

Research on the Teaching Reform of Public Physical Education Clubs in Private Colleges and Universities

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ABSTRACT. *With the gradual deepening of education reform in China, physical education has also undergone great changes. Under the new era, college students have strong independent innovation ability and are more willing to try new types of competitive sports. The traditional public physical education model has been unable to meet the needs of change. This paper starts to study the reform of public physical education in private colleges and universities, proposes to implement the new teaching mode of the club, and analyzes the current inadequacies of the teaching mode of public clubs in colleges and universities.*

KEYWORDS: *private colleges; Public physical education; Club teaching*

1. Introduction

With the application of the new teaching model of “sports clubs” in colleges and universities, it is found that this new educational model can fully mobilize students' enthusiasm for learning, choose their favorite courses according to their own abilities and interests, and stimulate their subjective initiative of active learning and Seeking desires and maximizing the learning outcomes of students. The sports club model breaks the restrictions of the industry and the class, and selects the physical education curriculum according to the students' interests[1]. This new mode of education and teaching has abandoned the old model, enabling students to conduct targeted learning according to their own abilities, and truly achieve “stratified teaching” and “teaching students according to their aptitude.” Students can choose their favorite sports items according to their interests and hobbies, and improve their skills and physical fitness. This kind of teaching mode has strong openness, flexibility and autonomy. It can fully stimulate students' interest in learning and exert their subjective initiative. It is necessary to apply it to public physical education in ordinary colleges and universities.

2. The Current Situation of the Teaching of Public Physical Education Clubs in Private Colleges and Universities

2.1 Unequal Supply and Demand of Sports Items Opened in

Judging from the sports programs offered by ordinary colleges and universities, the imbalance between supply and demand is more prominent. For more popular projects, such as badminton, basketball, table tennis, and aerobics, there are more students in the class, and the number exceeds the number of physical education teachers. The ability of the sports ground. Some of the less popular items have fewer students, such as football[2], track and field, etc. These items cannot be started normally due to the small number of students. In actual work, most ordinary colleges and universities will adopt various methods to adjust some students from popular projects to these unpopular projects. Students can not truly achieve free choice of courses, which has an impact on students' enthusiasm for learning.

2.2 Hardware Facilities Can Not Meet the Teaching Needs

In recent years, most colleges and universities have continuously expanded their enrollment, and the number of students has been increasing. The speed of construction of school sports facilities has not kept pace with the expansion of students' enrollment, and the total amount of hardware facilities has been insufficient. The public sports club teaching mode has been on the venue facilities. The requirements of the aspect are high, and the lack of hardware facilities greatly restricts the role of the teaching mode of college clubs. In addition, due to the constraints and influences of ten objective conditions, some sports facilities are old and aging, and they cannot be used any more, or there is a certain security risk[3].

2.3 Poor Communication between Teachers and Students

At present, the selection of public sports courses in most colleges and universities is conducted online, but this method of class selection does not enable students to effectively understand the teacher's teaching expertise, teaching characteristics and project opening, and the channels for understanding course information are not smooth enough. The teaching of the same item in the club physical education may be held by different teachers, and different teachers will have different teaching effects. Because the information communication between teachers and students is not smooth, it is easy for students to choose their favorite teachers and affect their interest in learning.

2.4 Teacher's Special Structure is Unreasonable

In the process of public physical education club teaching, the teacher structure is unreasonable. The existing teachers are mainly concentrated on several popular ball

games. For less popular projects, teachers are scarce, especially students are more interested. Sports such as swimming, less professional teachers. In addition, few of these teachers are from the class, most of them are half-way, and their professional knowledge is insufficient[4]. The special business is not precise enough and not wide enough. It may be a physical education teacher from the basketball industry. He is not only the backbone teacher of the basketball class, but also the teaching task of the tennis teacher. However, as far as the tennis sport is concerned, it may not be a “class of the class”, so the basic skills of the industry may be The understanding is not so thorough. Especially with the ever-changing changes of the generation, students may begin to learn from the activities of rock climbing, yoga, swimming, spinning and other activities. Therefore, we must improve our teaching ability and introduce a team of teachers.

