

The application of situational teaching in large unit teaching of high school physical education

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Abstract: *With the continuous renewal of educational ideas, situational teaching, as a new teaching method, has been widely used in the large unit teaching of high school physical education. This paper discusses the application of situational teaching in high school physical education from two aspects of theory and practice, analyzes its advantages and challenges, and aims to provide useful reference for high school physical education.*

Keywords: *situational teaching; High school sports; Large unit teaching; Teaching method*

1. Introduction

Physical education in high school aims at cultivating students' physical quality, skills and sports literacy, thus laying the foundation for their lifelong health and all-round development. However, the traditional physical education teaching mode often pays too much attention to skill training and neglects the interest and demand of students, which leads to unsatisfactory teaching effect. In order to change this situation, situational teaching came into being.

Situational teaching is a kind of teaching mode which is people-oriented, pays attention to emotional experience, emphasizes cooperation and inquiry. It takes real life as the background, combines teaching content with students' interests and needs, creates a multi-dimensional situation with emotion, cognition and behavior, stimulates students' learning interest, guides students' active participation, and cultivates students' innovative spirit and practical ability. It is helpful to improve the teaching quality and promote the all-round development of students to use the situational teaching in the teaching of large units in high school physical education. This paper will discuss the application of situational teaching in high school physical education from two aspects of theory and practice, and provide useful reference for high school physical education.^[1]

2. Learning situation analysis

The analysis of high school students' learning situation is a comprehensive analysis of high school students' learning, growth, psychology and other aspects, so as to facilitate teachers to carry out education and teaching work better. The following are the main aspects of the analysis of high school students' learning situation:

2.1. Characteristics of physiological development

High school students are in puberty and their physical development is gradually mature. Understanding the physiological characteristics of students is helpful for teachers to pay attention to the physical condition of students and arrange the physical education curriculum and exercise intensity reasonably. In addition, it is also necessary to pay attention to the students' eyesight, physical fitness, physical fitness and other aspects of the situation, in order to formulate corresponding health measures.^[2]

2.2. Cognitive development level

The cognitive development level of senior high school students has gradually improved, and the thinking mode has changed from concrete image thinking to abstract logical thinking. In the teaching process, teachers should apply appropriate teaching methods and strategies according to the cognitive

characteristics of students to improve the teaching effect.

2.3. Interests and needs

Understanding students' interests and needs can help motivate students to learn. Teachers can combine students' interests with teaching content, create interesting and challenging teaching situations, and improve students' learning enthusiasm.

2.4. Learning motivation and attitude

Analyzing students' learning motivation and attitude is helpful for teachers to find ways to enhance students' learning interest. At the same time, we should pay attention to students' learning pressure, give appropriate guidance and support, and help students establish correct academic concepts.

2.5. Discipline literacy

High school students need to master certain subject knowledge to lay the foundation for subsequent study and career. Teachers should pay attention to students' discipline accomplishment, guide students to establish good learning habits and improve learning efficiency.

2.6. Psychological development characteristics

The characteristics of high school students' psychological development include increasing independence consciousness, large emotional fluctuations, and gradually complicated interpersonal relationships. Teachers should pay attention to students' mental health, provide psychological support and counseling, and help students cope with difficulties and challenges in the process of growth.

2.7. Teamwork and communication skills

In high school, students' teamwork and communication skills become increasingly important. Teachers can cultivate students' teamwork and communication skills through group discussions, cooperative projects and other forms.

2.8. Independent learning ability

Senior high school students should have certain independent learning ability to lay the foundation for lifelong learning. Teachers can cultivate students' autonomous learning ability by assigning comprehensive tasks and guiding students to carry out research-based learning.

3. The theoretical basis of contextualized teaching

3.1. Constructivism

Constructivism believes that knowledge is not passively received, but formed through the process of interaction, negotiation and construction between individuals and the environment. In contextualized teaching, students participate in realistic situations, actively explore and interact with each other to construct sports knowledge and skills.^[3]

3.2. Humanism

Humanism emphasizes the important role of individual subjective initiative and emotion in teaching and advocates the student-centered teaching model. Situational teaching pays attention to students' interests, needs and individual differences, which is conducive to exerting students' subjective initiative and improving the physical education teaching effect.

3.3. Affective cognitive theory

The theory of affective cognition holds that emotion plays an organizing, regulating and driving role in cognitive process, and emotion and cognition penetrate and influence each other. Contextualized

teaching can stimulate students' learning interest by creating emotional situations, which is helpful to improve students' physical education learning effect.

4. Situational teaching theory analysis

4.1. Connotation of situational teaching

Situational teaching is a kind of teaching mode which is people-oriented, pays attention to emotional experience, emphasizes cooperation and inquiry. It takes real life as the background, combines teaching content with students' interests and needs, creates a multi-dimensional situation with emotion, cognition and behavior, stimulates students' learning interest, guides students' active participation, and cultivates students' innovative spirit and practical ability.

