

Practical Study on the Selection and Design of Physical Education “Exercise each class”

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ABSTRACT. “Exercise each class” is a form of practice to improve students' physical fitness and extend the traditional contents of physical education in China. However, some teachers are not very clear about the content selection, the purpose of practice and the systematization of design. Therefore, on the basis of the function and significance of “exercise each class” and the main problems existing in it, this paper puts forward the basic ideas of the selection and design of the course practice content in combination with the teaching practice.

KEYWORDS: exercise each class; physical fitness; adolescents

“Exercise each class” (EEC) is simply that PE teacher in order to enhance the physical fitness of students, making use of a few minutes of classroom time in each PE class. The purpose of this exercise is very clear, that is, by changing the form of targeted exercise to enhance exercise load and exercise density, improve students' physical fitness, at the same time, reasonable and scientific class practice, rich contents, various forms, simple and easy to operate, also has a very important role in promoting the development of students' sports ability.

In the 1980s, EEC was accepted by the majority of physical education teachers in primary and secondary schools in China, and was unanimously respected. It had made a contribution to students' physical exercise. But later, because of a variety of reasons, leading to the cooling of class practice, mere formality. Nowadays, Chinese students' physical fitness has been declining for more than 20 years. After a physical education class, students' faces remain unchanged, hearts do not beat quickly, sweat does not stream. this phenomenon makes the class practice return to the vision of physical education teachers, and to the comprehensive development of the physical education class.

Effective EEC is a supplement and extension of the form of teaching content. In daily physical education, we often find that there are some very good physical fitness practice methods, such as trolley exercises, students like them. They are also very effective for students arm exercises, but the practice is generally difficult to

integrate with the classroom teaching, which needs to be supplemented by EEC links. In addition, effective class training is also a supplement and extension of the exercise load, some essential characteristics of the value of teaching materials determine the essential phenomenon of the light exercise for students in this class, such as gymnastics class, such a type of physical education class will lead to students' insufficient exercise, so it is necessary to supplement and extend the teaching content of this class by EEC, so as to make up for the characteristics of students' insufficient exercise. At the same time, EEC is a supplement and extension of the education and cultivation of students' volitional quality, EEC is the practice of students' physical fitness, so the amount of activities will be large, to a certain extent, it is also a test for students' physical fitness, especially students can not carry out some intensity and load exercises and some cooperative competition exercises in the physical education class, in the process of practice is also a supplement and extension of students' emotional training education.

1. The problems existing in the current physical education class

1.1 Unscientific choice of the content of class exercises

In violation of the student's developmental characteristics. There are many contents and forms of EEC, the main purpose of which is to develop students' physical fitness. But the sensitive period of students' physical fitness development in each stage is different, so we should take full account of the students' growth and development characteristics, psychological characteristics, acceptance ability, physical exercise ability and learning foundation when we choose and design the content of class exercises. At the same time, the content and form of EEC should be designed reasonably on the basis of the original, the density and intensity of EEC should be reasonably arranged to avoid the occurrence of sports injuries. For example, we should try not to arrange intensive exercises of strength and endurance in Level A class. This is not scientific for the growth and development of students. At the same time, the difficulty of class operation should be reduced to conform the cognitive ability of Level A students, or the students will not have high enthusiasm. If they don't have high interest, their density will be lower, not only can't it achieve the purpose of strengthening the constitution, but in disorder and affect the quality of teaching.

1.2 The purpose of EEC is unclear

1.2.1 EEC does not match the value of teaching material

The core value of different teaching materials is different, the ability of students is different, and the selection and design of the content of our EEC is also different. For example, the main purpose of basketball teaching is to let students learn basketball through the process of basketball teaching, learn to exercise, and lay the

foundation for their lifelong sports, rather than learn basketball skills but can't play basketball after a few years of basketball learning. Therefore, we should arrange and design the lesson practice content according to the value and characteristics of the teaching material, try our best to match the lesson practice content with the teaching material value, to serve the value of teaching material, and supplement the students' practice. However, in our daily teaching, we often find that some EEC is irrelevant to the content of the textbook, which is quite abrupt and even affects the improvement of teaching quality.

