Exploration and Practice of University Sports "Third-order" Hybrid Teaching Model—Take Aerobics as an Example

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Abstract: In recent years, the development of modern information technology has provided new ideas and carriers for the exploration of teaching models. The mixed teaching model has gradually become a new teaching method at home and abroad. The "third -order" hybrid teaching mode refers to the concept of "student as the main body and the leading teacher" as the concept, and integrates informatization methods to build a continuous body for students' online and offline learning. "Before class, in -class, after class" online and offline mixed teaching mode. How to organically integrate this learning model with university sports is the topic that is currently exploring. The article analyzes the "initial level: pre -class: guide students to learn independently through pre -class stages", "mid -level: in the middle stage through questioning and solving doubts and cooperation learning" and "high -level: after -class: expand to reflect on accurate tasks after the class Learning "summarized the basic procedures for effective practice of" third -order "online and offline hybrid teaching. Finally, it takes a fitness project as a foothold to systematically sort out the practical path of the" university sports "curriculum mixed teaching model.

Keywords: university sports, "third -order" hybrid teaching mode, learning method

1. Introduction

"Chinese Education Modernization 2035" proposes that "to accelerate the change of education in the information age and use modern technology to accelerate the reform of talent training models" [1], information technology has revolutionary impact on education development, strengthen informationization, digitalization and intelligence in the field of education fields construction, lead the innovation of education concept models with information technology, improve the quality of education and teaching and the efficiency of school running, and give full play to the support and leading role of education informatization in educational reform and development. Sharing, promoting education fairness and universality [2].As an important discipline, sports has a wide range of opening in universities. Especially with the increasing attention of the education department for quality education, the status of sports in higher education is also increasing. In order to meet the needs of today's society for talent quality and comprehensively implement quality education, university physical education should adhere to the "three aspects", based on reform, and courage to innovate based on the phenomenon of "sports technology centered". The reform of college physical education teaching is conducive to establishing new teaching theories, updating the concept of physical education teachers, and passing through quality education to cultivate students' ability to think independently, explore, and continue to innovate, thereby guiding students to form correct sports values [3].It can be said that the reform of university physical education teaching is the only way to achieve the goal of university physical education, complete teaching tasks, and improve the effect of teaching.

In the context of reform and in the era of big data with explosive growth of information, the traditional methods of college physical education teaching are relatively inefficient and have been difficult to adapt to the current needs of college physical education teaching. College classroom teaching should have become a pioneer in leading teaching reform, but in actual teaching practice, there are accumulated shortcomings and shortcomings. The teacher centered, lecture-based teaching model still dominates. Therefore, if we continue to use the traditional and backward physical education teaching methods in colleges and universities, it will be difficult to adapt to the current rapidly updated

environment of rapidly changing knowledge and information, let alone impart valuable information, new concepts and good methods in the field of physical education to students in a timely manner. The prevalence of Mooc, Micro Class, and Flipped Classroom is promoting the reform of college physical education teaching, while fully stimulating the subjective initiative of teachers and students, optimizing the teaching process, and improving teaching quality [4]. The times are changing, how does modern information technology and education deeply fit in, how to find "coordinates" in the reform of college physical education teaching, how to respond to the transformation of "knowledge informatization, information technology, technology tools, and tool intelligence", how to adhere to the essential characteristics of teaching and the basic laws of physical education in the transformation of "knowledge informatization intelligence", how to make the college physical education classroom full of vitality Artistic charm and intellectual exploration. This requires a response from the academic community [3,7].

2. The construction of the "third -order" hybrid teaching model

At the beginning of the 20th century, the "traditional education" represented by Herbart JF was criticized and corrected in the "progressive education" represented by Dewey J. Since then, the guiding ideology in the field of teaching has shifted from teacher centered, classroom centered, and textbook centered to child centered, experience centered, and activity centered [8]. Subsequently, since the 1990s, the "student centered" constructivist ideology has swept the world. It believes that learning is a process in which learners generate meaning and construct understanding based on their original knowledge and experience in social and cultural interactions [5]. It emphasizes learners' initiative and is a theory about knowledge and learning. The construction of the "three stage" online and offline hybrid teaching model is based on constructivism theory and combines the differentiated needs of students and different course schedules. It is combining the ARCS teaching design model proposed by Professor John M. Keller of the University of Florida, the United States, we design progressive teaching objectives, teaching design, and evaluation systems, from arousing interest, to stimulating independent exploration, to building a knowledge system.

