

SWOT Analysis of the Development of PE Class "Three-Stage" Teaching Structure

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Abstract: With the advancement of teaching reform, the "Three-stage" structure, which has been widely used in physical education classroom, tends to be lost in many new models and structures. By using the research methods of literature review and logical analysis method, this paper analyzes the traditional "Three-stage" teaching structure from the perspective of SWOT model in order to have a more objective grasp of the characteristics of the structure. To explore scientific and effective improvement strategies, inherit and develop the "Three-stage" teaching structure combined with the current physical education background, so as to make the traditional teaching structure full of new vitality. The research shows that the traditional "Three-Stage" structure has the advantages of scientific and efficient, easy to integrate with ideological and political education; It has the disadvantage of rigid structure and suppressing students' initiative. Faced with the opportunity brought by the national policy tilt and challenge of the impact of foreign teaching mode; According to the trend development of the traditional "Three-Stage" structure, the following development strategies should be adopted: to carry out the curriculum ideological and political, combined with after-class service; Improve the quality of teachers, improve the evaluation mechanism; Enrich the classroom content and carry out competition activities; Implement class teaching and make use of flipped classroom.

Keywords: three-stage, SWOT method, physical teaching structure, curriculum structure

1. Introduction

From the mid-to late 20th century, the "Three-stage" physical education teaching framework has been commonly employed in physical education classes. It contains a chronological teaching structure, which can clearly show the chronological relationship between the elements and links in a physical education class, and can make the classroom run efficiently with a clear structure and low operational difficulty. It was once the most popular teaching structure. Physical education professionals' study into the format and method of gym classes has been developing with the growth of teaching reform, and several creative concepts have developed, making the traditional "Three-stage" teaching structure face an awkward situation. In theory, the "Three-stage" teaching structure has been labeled as "old" and "mechanical", but it is undeniable that the "Three-stage" teaching structure still occupies a dominant position in actual teaching. Therefore, the widely used "three-part" physical education structure should not be annihilated in many new models and new structures, but should take its essence and remove its dross, and scientifically inherit and develop the traditional structure by combining the internal and external environment of physical education nowadays.

2. Brief Introduction to SWOT analysis

2.1 SWOT analysis

SWOT analysis, also known as situational analysis, is an analysis model that was widely used in the early 1980s for internal management of enterprises. The letters "S," "W," "O," and "T" stand for "Strength", "Weakness," "Opportunity," and "Threat," respectively. The initials stand for the item of analysis's structural parameters as well as its exterior opportunities and risks. ^[1]

2.2 The "Three-stage" PE teaching structure

The "Three-stage" PE teaching structure is based on the traditional "Three-stage" PE class structure, which is the most common teaching structure used in PE classes in the past. According to Gu Mingyuan's Dictionary of Education, the structure of a PE lesson is a unique form of organization. In general, PE lessons are divided into three parts and are taught in a certain order and within a certain time frame. The pre-class preparation section aims to prepare students physically and mentally by clarifying the learning objectives of the class and doing preparatory activities and team exercises under the guidance of the teacher and the sports committee. The Fundamentals section is the key part of the class and is composed of the main physical exercises that students perform under class instruction, which is the main part of the exercise density and exercise load, which takes about 30-35 minutes; the end part of PE comes to an end, the main purpose is to make the students' physiological and psychological recovery close to a quiet state, so that the students can carry out the next learning activities, in this part, the teacher usually evaluates the performance of the students in this class and summarizes them. The assignment of exercise work outside the class is given for 5 minutes; In addition, it is stressed that "each section should pay attention to the integration of materials and timely education on moral quality, intellectual will and intellectual development."^[2]

3. SWOT analysis of the teaching structure of the "Three-stage" physical education class

3.1 The internal advantages of the "Three-stage" teaching structure: sensibility and rationality coexist

Firstly, the Three-stage teaching structure reflects "rationality" and has the advantage of being scientific and efficient. The "Three-stage" teaching structure is supported by a whole set of classroom teaching procedures that are inherent in it, which echoes the first and last, progressively and organically linked; The sequence and duration of these programs are determined by the physiological activity patterns of students, the laws of classroom teaching, and the nature of the physical education discipline.^[3] For example, the task of the preparation section is to quickly organize the students, focus their attention and clarify the learning objectives and requirements;^[4] The task of the Preliminary part is to quickly organize the students, focus their attention and clarify the learning objectives and requirements; The Fundamental part sets enough time for the teacher to start teaching and for the students to practice so that the motor load of the class meets the requirements; and the end part of the class is targeted to arrange some stretching and relaxation for the parts of the body that are under greater load in this class and to choose soothing music to assist the students, so as to promote the heart rate to gradually return to its usual state and the body to gradually return to a relatively quiet state.^[5] This transitional setting can reduce the risk to students during exercise, in line with the current concept of "health first", and can also achieve the purpose of improving physical fitness and exercise.^[6] Leaves most of the time in the middle of the classroom for skill learning and practice. Such a teaching organization process will make the collective teaching of physical education very efficient, and can teach students as many systematic and standardized motor knowledge and skills as possible within the limited classroom time, which has the advantage of scientific and efficient.