1.2.2 Unit objectives for EEC are unclear

In physical education teaching, unit teaching is the basic unit to carry out classroom teaching and is the guarantee of systematic teaching. A unit is generally composed of several class hours, each of which has its own corresponding EEC and various forms of EEC. However, at present, one unit of physical education class often has its own EEC, the form of EEC is many but not fine, the integrity of EEC is not systematic enough, and the connection in each EEC is not close, the main reason is that the EEC and unit teaching objectives are not clear. EEC is a separate link in the teaching process, but it does not mean that EEC is isolated, arbitrary. In the course of teaching, some teachers neglect the connection with the unit teaching content when designing the content of the lesson practice, and practice what they want to do, without systematic consideration, which leads to the unsystematic and disorderly practice. In addition, the improvement of students' physical fitness also needs to be systematic, and the unsystematic class training is not efficient for the development and improvement of students' physical fitness.

2 How to scientifically and rationally select the content of EEC

2.1 follow the "sensitive period" of students' physical development and choose the content of the design course

The Curriculum Standard (2011 Edition) points out that the selection and design of teaching content should take full account of the physical education and health learning foundation, physical characteristics, physical development sensitive period and psychological development characteristics of students from different sections, so as to improve the pertinence of teaching content.

The sensitive period of physical fitness is an important time period for the development of students' physical fitness. The selection and design of class exercises should fully consider the problems of sensitive periods in different stages, do correct exercises at the correct time, and make twice the result with half the effort for the students' physical and mental development and the improvement of students' physical fitness. For example, the design of class training in the first stage of level should pay attention to the development of students' flexibility, agility and balance; the second stage of level should pay attention to the development of students'

flexibility, agility, speed and strength; the third stage of level should pay attention to the development of agility, strength, speed, cardiopulmonary function and fitness ability. The four stage of level should focus on developing students' agility, speed, strength, cardiopulmonary function and fitness.

To sum up, how can we follow the "sensitive period" of students' physical development to choose the design EEC? First of all, we should make it clear that the emphasis and direction of the EEC designed in different stages are different; secondly, we should carefully analyze the actual situation of the students, including the basis of the students' original technical movements and physical fitness, and whether the form, amount and difficulty of the EEC content can be borne; finally, we should follow the "sensitive period" of its stage to design the EEC content and form. For example, in the class of "Multi-form Shooting (Hit) Ball Game, Comprehensive Game ", we find that the instructor arranges the "jump ten square in situ hands up (hit) ball" EEC according to the level of a student's sensitive period. It is an exercise designed to follow the development of its balance and sensitivity. For the same reason, in addition to choosing and designing exercises to develop their agility and flexibility, we should also pay attention to the physical qualities, such as speed, strength and endurance to design and choose the contents and forms of class exercises in level two and level three. If the students have positive improvement of EEC in these sensitive periods, then the children's higher-order ability can be well developed in the level four and the level five, then for the middle and high school teachers, our physical education teaching can achieve better results.

2.2 Adhere to the form of units to choose and design the content of EEC

In the process of physical education, in order to make students learn physical education knowledge and skills more systematically, we all use unit teaching to carry out learning. Also in the choice and design of EEC, we can not arrange the content of EEC at will only according to the classroom equipment and teachers' wishes. The improvement of students' physical fitness and the growth of various qualities, on the one hand, ate benefit from the growth of nature, on the other hand, they also need systematic scientific practice. Therefore, PE teachers should improve their quality and ability according to the contents and needs of students' unit teaching and systematically arrange the content of unit EEC. Each class has a small goal, several classes from the unit goal, and the term goal is formed, so as to systematically and scientifically improve students' physical fitness. For example, in the unit teaching of durable running, the teacher can arrange and design the flexible course content according to the unit of durable running, such as straight back forward flexion, single foot peak, open forward flexion, split test pressure, bow step split and other system flexibility exercises. For example, in the third grade basketball unit teaching, the author arranges unit EEC according to the unit teaching content. The concrete design is as follows:

Table 1 Multi-form Dribbling and Picking Method Course Practice Unit Teaching Plan

| Sessions | Teaching content | Practice Methods | Physical fitness | Practice Purpose and Requirements |
|----------|--|-------------------------|--------------------------|---|
| 1 | In-situ dribbling | Free dribble | Sensitive, speed | Set a distance, time-limited dribbling, improve the student's ability to move between the road |
| | for dribbling movement in march | | | |
| 2 | Dribbling Practice 1 | Traffic light dribble | Sensitive, speed | According to the teacher's prompt, carry on red light line, green light stop dribbling practice |
| | Dribbling Practice 2 | | | |
| 3 | In situ pass-to-take action 1 | Basketball pitch | Strength and sensitivity | Use the line and distance of the basketball to specify the number of throwing exercises |
| | Intercourse Pass Catch Action 2 | | | |
| 4 | Pass and catch practice 1 | Slide move | Speed, sensitivity | According to the direction of the teacher, do the slide exercise |
| | Pass and catch practice 2 | | | |
| 5 | Dribble + Transfer Combination Exercise 1 | Fast moving | Sensitive, speed | Schedule 30 seconds ,20 seconds, and other two-foot fast movement exercises according to time |
| | Dribble + Transfer Combination Exercise 2 | | | |
| 6 | Dribble and catch comprehensive application expansion 1 | Throwing far fast break | Speed, sensitivity | Throw the ball away, run fast, pick it up, practice shooting |
| | dribbling and catching comprehensive application expansion 2 | | | |