2.1 The meaning of the "third -order" hybrid teaching model

The "third -order" hybrid teaching model refers to the concept of "student as the main body and the leading teacher" as the concept, and integrates informationization methods to build the continuous body of online learning and offline learning, and build a spiral promoter. The online and offline teaching mode of "before class, in the class, after class", through the three learning activities of independent learning, collaborative learning, and expanding learning, promote students from shallow to deep, from passive to active learning models [8,9].Generally speaking, the "third -order" hybrid class can help students obtain priority knowledge through pre -guided classes, reduce the internal cognitive load of students, and through the questions in the class, to cultivate the learning ability of cooperation in inquiry. Promote the internalization of knowledge, and finally add the accurate tasks after class, trigger students' reflection learning, and expand the learning field on the basis of consolidating the knowledge of learning [10].

2.2 Three stages of the "third -order" hybrid teaching model

2.2.1 Preliminary: Perform students to learn independently through pre -class stages

Teachers at this stage should make full use of preset curriculum resources for guidance and assistance. Cognitive psychologist Piajie proposed that it should be based on how to teach students to learn and sustainable development as the educational purpose. Through the intelligent teaching platform, teachers set up learning modules for students, put preset learning resources, and require students to complete their front -end learning on time. Students have sorted out doubts and confusion in the learning process through attempts, thinking and exploration. Learning will focus on difficulties, forming active internal driving forces and continuous learning action [11]. The teacher will sum up and analyze the results of the students' platform analysis, borrow information tools such as the background of the platform, Wechat, and QQ for the information network, carefully sort out the problems and difficulties in the students in the pre -class learning, summarize the summary in a timely manner, refine the difficulties, do the difficulties, do it good teaching plan [12].

2.2.2 Intermediate: In the middle of the class, you can learn cooperation through questions and confuses.

At this stage, teachers will personalize the content of the course based on the platform analysis results information of the platform's platform analysis results as an interactive manner and the students' feedback. Teachers need to conduct teaching content based on students' mastery of knowledge. Students conduct cooperative learning activities based on the guidance of teachers in the offline class. There are several methods of self -study, action display, collective error correction, and team collaboration [11].In view of the differences between students' acquisition of knowledge ability, self -learning is not the same level, but to make flexible changes based on the new academic feelings captured in the classroom, and to actively solve the problem of difficult problems for students. , Ensure the effective development of independent learning activities in the classroom. In addition, at this stage, we can also use Harvard University Eric Maruer to create a peer teaching method based on cooperative learning theory to create a community of learning and cooperation between university physical education teaching to obtain high -efficiency teaching effects and the overall improvement of student group quality. This method is mainly a collaborative learning activity around tasks, problems, or classes, mainly in the methods of group practice and practice results display [10].During the group practice, you can select a "team leader" in the group for guidance, and lead the team members to conduct inquiry of action skills and knowledge. In this session, students will publish their own opinions in the group out of the learning ideas and achievements of this group. The performance of the exercise results was carried out after the group practice. Each group shared the learning results. The teacher reviewed it according to the results of the results, and asked for mutual evaluation between different group members. In the end, the question of difficult questions is performed to achieve the result of integration internalization.

2.2.3 High -level: Expand reflective learning through accurate tasks after class

At this stage, teachers summarize and analyze students' learning situations, design different learning modules, so that students can further improve their knowledge and skills through the learning of accurate task modules, such as basic skills learning modules, key skills learning modules, difficulty skills learning modules, and difficulty learning modules. To expand the learning knowledge learning, students can choose different modules to learn according to their actual situation or interest. In addition, if the learning module set by the teacher cannot meet the learning needs of students, students can feedback their needs through information interaction methods such as platforms or Wechat and QQ. This kind of post -school stage is through precise task expansion and reflection learning. This type of learning activities is promoted through precise expansion tasks: one is to construct a knowledge structure. Teachers should have a layered and progressive effect based on the collection of information constructing the module based on the collection of information constructing the module, and they must echo each other. Students conduct personalized post -school learning according to their needs, and continuously deepen and enrich students to study this course learning this course thinking and cognition. The second is to reflect on expansion. After deep learning of accurate tasks, students need to review the entire learning process. Students re -sort out and self -amending the knowledge they have learned through self -reflection, and ultimately expand and use the level of improving cognitive results [13].