Secondly, the Three-stage structure is 'emotional' and can be more easily combined with the ideological and political education. For example, in the preparatory activities at the beginning of the class, there are team exercises such as formation and counting, which can reflect the integration of discipline and discipline. Psychologically, this can make students change from a state of idleness to a state of concentration and seriousness during the class, and establish the authority of the PE teacher in just a few minutes to promote the next part of the class. The basic part of the session runs efficiently. Moreover, the "Three-stage" pedagogical structure is not just an issue of skill acquisition and practice, but of "timely education of moral character and spiritual" in all parts of the physical education curriculum, which can be seen as leaving room for the ideology of the PE curriculum to flourish. The natural contagiousness and practicality of the PE curriculum creates an internalized context for effective moral education for students.

3.2 Internal disadvantages of the 'three-part' teaching structure: the classroom structure tends to be rigid

The Three-stage teaching structure simply divides a PE lesson into three parts, with simple and specific content requirements for each part. Compared to other structures, this structure favours the

dominant position of the teacher, and the timing, content and approach of each part are more strictly controlled. Some teachers do not design their teaching sessions carefully and rarely consider whether their students can accept this way of learning, or follow a set lesson plan, which in the long run leads to a rigid structure of PE lessons. For students, PE lessons are uniform, with most of the time spent unilaterally with the teacher delivering lectures and students following the teacher's exercises, making it difficult for their own initiative to be brought into play.

3.3 External opportunities for the "Three-stage" teaching structure: national policies

The external opportunities for the "Three-stage" teaching structure are mainly due to the current national policies. The 2022 New Curriculum Standards put forward clear requirements for specific teaching implementation, such as setting teaching units according to students' physical and mental. For example, the 2022 New Curriculum sets out clear requirements for specific teaching and learning, such as setting up teaching units according to the developmental patterns of students and teaching special skills in large units, which enhances the operability and guidance of the curriculum. At the same time, the implementation of the "double reduction" policy has given more opportunities for homework and after-school extended hours sports services, etc. Physical education teachers can seize these opportunities to break the space and time boundaries of physical education classes, so that motor skills instruction in the classroom and extracurricular physical activities can be complementary and interconnected, which will not only reap good teaching results but also contribute to the cultivation of lifelong sports habits. This will not only yield good teaching results, but will also be beneficial to the development of lifelong exercise habits in students.

3.4 External threats to the "Three-stage" teaching structure: the impact of foreign teaching structures

China's traditional Three-stage physical education class structure is based on the law of changes in the human body's ability to move and forms a specification-type structure model, which has strict requirements and content in the control of teaching content and time. It reflects the characteristics of uniformity, planning and systematization. In contrast to the structure of physical education classes in the United States and Japan, physical education classes in foreign countries have more flexible teaching materials, fewer restrictions on teaching content, less strict requirements on the control and allocation of time for all aspects of the classroom, and bilateral activities for teachers and students, which can give full play to students' subjective initiative and creativity^[7], with a relatively high degree of freedom^[8], generally reflecting the characteristics of flexibility, looseness and innovation.^[9] With the development of society and the advancement of teaching innovation, the structural model of foreign physical education classes has been used to compare with the Chinese model of physical education classes, hoping to learn from the strengths of others and inject fresh blood into the models of physical education classes in China, but the author believes that the structural models of physical education classes in each country are not only based on the nature and characteristics of physical education subjects, but are formed by taking into account the economic background, social system, educational views and the developmental characteristics of students, etc.

