple perspectives, levels, and aspects. The evaluation should be implemented in each class hour's teaching content, each learning and training requirement, and cannot use a single standard to unilaterally evaluate students' learning and training effects. In addition, regardless of the evaluation method, it is necessary to ensure that the evaluation rules are clear and transparent, and ensure that students have a full understanding of them.

5. Discussion

The survey shows that there are still some problems when applying the split classroom education model to college physical education classes. Some physical education teachers do not have a deep understanding of the separate classroom education model, which has resulted in improper mastery of methods when using the separate classroom education model to carry out college physical education curriculum teaching, which has affected the application effect. The main reason for this is that teachers have some misunderstandings about the split teaching method and do not have a good grasp of its specific operating procedures. In addition, some physical education teachers often take it for granted that they rely on their own strength to solve the problems encountered in the teaching process and simply do not pay attention to the dominant position of students in the classroom learning process because they do not pay enough attention to students and do not actively communicate with other teachers about the problems existing in the application of the split teaching method. This will also affect the application effect of the split teaching method.

6. Conclusion

In summary, the current national requirements for school education are constantly increasing, and in

colleges and universities, physical education is also an important part of school education, which plays a very important role in strengthening students' physique and cultivating their lifelong awareness of physical exercise. Applying bisection teaching method to college physical education teaching is very important to improve its teaching effect, but it must be ensured that this teaching method can be correctly and reasonably applied in order to achieve the expected effect. This requires teachers to allocate and control time reasonably, group appropriately, arrange tasks well before releasing, pay attention to process evaluation, and have clear evaluation rules when using the split teaching method to carry out college physical education curriculum teaching.

The integration of the split classroom teaching model into the reform of physical education courses in universities is an innovative attempt and an important step in the exploration of teaching reform. The process of adopting split classrooms in college physical education courses is bound to bring about compromises and space alienation among factors, which is precisely the field and behavior of change. "Change is not a one-time action, but a continuous improvement. Making full use of the advantages of the split classroom model and completing the cultivation of high-quality talents are the main goals of classroom teaching reform. The main purpose of this study is to continuously analyze, summarize, and adjust the current situation of change, and achieve true integration between the two".

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