3. Exploration and practice of the "university sports" curriculum mixed teaching model -take bodybuilding courses as an example

With the reform and development of modern information technology, the use of information technology in colleges and universities has become a major trend at present, and of course, it is no exception in sports teaching in colleges and universities. The integration of modern information technology and colleges and universities has replaced the traditional teaching model of "Manchuria". The bodybuilding operation is one of the school's sporting projects vigorously promoted by the Ministry of Education, and the author's research direction is a specialty of bodybuilding.As is shown in Figure 1.
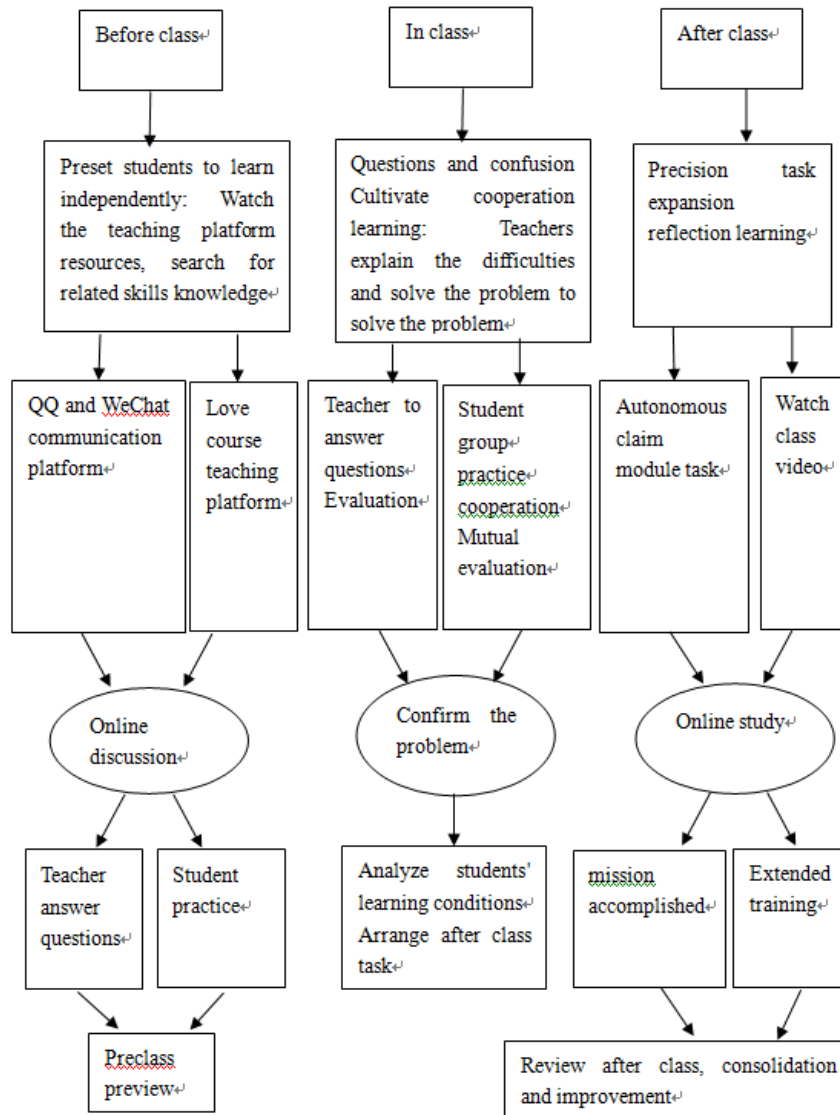
Figure 1: Implementation procedures for the teaching process of fitness exercises

In the application implementation of fitness micro -class teaching, design arrangements can be designed according to the procedures of Figure 1. The purpose of students to study micro -less videos independently studying micro -less through watching the video, students can sort out suspicious questions, and teachers can also answer the questions raised by the students in the class to save time. After the class, the study of students' micro -class videos is mainly previewing and reviewing, consolidating and improving what they have learned before and in class.

3.1 Pre -class teaching: Clarify the course diagram and learning goals, and guide students to plan and learn independently

Before the course starts, the teacher's activities are mainly to make teaching videos, PPT and related literature through understanding of teaching content, student characteristics, and teaching goals. Based learning direction and learning activities propose and answer questions on the platform, and consult the learning situation of students [14].The students' activities include viewing learning tasks, watching micro -class videos on the platform, raising and answering questions, and watching video exercises. In the first two weeks of the course, the teacher uploaded the home teaching video resources to the love class teaching platform, and the teacher arranged teaching tasks based on the analysis of the students. Students must conduct independent learning within two weeks of the start of the class, practice videos and courseware, and combine teaching resources, practice according to the key explanation

demonstrations in the teacher's video, and strive to use their own free time to watch the exercise anytime, anywhere, so as to consolidate themselves basis of aerobics [13].At the same time, teachers and students can communicate and discuss at any time, and the teachers summarize the problems raised by the students to prepare for the explanation of the class; the students also consolidate and reflect on the bodybuilder they have learned through communication with the teacher.