4. Strategies for the development of the "Three-stage" teaching structure in physical education

4.1 SO strategy: give full play to advantages and seize opportunities

4.1.1 Implementing the ideology of curriculum

The Ministry of Education requires "incorporating the ideology of the curriculum into the whole process of classroom teaching", and specifically puts forward more detailed requirements for physical education courses, stating that "physical education courses should establish the educational concept of health first, focus on patriotic education and traditional culture education, cultivate students' tenacity and struggle to have the curriculum should also be more detailed, stating that "physical education courses should establish the concept of health first, focus on patriotic education and traditional culture education, cultivate students' beliefs in hard work and struggle, and inspire students' sense of responsibility to improve the physical quality of the whole nation."^[10]

In such a context, the "Three-stage" physical education teaching structure should give full play to the advantages of its own curriculum structure, respond to the new era of nurturing requirements, the curriculum nurturing throughout the classroom. For example, in the preparatory part of the teaching

structure, students are guided to form a sense of collective honor through the discipline and discipline brought by the formation and team training; in the basic part of the skills learning and practice, students are guided to rise to the challenge by carefully designed teaching links to sharpen their strong will; in the concluding part, students are allowed to speak freely and exchange their experiences, so that they can enjoy the fun of sports and exercise their communication and cooperation skills. In the final section, students are permitted to share their experiences so that they can enjoy the sport and practice their communication skills.

4.1.2 Combining after-school services

In 2021, the General Office of the Ministry of Education and the General Office of the National Development and Reform Commission recently issued the Circular on Enhancing After-school Sports Services in Schools to Promote the Healthy Growth of Primary and Secondary School Students to guide and support sports schools, sports clubs and other professional forces to enter schools to carry out after-school sports services and promote the "double reduction" policy.^[11] The "double reduction" policy has been put into practice to enhance the development of healthy youth through the convergence of efforts. The "double reduction" policy provides an opportunity for after-school PE services, and the extended PE services and the "Three-stage" teaching structure are complementary to each other. Based on the systematic and efficient teaching results of the "Three-stage" teaching structure, the after-school extended hours service can enable the single scattered physical education knowledge and skills learnt in the limited time of physical education classes to be fully digested and understood after class. The rich and varied sports games can also make up for the low freedom of the PE classroom and allow students to experience the fun of sports, thus enhancing the motivation to learn the skills in PE class.

4.2 WO strategies: overcoming disadvantages and seizing opportunities

4.2.1 Improving the quality of teachers

The traditional 'three-part' teaching structure has clear and strict rules and controls on the content and timing of each part of the lesson, and relies heavily on the teaching competence of the PE teacher. If PE teachers put the needs of students first and design each part of the lesson carefully, then even a clearly structured 'Three-stage' teaching structure will fill students with interest and motivation; conversely, if PE teachers stick to the standardized 'Three-stage' structure and stick to the old ways, then students will not be able to learn. On the other hand, if PE teachers stick to the standardized 'three-part' structure and follow the same old routine, students will lose enthusiasm and interest in PE lessons and feel bland and boring in the long run. It is therefore essential to organize regular training for PE teachers in teaching skills. On the one hand, under the current trend of integration of sports and education, schools can organize excellent coaches and retired athletes to come to school to share their experience and insights on skills learning, so as to increase the "hard power" of PE teachers. On the other hand, PE teachers should continue to enrich classroom teaching methods to compensate for the disadvantages of the "Three-stage" teaching structure, which is easily rigid and boring. Schools can arrange interdisciplinary exchanges between PE teachers and teachers of other subjects in the school, for example, combining PE and computers to improve the multimedia teaching skills of PE teachers; combining PE and art to bring aesthetic education to students through stretching movements and a fit body in the process of learning motor skills; combining PE and music to create different sports situations and classroom atmosphere with different styles and rhythms of music. The combination of physical education and music creates different sporting situations and classroom atmospheres with different styles and rhythms of music, enabling students to learn to adjust their physical state and mood with the aid of music; enhancing the 'soft power' of physical education teachers through the horizontal integration of multiple disciplines.

4.2.2 Sound teaching evaluation

We see evaluation as a process of self-experience, mutual influence and constant revision, as well as a process of gathering and reconciling information and data.^[12] In order to improve the quality of teaching in the "Three-stage" PE classroom, a sound evaluation mechanism is essential. Firstly, PE teachers can use the end of PE lessons to collect students' ideas and suggestions on teaching and classroom organization, and teachers are able to reflect on their own teaching and modify their styles and methods based on students' suggestions and needs. Furthermore, PE teachers should maintain a good home-school communication community, listen more to parents' opinions and understand through them the students' physical exercise outside school and after-school time, so as to help teachers to help students develop personalized fitness plans and skill learning plans in a targeted manner; schools can also invite experts and outstanding PE teachers from outside the school to come to school to listen to lessons and

communicate and discuss with the teachers who teach them.