4.2. Theoretical basis of situational teaching

The theoretical basis of situational teaching mainly includes constructivism, humanism and affective cognition theory. Constructivism believes that knowledge is not passively received, but formed through the process of interaction, negotiation and construction between individuals and the environment. Humanism emphasizes the important role of individual subjective initiative and emotion in teaching and advocates the student-centered teaching model. The theory of affective cognition holds that emotion plays an organizing, regulating and driving role in cognitive process, and emotion and cognition penetrate and influence each other.

4.3. Principles of situational teaching

Situational teaching should follow the following principles:

- (1) People-oriented, pay attention to individual differences;
- (2) Focus on emotional experience to stimulate learning interest;
- (3) Emphasize cooperation and inquiry, and promote interactive communication;
- (4) Close to life, pay attention to practice;
- (5) Teacher guidance, student main body.

5. The application strategy of situational teaching in high school physical education unit teaching

5.1. Context creation strategy

Teachers should create realistic, challenging and interesting situations according to the teaching content and students' interests and needs. Context creation should pay attention to emotion, cognition, behavior and other multi-dimensional, stimulate students' learning motivation, so that students can experience, explore and cooperate in the context, so as to master sports skills.

5.2. Teaching methods and strategies

According to different situations, teachers should flexibly use a variety of teaching methods, such as explanation method, demonstration method, practice method and game method. The selection of teaching methods should be conducive to students' participation, interaction and inquiry, and pay attention to cultivating students' sports literacy and innovative ability.

5.3. Classroom organization and management strategies

Teachers should divide class time reasonably to ensure the smooth progress of each link. In the process of situational teaching, teachers should strengthen communication with students, pay attention to students' emotional needs and cognitive level, and adjust teaching content and teaching methods in time. At the same time, teachers should pay attention to the construction of classroom atmosphere and create a relaxed, democratic and harmonious learning environment.

5.4. Evaluation and feedback strategies

Situational teaching evaluation should pay attention to the combination of process and result, and fully consider the individual differences of students. Evaluation methods should be diversified, such as teacher evaluation, student self-evaluation, peer evaluation and so on. The evaluation results should be timely fed back to students so that they can understand their learning status and adjust their learning strategies.

6. The implementation strategy of contextualization teaching in high school physical education large unit classroom

6.1. Situation creation

Teachers should create realistic, challenging and interesting situations according to the teaching content and students' interests and needs. Context creation should pay attention to emotion, cognition, behavior and other multi-dimensional, stimulate students' learning motivation, so that students can experience, explore and cooperate in the context, so as to master sports skills.

6.2. Selection of teaching methods

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Contextualized teaching evaluation should pay attention to the combination of process and result, and fully consider the individual differences of students. Evaluation methods should be diversified, such as teacher evaluation, student self-evaluation, peer evaluation and so on. The evaluation results should be timely fed back to students so that they can understand their learning status and adjust their learning strategies.

7. The advantages and challenges of contextualized teaching in high school physical education large unit classroom

7.1. Advantages

Stimulating students' interest in learning: Situational teaching stimulates students' interest in learning and improves their enthusiasm for learning by creating emotional situations.

Promote students' active participation: Contextualized teaching focuses on students' interests and needs, guides students to actively participate in sports learning, and improves students' learning effect.

Cultivate students' ability of cooperation and inquiry: Situational teaching encourages students to interact and cooperate in inquiry, and cultivates students' ability of teamwork and problem-solving.

Improve students' sports literacy: Situational teaching pays attention to the development of students' emotions, cognition, behavior and other dimensions, which is helpful to improve students' sports literacy.

7.2. Challenge

High requirements for teachers' quality: Situational teaching puts forward higher requirements for teachers' teaching quality and organization and coordination ability.

Large demand for teaching resources: Contextualized teaching needs abundant support of teaching resources, and how teachers should make reasonable use of limited teaching resources is an urgent problem to be solved.

Difficult classroom management: In the process of contextualized teaching, students' participation is higher, and the difficulty of classroom management correspondingly increases.

8. The advantages of situational teaching in the teaching of high school physical education unit

Improve students' interest in learning

By creating vivid and interesting teaching situations, the situational teaching method can make students learn in a relaxed and pleasant atmosphere, so as to improve students' learning interest.

Enhance students' practical ability

Situational teaching focuses on practical operation, allowing students to exercise in the simulated real life situation, improve motor skills and enhance practical ability.

Promote the all-round development of students

Situational teaching method emphasizes the principal position of students and focuses on the cultivation of students' comprehensive qualities such as cooperation, communication and innovation, which is conducive to the all-round development of students.

Improve the teaching level of teachers

Situational teaching method requires teachers to have higher teaching design ability, organization and coordination ability and strain ability, which is helpful to improve teachers' teaching level.

9. The application strategy of situational teaching in high school physical education unit teaching

9.1. Combine the teaching material, create the situation

According to the content of the textbook, teachers should create teaching situations closely related to the actual life of students, so that students can naturally learn sports knowledge and skills in the situation.