The course selection and design of this unit is based on the characteristics and essence of basketball game to design the course content of scientific system. It plays an important role in promoting students' basketball learning and improving their physical fitness.

2.3 Keep promoting the selection of the content of design EEC with the content of teaching

Different application projects have different emphasis on students' ability development. Physical education teaching should make full use of the value of biological transformation of sports items and promote the development of students' physical and mental health. So when we design and choose the EEC, we should fully understand the essential characteristics of sports items, play its essential value of sports, so as to better develop students' sports ability and promote the improvement of classroom efficiency. Let's take the basketball for example, according to the essential characteristics of basketball sports, we can develop students' physical fitness such as speed, strength, endurance, agility and teamwork spirit through running, jumping, throwing and so on. Therefore, in the selection and design of class exercises in basketball teaching, teachers should combine basketball techniques with running, jumping, throwing and other forms to develop students' physical qualities according to students' sensitive period. At the same time, we should make clear that the fundamental purpose of basketball sports is to let students learn basketball and lay the foundation for their lifelong physical exercise. Therefore, we should combine the learning of basketball sports technology with the use of basketball, pay attention to the combination of technology and application dimensions, and on this basis,

combine it with the development of students' physical fitness, consolidate and improve basketball skills through EEC, understand basketball sports, to achieve the students' teaching purpose of "playing" basketball.

In addition, different sports items have different intensity of exercise load in the teaching process. Sports load is an important way to develop students' physical fitness, physical education class must ensure students' exercise volume and physical exercise density, only in this way, students' physical fitness can be reasonably developed. Therefore, in the selection and design of class exercises, we should combine the sports load of the sports project to carry out complementary combination collocation according to the essential characteristics of the sports items. For example, in the sports of durable running, according to the essential characteristics of its sports, the sports load itself is relatively high, so we should reconcile the sports load in the selection and design of class exercises, supplement the flexible stretching and durable running, and reasonably regulate the sports load of a class. At the same time, the essential characteristics of gymnastics determine that in gymnastics teaching, most of the classroom has the phenomenon of small exercise load, so in gymnastics and other sports with less exercise load, we can practice through the number of times and the combination of physical fitness for EEC, so as to make up for the characteristics of small exercise load.

3 Conclusions and recommendations

At present, we can not estimate how much the effect of EEC will be on the students' physical improvement, but in the concrete operation, we should make clear the purpose of the EEC, and specifically and systematically design and choose the content and form of the EEC. In this paper, according to the teaching practice, the problem of EEC and the students' growth law and sensitive period, combined with the value of the teaching material and the characteristics of the classroom teaching content, the author scientifically and reasonably designs the EEC, which will not affect the normal teaching content, but will promote the development of classroom teaching, improve students' physical fitness and improve teaching quality.

Recommendations:

First, the timing of EEC is very important, EEC can not interfere with the development of normal teaching, in practice it can not appear abrupt either, so the author suggests that the timing of EEC can generally be arranged before class, before the basic part and at the end of the teaching link. Generally, we can arrange the practice of formation before class, and the special preparation activities promoted by the teaching content, such as the ball-familiarizing practice can be arranged before the basic part of the study, and most of the physical activity exercise is arranged at the end of the teaching link.

Second, EEC should also pay attention to the individual differences of students, students' physical fitness is different, the unified standard for the evaluation of students' physical fitness practice is also unscientific, so in the process of designing EEC, we also try to design a hierarchical standard and practice, we should regulate

the environment according to the individual differences of students, in the distance, time, frequency and other resources to meet the needs of different students' physical fitness.

Third, safety is a problem that must be paid attention to in EEC. In the selection of equipment, we should fully consider the safety, in the exercise content and the amount of exercise, we should fully take into account the existing sports foundation and physical fitness, reasonably select and design safe, interesting and effective EEC, in the process of organizing EEC, we can not relax and get organized orderly.

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