3. The Countermeasures for the Reform of the Teaching Mode of Public Physical Education Clubs in Private Colleges and Universities

3.1 Deepen the Reform of College Sports System

The teaching mode of public physical education clubs in colleges and universities should give full play to its role. First, the reform of the sports system should be further deepened. The quality of sports system reform will directly affect the effect of physical education curriculum reform. Therefore, university leaders should pay full attention to the role of the reform of the sports system, and provide sufficient human, material and financial support for the club teaching model, so that it can effectively improve the quality and efficiency of public physical education. We must give certain financial support to the sports clubs of private universities through various channels to ensure normal teaching quality.

3.2 Strengthen the Construction of Venue Facilities and Arrange the Course Time Reasonably

We should carry forward the spirit of “sunshine sports” and vigorously develop the teaching of sports teaching. It is necessary to keep pace with the times, replace and adjust teaching facilities in time, and equip a certain number of sports teaching aids so that students can experience the fun of sports. Colleges and universities should increase capital investment, further improve the construction of sports facilities, equip with sufficient sports equipment to meet the needs of club teaching, actively use existing sports facilities resources, and improve resource utilization efficiency[5]. At the same time, we can rationalize the allocation of resources, strengthen communication and coordination with the academic affairs department, reasonably arrange the teaching time of physical education courses, divert students from the peak period, ease the tension of sports facilities, divert students, and try to take the time of the physical education curriculum. Interspersed with each other, as much as possible to meet the needs of more students to participate in the sports of interest, but also to improve the efficiency of the use of various venues and facilities.

3.3 “Up and Down Combination” Reasonable Setting of Teaching Projects

The teaching of public physical education clubs in colleges and universities must change the way of setting up teaching projects, and truly realize “taking students as the main body”. The project setting should break the traditional “top-down” setting mode and transform into “up and down combination”, fully considering the teacher-student double. The subject matter is set up for the teaching project. In the specific setting process, the teacher should optimize the physical education teaching program according to the students' interest in learning and the professional structure of the teacher. According to local conditions, according to the characteristics of the students of the school, combined with the current new situation, carry out diversified teaching projects. For example, carry out some popular sports such as yoga, roller skating, and taekwondo, and set up a body-building class for female college students to love beauty, and at the same time improve their coordination and flexibility. Some group performance projects, such as martial arts, street dance, ballroom dancing, etc., can also be carried out to enhance the teamwork ability of students to a certain extent. Through group activities, students can establish a sense of collective honor and enhance teamwork ability[6]. We should combine the characteristics of private college students to develop a variety of teaching forms, cultivate students' interests, and maximize the comprehensive ability of sports. On the basis of retaining some traditional sports, develop and introduce new sports, highlighting the role of fitness and entertainment, and cater to students' diverse learning interests.

3.4 Optimize the Special Structure of Physical Education Teachers

The teaching of public physical education clubs in colleges and universities should change the unreasonable structure of teachers' special structure, strengthen the development and utilization of existing physical education teachers resources, cultivate teachers' awareness of advancing with the times, and enable teachers to consciously learn the most cutting-edge sports skills and sports knowledge, and continuously improve. Improve your physical education literacy by your own teaching ability. While teachers are proficient in special projects, they should pay attention to the study of other sports to adapt to the changes in students' demand for sports. In addition, the school should provide teachers with learning opportunities as much as possible, improve their professional quality through training and training, encourage teachers to take the postgraduate entrance examination, test the blog, continuously introduce excellent sports talents, optimize the special structure of teachers, and improve the effect of public physical education.

4. Conclusion

All in all, the public physical education club is a teaching mode that meets the needs of college physical education teaching. It emphasizes “taking students as the center” and can effectively improve the effect of physical education.

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