

Research on Reform of Physical Education Teaching Model in Colleges and Universities based on Talent Training

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ABSTRACT. *Quality education is the goal of talent training in colleges and universities. In the process of talent training in colleges and universities, it is necessary to innovate the talent-training mode, improve the quality of personnel training, and train more high-quality physical education teachers for the basic education system in China. This paper mainly discusses the training of sports talents from the perspective of college physical education, and puts forward suggestions and countermeasures for reforming the training mode of talents.*

Keywords: *Talent cultivation, Colleges, Sports, Teaching mode.*

1. Introduction

Under the impetus of strengthening quality education, the guiding ideology of school physical education teaching has changed from "enhancing physical fitness" to "health first" and "lifelong sports", which puts forward new requirements for the reform and development of school sports in China. The guiding ideology of "health first" and "lifelong sports" has become the dominant trend of school sports in China. For a long time, the physical education teaching in colleges and universities in China has always dominated by technical teaching and skill training. Therefore, it focuses on sports education and skill education, which has not adapted to the needs of social development. Through the reform of physical education and teaching, under the premise of promoting the guiding ideology of "health first" and "lifelong sports", it is a difficult problem to reform the physical education reform in colleges and universities in China [1].

2. The status quo of college physical education reform

After the implementation of college physical education reform, college physical education has undergone great changes in the arrangement of school hours. The teaching method has also changed from the traditional "body practice" to the integration of theory and practice, and the integrity of the theoretical course. The combination of practicality, lifelongness and entertainment of instructional, scientific

and practical lessons achieves mutual promotion. In classroom teaching, teachers use a variety of means to create multiple ways to conduct effective teaching, which greatly stimulates students' interest and enthusiasm for sports learning.

2.1 The achievements of the reform process of physical education in colleges and universities.

Throughout the process of college physical education reform, from the "three basics" education to the quality education to the current sports and health education, there have been great progress in ideological concepts, methods and practices. The curriculum of sports courses is diversified, the curriculum teaching projects are changed from singularity to diversity, the concept of physical education is continuously improved, the traditional "cramming and instilling" teaching mode is changed, and some new teaching modes and methods are actively applied [1]. The subjective status of the students in the course teaching is highly valued. During class time, students will learn more lively and lively.

2.2 Problems in the reform of physical education in colleges and universities.

The creation of college physical education textbooks lacks practicality and timeliness. The theoretical research and teaching practice of teaching reform lacks integrity. The reforms have experienced educational concepts such as "competitive sports", "quality education", "happy sports" and "health sports". The period of development or the coexistence of various educational concepts. As a whole, the practice of physical education in colleges and universities is far from a major breakthrough. There is still a relatively complete teaching system and theoretical model. There is no new teaching process. There is no recognized and clear standard for evaluating the teaching effect [2]. There is a lack of modern educational theory to guide teaching. There are too many classroom-teaching goals. The teacher's subjective ability has not been fully exerted and mobilized.

3. The development direction of college physical education

Since the reform and opening up, people's way of life has undergone tremendous changes. This change has greatly promoted the development of sports, mainly reflected in people's re-recognition of sports concepts. The reform of physical education around the development of students' individuality, cultivating students' physical ability and developing students' lifelong sports habits is unprecedentedly active.

3.1 The guiding ideology of physical education in colleges and universities.

From the "biological sports concept" to the "three-dimensional sports concept" composed of biological, psychological and social factors, the teaching goal should be

shifted to the direction of "multi-objective" and "multi-functional", thus broadening its Fitness, entertainment, athletics, culture, society and other functions [2].

The Central Committee of the Communist Party of China and the State Council's "Decision on Deepening Educational Reform and Promoting Quality Education in an All-round Way" pointed out: "Higher education should pay attention to students' innovative ability, practical ability and entrepreneurial spirit." Curriculum education is the core of higher education, and college physical education curriculum is personalized. Prescription development is a hot topic in the reform of college physical education curriculum.

3.2 Sports teaching methods and learning methods.

The characteristics of diversified physical education in colleges and universities are: students choose the content of class, class time, and test items. The teacher is changed from the original instructor to the organizer and the instructor. The student changes from passive learning to active participation. The teacher adopts heuristic and problem-based teaching methods to guide the students to discover and solve problems and cultivate students to explore and discover problems [3]. The desire and the original habit of thinking and solving problems guide students to change from the traditional "learning" to "learning".

3.3 Strengthen the construction of courses and teaching materials.

In recent years, the reforms around the curriculum, curriculum types, curriculum content, teaching orientation, syllabus, teaching mode and teaching material system have become the core driving force for the development of college physical education. In the integration of class and outside, strengthening sports theory classes, implementing sports club system, etc., many theoretically innovative theories have put forward. Such as the reduction of compulsory courses, the addition of elective courses and the school sports department provides a variety of possible combinations students can choose different combinations according to their own abilities, interests and foundations to adapt to their own development needs; combine sports and health education, increase the body. The knowledge and methods of exercise increase the basic knowledge and skills of modern society such as health care and mental health. For example, our school reforms the current syllabus and teaching materials based on the purpose of cultivating comprehensive talents and enabling students to participate in sports for life [3,4]. The characteristics of this syllabus are:

1) Increase the content of entertainment, fitness, leisure (such as Tai Chi, aerobics, confrontational and collective basketball, volleyball, football, etc.).