Life situation: take students' daily life as the background, create sports teaching situations, such as outdoor exploration, family fitness, etc.

Competitive situation: take the sports competition as the background, create the competitive teaching situation, such as basketball competition, track and field competition, etc.

Game situation: create interesting teaching situations with sports games as the carrier, such as relay running, orienteering, etc.

9.2. Pay attention to students' main position and stimulate students' enthusiasm for participation

In situational teaching, teachers should fully respect students' main body status, guide students to actively participate in teaching activities, and give play to students' subjective initiative.

Group cooperation: students are divided into several groups, and situational teaching is carried out in groups to cultivate students' teamwork spirit.

Role play: teachers let students play different roles in the situation, experience the responsibilities and tasks of different roles, and improve their practical ability.

Interactive communication: teachers encourage students to actively participate in discussions and exchanges, share learning experiences, and improve their communication skills.

9.3. Optimize teaching evaluation and pay attention to individual differences of students

In situational teaching, teachers should pay attention to students' individual differences and adopt diversified evaluation methods to comprehensively evaluate students' learning outcomes.

Process evaluation: teachers pay attention to students' performance in the process of situational teaching, such as participation, cooperative spirit, innovative consciousness, etc.

Final evaluation: teachers comprehensive evaluation of students' sports skills, physical quality, psychological quality and other aspects.

Incentive evaluation: teachers mainly to encourage, stimulate students' self-confidence and initiative, and promote students' all-round development.

10. Case study on the application of situational teaching method in large unit teaching of high school physical education

10.1. Basketball unit teaching

Unit target

Students can master the basic skills of basketball, such as dribbling, passing, shooting, etc.

Students can understand the rules and tactics of basketball games, and have certain competition ability.

Cultivate students' teamwork spirit and sense of competition.

10.2. Situation creation

In the teaching of basic basketball skills, the situation of "basketball training camp" is created, and students are divided into different groups, and each group is led by a "coach" for training.

In the teaching of basketball tactics, the situation of "basketball match scene" is created, by watching the video of the match and analyzing the case of the match, students can understand different tactics.

In the practice of basketball games, the situation of "campus basketball league" is created, and students are organized to play basketball games during the break, so that students can consolidate their knowledge and skills in the game.

Teaching effect

Through the creation of situations, students' interest in learning is obviously improved, basketball skills are more proficient, and team spirit and competitive consciousness are effectively cultivated.

10.3. Track and field large unit teaching

Unit target

Students can master the basic skills of sprinting, middle and long distance running, long jump and high jump in track and field events.

Improve students' physical fitness and endurance.

Cultivate students' indomitable will.

Situation creation

In the sprint teaching, we should create the situation of "100-meter flying man battle", let students simulate athletes to participate in the competition, and stimulate students' competitive consciousness.

In the middle and long-distance running teaching, the situation of "marathon challenge" is created to encourage students to persevere and challenge themselves by telling the stories of marathon runners.

In the teaching of long jump and high jump, we should create an "Olympic arena" situation, so that students can feel the sense of honor that athletes win glory for the country, and stimulate students' learning motivation.

Teaching effect

The application of situational teaching method makes students no longer feel boring in track and field teaching, and their physical quality and will quality have been significantly improved.

11. The application of situational teaching method in high school physical education unit teaching points for attention

11.1. Situation creation should be in line with students' actual level and interests

The purpose of situational teaching method is to stimulate students' learning interest and enthusiasm. If the creation of situational teaching method is not in line with students' actual level and interests, it may backfire.

11.2. Situation creation should be closely combined with teaching content

Situational teaching method is only a teaching method, its ultimate goal is to help students better grasp the teaching content. Therefore, the creation of situation should be closely around the teaching content, can not create situation for the sake of creating situation.

11.3. Context creation should focus on guiding students to think and explore

Situational teaching method not only allows students to feel and experience in the situation, but also guides students to think and explore, and cultivates students' thinking ability and problem-solving ability.

11.4. Teachers should do a good job of role transformation

In situational teaching, teachers should change from traditional knowledge imparts to guides and organizers, give full play to the main role of students, and let students learn and explore in the context.

12. Conclusion

Situational teaching is a kind of teaching mode which is people-oriented, pays attention to emotional experience, emphasizes cooperation and inquiry. The application of situational teaching in the teaching of large units of high school physical education can stimulate students' interest in learning and improve the quality of physical education. Teachers should be good at creating situations, flexibly using teaching methods, paying attention to classroom organization and management, and establishing reasonable evaluation and feedback mechanism, so as to improve students' physical literacy and comprehensive ability.

However, the application of situational teaching in large unit teaching of high school physical education is still in the exploratory stage and needs to be perfected and promoted constantly. In the future work, teachers should continue to learn the theory of situational teaching, strengthen practical research, and contribute to improving the quality of high school physical education in our country.

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