3.2 Teaching in the course: Design suitable course content to support students' autonomy, depth, reflection learning

The teaching in the class is mainly a reasonable arrangement for teaching content. The following mainly selects Volkswagen's bodybuilding secondary as the teaching content. Arrange the design of each lesson according to the progress of teaching. Whether it is a traditional aerobics, or for online and offline mixed teaching, it is an important part of the entire teaching. In the mixed teaching of aerobics, students before class videos of the teaching platform before class, pre-examination before class, internalization, thereby improving the teaching effect of the classroom. study. In this session, teachers' activities include: re-explaining and demonstration of the action skills they learned, and reconciled to the common questions raised on the line, organize students to carry out group exercises, expand the knowledge of gymnastics, improve students' interest in learning and review them in time. Students' activities include repeated practice according to the teacher's explanation and demonstration, finding their own similarities and differences in the practice, grasping the difficulties, carrying out targeted training on the wrong movement, actively participating in group arrangements and training, and more and more teachers communicate with students and timely feedback [13].The starting point of online and offline mixed teaching is to save time for classroom teaching, so that students have enough time to practice, popularize more knowledge of gym, allow students to continue to improve their interests and broaden their own horizons.

The first part of the classroom teaching is to explain and demonstrate the content of the difficulties of this lesson, so that students can master the skills of gymnastics most directly. The second link is to answer the questions raised on the line on the line, allowing students to continue to think and dismiss the students. Because in traditional teaching, teachers spend a lot of time to explain the decomposition action, then it is difficult to have time to solve the problem in time, which is not conducive to students' learning. The third link is that teachers organize students to conduct grouping training. In the process of their training and arrangement, they can be toured to guide. Teachers and students have sufficient time, and they can also stimulate students' enthusiasm and initiative. In the fourth section, because in the mixed teaching, students have sufficient time, teachers can expand the knowledge of aerobics, organize students to watch some video and specific competition rules of the competition of aerobics, and arrange them to conduct special training to allow students body quality and special skills have been improved to a certain extent. The last link is to comment on the students' classroom learning. This is mainly to allow students to have a structural framework for their own bodybuilding, which facilitates their self -practice after class.

3.3 After -school teaching: Adopt a multi -subject comprehensive evaluation to guide students' independent learning process

At this stage, teachers need to follow the teaching goals to formulate specific and practical evaluation standards, predict students' learning results, and predict students to achieve learning behavior of teaching goals. Teachers need to design accurate differentiation review modules for students at different levels. For example, students with weak foundation pay more attention to the explanation and overall demonstration of technical actions [15]. Analysis of details and other details, while students who have high completion need to push the knowledge of expansion exercises, performance exercises, and innovative action creation of related actions. In order to better grasp the direction of teaching activities, and provide ideas for the improvement and improvement of teaching.

For students, students need to carefully summarize the feedback between teachers and classmates and watch their own bodybuilding action videos, clearly position their knowledge acquisition, so as to choose the appropriate practice module for practice and review. Specific attachments can be used for answering, video upload, and information interaction, to timely feedback your own learning situation, and review the exercise of the module after class to conduct a systematic review, sorting and consolidation of your own knowledge structure, and further strengthen the formation of core literacy formation, to achieve advanced teaching purposes [10]. After the classroom, students need to carefully complete their homework, share their learning experience through Wechat platforms, and put forward

their suggestions. Teachers check the students' complete situation, upload the micro -class videos of the next lesson, and answer questions about the content of the attendance class.

4. Conclusion

The "third -order" hybrid teaching mode of university sports is a teaching mode that combines traditional facial teaching, online teaching and practical teaching. The continuous body of learning and offline learning, through the three teachings of "preliminary: pre -class: guide students to learn independently through presets", "mid -level: training cooperation learning through questions in the middle stage" and "high -level: after class: expand reflection learning through accurate tasks" Phase practice can effectively improve students' learning efficiency and promote the internalization of knowledge. In exploration and practice, we need to formulate teaching goals, content and methods, and implement specific teaching plans and teaching resources. Specific steps include determining teaching plans and teaching resources, implementing faculty teaching, conducting online teaching, conducting practical teaching, and evaluating the teaching model to continuously improve and improve. Through this hybrid teaching model, students can learn more autonomously and better master related skills and knowledge. At the same time, teachers can also use online teaching resources to improve teaching efficiency and teaching quality. In addition, practical teaching can also help students apply the knowledge and skills they have learned to reality, and cultivate students' actual operation ability and ability to solve problems. However, in the process of practice, we also need to overcome some difficulties and challenges, such as insufficient curriculum resources, low student participation, incomplete online teaching technology, and so on. Therefore, we need to continue to explore and improve this hybrid teaching model, continuously optimize teaching plans and teaching resources, and improve the enthusiasm and initiative of students' learning to achieve better teaching effects and teaching quality.

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