2) Compulsory courses and special elective courses are offered. The basic and fitness classes of the first grade textbooks are compulsory courses and the second grade students offer special elective courses. Based on the situation of our school, courses such as football, basketball, martial arts, badminton, and aerobics are offered.

3) Strengthen the teaching of sports theory knowledge class, correct the past heavy physical practice class, light sports theory knowledge class teaching situation.

3.4 Desalination and focus on fitness.

The ultimate goal of college students to receive physical education and physical exercise is to continuously enhance their physical fitness and improve their health. They should not deliberately pursue faster, higher, stronger and more difficult, and they are not to participate in high-level sports competitions to win medals [3]. If we use the unified indicators such as "height, distance, time" to implement the teaching process and evaluate the teaching effect, it will inevitably dampen the enthusiasm of students who have influential sports ability due to congenital factors.

3.5 Improve the overall quality of physical education teachers in an all-round way.

Physical education teachers are an important factor in ensuring physical education. The quality of the teacher's capital directly affects the quality of physical education. As Deng Xiaoping said, "A school can train qualified personnel for socialist construction, cultivate a comprehensive development of morality, intelligence, and physical development [4]. The cultural workers with socialism are the key to teachers." Under the quality education with the slogan "health first", college physical education is facing the transition from "sports education" to "health education". The scientific research achievements are combined with physical education, sports training and sports management, and strive to improve the quality of science and culture, enhance the sense of professionalism and responsibility, and lay a solid foundation for the deep reform and development of physical education.

4. Reform of physical education teaching model in colleges and universities

4.1 Renewing the concept of physical education.

According to the spirit of quality education and the concept of contemporary physical education reform, this paper analyzes several basic concepts that should be established in the current college physical education reform in China: it pays attention to the full play of students' subjectivity, pays attention to the embodiment of sports learning, and pays attention to sports. Cognitive learning of teaching, paying attention to the benign emotional experience of students' physical education, paying attention to the social development of students, and paying attention to the overall effect of physical education teaching methods. The birth of these basic ideas has provided a guarantee for deepening the current reform of physical education. In the reform of physical education in colleges and universities, the threshold of "heavy sports technology, light and healthy" should be crossed, and "health first" and "lifelong sports" should be used [4,5]. The guiding ideology re-recognize the discipline of physical education and establish a new concept of physical education. Secondly, the

classification of the essence of physical education, with physical activity as the main means, to enhance the physical and mental health of students as the main purpose, constitutes a new basic framework of physical education.

4.2 Integrating into new sports projects and enriching the content of physical education in colleges and universities.

The content of physical education in colleges and universities must break the traditional teaching mode based on competitive sports, and remove the teaching content that has higher physical quality, more difficult technology, and less interest in students' learning. It increases students' interest and development.

4.3 Changing the traditional concept of teacher-centeredness and giving play to the main role of students.

The traditional teaching thought that teachers are the center of teaching, and the ultimate goal of physical education teaching reform is to enable students to better master sports theory knowledge and sports skills, so that students have a good sense of physical and lifelong sports. In this sense, in the teaching reform, special emphasis should be placed on embodying the subjectivity of students, determining the subjective position of students in teaching, and exerting the main role of students. The reform of physical education must correctly handle the relationship between the role of students and the subjective initiative of teachers [2]. When emphasizing the role of students, it does not weaken the subjective actions of teachers. In the process of physical education, the degree of play of the subject's main role depends on the teacher's subjective ability to play.

4.4 Extending the start time of physical education classes.

At present, the physical education classes of colleges and universities are arranged in one or two academic years, and there are only 2 class hours per week, which is inconsistent with the physical education teaching under the concept of lifelong sports. The survey data proves that most students' physical fitness is declining after the students stop the compulsory physical education courses [1]. Therefore, whether it is to ensure the quality of students' training or to enhance the physical health of students, it is required that institutions of higher learning should open sports elective courses for students of grade 3 or above in accordance.

4.5 Strengthen teacher training and improve the business level of physical education teachers.

The quality of physical education teachers directly affects the reform of physical education and the implementation of lifelong physical education [4]. In order to meet

the requirements of lifelong sports, physical education teachers must change from "professional" to "all-round" and from "skilled" to "smart".

4.6 Actively launch extracurricular sports activities and various forms of sports clubs.

In order to realize the purpose of lifelong physical education for students, it is not enough to rely on one or two weeks of physical education. However, it is obviously unrealistic to increase the number of classes too much. Colleges and universities should regard extracurricular sports clubs as an important part of school sports. Extracurricular sports clubs should be the continuation and extension of physical education classes. There are planned and organized activities such as physical fitness, sports competitions, sports knowledge lectures, sports and cultural life, etc., which is conducive to students' full, independent and free choice of sports according to their physical and mental characteristics. Exercise programs, content, means and methods, independently develop exercise plans, and apply the special techniques and exercise methods learned in physical education to the practice of physical exercise, which not only further stimulates students' participation in physical exercise, initiative and enthusiasm, greatly improve students' enthusiasm for exercise and fitness, and can improve students' interest and hobbies in physical exercise, develop good physical exercise habits, enable students to learn to exercise, learn to be a person, and learn to live a healthy life [5].

5. Summary

In summary, if we want to reform the high school sports mode and increase the training of sports talents, we must first recognize the current situation of high school physical education and the problems in physical education, and then carry out the physical education teaching mode according to the problems existing in physical education. The bold reform and innovation of physical education management, in accordance with the requirements of the times, to train more high-quality sports talents.

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