4.3 ST Strategies: Building on Strengths and Addressing Threats

4.3.1 Enriching classroom content

The Director of the Department of Physical Education, Health and Arts Education of the Ministry of Education has repeatedly emphasized that "the curriculum of physical education should advocate 'teaching, practicing diligently and competing frequently', which shows that 'learning, practicing and competing' are the three essential parts of the physical education teaching process.^[13] This shows that "learning, practicing and competing" are three essential parts in the process of teaching PE, and that the three are coordinated with each other in order to promote the effective implementation of the curriculum." To enhance the freedom and innovation of the "Three-stage" teaching structure, and to inspire students' interest in learning physical education, we must start by enriching the classroom content and teaching forms, and implementing the integrated teaching of "teaching, practicing and competing". The "three-stage" teaching structure attaches more importance to the "learning" and "practicing" parts in the basic part, and neglects the "competition" part. As an important way for students to learn sports skills, the physical education classroom must give students some time to understand and apply the sports skills they have learned, and organizing small intra-class competitions in the basic part of the physical education class based on skills learning and practice can put students in real sports situations, enabling them to quickly apply the knowledge and skills they have just gained and develop their capacity to solve real-world problems. This will in turn lead to the development of students' core physical education qualities and consolidate and improve the quality of physical education.

4.3.2 Competition activities

One of the reasons why the " Three-stage " teaching model has been criticized is that the basic part of the classroom is mostly devoted to the learning and practicing of motor skills, which, for students, is only practiced in PE classes and cannot be used in games and competitions after school. This requires teachers to enrich the content of the classroom and adjust the percentage of time assigned to skill learning and practice in the basic part; in addition, in order to implement the integrated teaching of "learning, practicing and competing", the organic combination of inside and outside the classroom must be adhered to. Although physical education classes in schools are mainly centralized, they have the advantage of being scientific and efficient, they cannot meet the needs of all students due to the limitations of time and space. The community can also organize all kinds of sports games and community youth sports services to promote students' participation in physical exercise and out-of-school sports competitions during holidays and to develop good habits of lifelong physical education.

4.4 WT Strategies: Overcoming Disadvantages and Responding to Threats

4.4.1 Implementing classroom teaching

In order to take advantage of the high degree of freedom in the teaching structure of PE classes abroad, students can choose 1-2 sports skills according to their interests, based on the development of various physical skills, and choose their own teachers and classes, giving them the initiative to choose and increasing their motivation to learn and practice their skills. At the same time, when teaching specific skills, PE teachers should make use of the inherent advantages of the "Three-stage" teaching structure, which is scientific and efficient, to provide systematic and complete teaching for a long period of time, and focus on the consistency of teaching so that students can further their understanding and experience of the movement. At the same time, teachers should pay attention to creating a good class atmosphere, where students are in classes with partners who share the same sporting preferences, and where members of small informal groups are guided to learn from each other and help each other. Encourage those informal groups that are positive and encourage them to improve. This helps students to form informal groups to practice their motor skills and complete their PE homework in pairs outside of class, making long-term physical activity habits easier to maintain.

4.4.2 Using the flipped classroom

A flipped lesson is a form of teaching organization in which students watch video lectures of teachers at home or outside of class before class and learn independently, while teachers no longer take up class time to relay information and teachers and students have more time to communicate one-on-one and answer questions in the classroom.^[14] In physical education, the flipped classroom can be used for pre-course preparation. Teachers can make use of rich information technology resources to select teaching

videos that are highly relevant to the classroom content for students to watch and learn before class, so that students can have a preliminary knowledge of the sport and understand the development background of the sport. It also helps to overcome the disadvantages of the "Three-stage" teaching structure, where the teacher's presence is too strong and the students' motivation is poor, and to develop the students' ability to observe and think, so that they enjoy both PE and PE lessons. In addition, the principle of small steps and timely feedback of the procedural teaching model is also applicable to the repeated viewing and learning of advanced students with weak motor skills of their own, and receiving affirmation and encouragement in the learning process can also help students overcome their intimidation of physical education and sport.

5. Conclusions

It is clear from this analysis that the "Three-stage" PE lesson structure model has its own unique advantages and has received the impact of structural reform with the development of the times, but 'all changes remain the same'. No matter how much the structure of PE lessons is changed, its essential properties remain the same, from the preparation of the warm-up, to the advanced state of learning and practice, and then to the end of relaxation. In exploring new structural models, we should avoid blindly 'creating' them, but rather grasp the opportunities and respond to the threats, carefully design teaching sessions according to the needs of students and the curriculum philosophy of PE, study and refine teaching methods, select teaching materials of interest to students, let old models play new roles, and build on the three-part skeleton to continuously plump up the muscles in order to promote the quality and efficiency of physical education.

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