

Discussion on Modern Educational Thoughts and the Teaching Reform of College Sports

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Abstract—This paper summarizes the core problem of the teaching reform of college sports by sorting out and analyzing modern educational thoughts at home and abroad, that is the relationship between the dominance of teachers and the subjectivity of students; besides, it has also carried out in-depth analysis on the relationship from the perspective of teaching theories and pedagogy, and made clear relationship between the two. Meanwhile, it has also put forward that new thoughts should be constantly expanded in the teaching practice and reform of college sports, and we need to adhere to development-oriented educational concepts, handle core problems of teaching reform of college sports in a scientific and reasonable way so as to realize optimal teaching process of college sports.

Keywords—College sports; Teaching reform; Developmental thinking mode; Educational concept

I. INTRODUCTION

Educational thoughts are leading factors and important references for the educational development and reform of human society in each period. In the long historical development of human education, modern educational thoughts have exerted a profound influence on human education development [1]. Sports education is an important branch of human education, with certain particularity. Therefore, it is of significance to sort out and analyze the development of modern educational thoughts at home and abroad, in respect of the development revolution and teaching reform of college sports education and teaching concept, etc.

II. MODERN EDUCATIONAL THOUGHTS AND THE TEACHING REFORM OF COLLEGE SPORTS ABROAD

In 1899, Dewey, as the representative figure of American pragmatic education, criticized Herbart naturalistic educational thoughts in his book called *Schools and the Society*. He firstly called Herbart naturalistic education as "traditional education" and called "pragmatic education" as "modern education". It is held by the educational thoughts of "pragmatic education" that, "traditional education" advocates "teachers-centered theories" and "classroom-centered theories". Under the one-sided and specialized education control of teachers, unified and dogmatic teaching contents and methods will force students to passively accept the textbook contents prepared by teachers, so students' thoughts and practical study will become increasingly narrow, so such education will result in the disconnection of school education from the society, and is bad for giving play to students' initiative and enthusiasm, and can also restrict students' personality development. Therefore, "pragmatic

education" advocates students to be engaged in explosive and reflective study "in practice", and the education center should convert its emphasis from teachers and textbooks to instinctive activities of students, and make them gain useful experience from instinctive activities.

However, it is worth mentioning that "pragmatic pedagogy" can exert the biggest and most profound influence on our school education. Therefore, the educational thought of "students-centered theories" advocated by American "pragmatic pedagogy" also exerts a profound influence on our college sports educational concepts and teaching practice.

In 1930s, American "structuralism education" and "essentialism education" were generated at the right moment. The generation background was originated from a report published by American "Carnegie Corporation of New York" under the title of *Students and Knowledge*. In the report, it criticized the basic theories of "progressive education" and "pragmatic education", discusses the low and superficial academic level of American students in details, and also made profound reflections on the disadvantages of "students-centered theories" and the negligence of intellectual education advocated by "progressive education" and "pragmatic education". "Essentialism education" is in opposition to "pragmatic education" and "progressive education", advocates "teachers-centered" and strongly against "students-centered theories". It regards social demands as the education objective and requests that education must meet social demands; It emphasizes that teachers are the center of the education system and should be placed in a core position in education and teaching process [2], so teachers must have a bigger control right. Besides, it advocates the necessity to reflect systematic, academic and logical knowledge when formulating teaching plans and setting course contents.

Since "pragmatic education" advocates "empirical truth", and is opposed to "the dualism of world substance and awareness", etc., and deviates from the basis of materialist philosophy, the educational practice will certainly generate many problems and difficulties, and exert a bad influence on American school education. In this regard, on the basis of regarding "new sports" theories in American schools as the mark, for instance, "new sports" reformers should carry out the reform of school sports teaching by regarding "pragmatic education" as the theoretical basis [3]. "New sports" reformers hold that, if teachers can confirm the teaching contents and methods as per students' interests and demands, we can often see one or two students doing sports in sports teaching, without

the participation of others, so most students cannot be fully exercised, and some sports teaching contents with stronger exercise value and education value are also ruled out from the sports teaching contents in schools. Sports educations even ground to a halt in some schools, which has brought serious follow-up problems to American school sports and even the society. In 1950s, American sports education scholars further reflected accordingly, and summarized the disadvantages for "neglecting sports education contents, and simply pursuing for successful, happy and interesting life experiential sports".

In 1950s and 1960s, "humanistic education" ideological trend was started again in America represented by Maslow and Rogers, and "humanistic education" thoughts are originated from the judgment of "essentialism" and "structuralism" education, and had exerted a big influence on school educations in America at that time. "Humanism" educational thoughts advocate "students-centered theories", and held that "essentialism education" and "structuralism education" block students' development in personality and emotions. Some basic theories and concepts therein have become one of the educational thoughts that are included into key references for basic sports education reform in our schools during the new century, so this may also be the main inducement causing "conflicts between the subjectivity of students and the dominance of teachers" in our country.

III. MODERN EDUCATIONAL THOUGHTS AND THE TEACHING REFORM OF COLLEGE SPORTS

The development of our modern educational thoughts is influenced by the development trend of domestic educational thoughts in different phases. Through sorting out and analyzing "pragmatic education", "progressive education", "essentialism education", "structuralism education", "humanistic education" and other educational thoughts in the education and sports education of many modern schools abroad, we can find out by contrasting with the actual reform and development process of our college sports education and education concepts that: Before 1970s, under the influence of Soviet Union education thoughts, our schools' sports education only emphasized on the demands of the country and the society and was teachers-centered, with few contents related to the individual demands and development of students. Moreover, due to big domestic population base, few qualified resources, and the increasingly intense "exam-oriented education" brought in "the battle of qualified resources", sports education in schools is under its influence and can seriously depress students' subjectivity, so researches on the reform and development about the educational concept of college sports occur accordingly. In 1990s, as "quality-oriented education" is comprehensively promoted, under the teaching concept of "adhering to people-first and respecting students' individual development" for the reform of college sports education, the reform of college sports education emphasizes on respecting students' sports learning interests, their independent choices of college sports teaching contents, and also emphasizes on giving full play to students' subjectivity in college sports teaching. Partial experts transplant some educational thoughts that are still in debates. Besides, under the precondition of weakening teachers' dominance, students' subjectivity is excessively and unilaterally emphasized in the teaching process. "Sheep

herding mode" teaching and the so-called "unsupervised" teaching in certain college sports teaching classrooms, also make the reform of college sports education to walk from one extreme towards another extreme.

However, as Western education thoughts, especially American education thoughts exert constantly deepened influence on our country, discussions about the main conflicts of "teachers' dominance" and "students' subjectivity" gradually occur at home. Under the background, the educational concept of college sports shows "diversified" development situation, which has accelerated the steps for the reform of our college sports education and teaching to some extent, and ensured that our college sports education and teaching level can step into a new phase.

IV. CORE PROBLEM FOR THE TEACHING REFORM OF COLLEGE SPORTS

As our college sports education and teaching constantly develop, we still have many problems to be solved in college sports teaching. We need to change previous traditional education mode and further deepen reform thoughts. In combination with domestic and overseas education thoughts as well as the basic conditions about the reform practice of our college sports education and teaching, we can draw a conclusion below after summarizing the key points and difficult points for the teaching reform of college sports: The relationship between the dominance of teachers and the subjectivity of students has been one of hot problems in the reform of college sports education, and also the core problem for the teaching reform of college sports and up till present, there haven't been any unified or clear conclusions.

How to solve "the relationship between the dominance of teachers and the subjectivity of students"? Firstly, we need to make clear the relationship between the two. College sports' teaching is an organic integrity, and are bilateral activities for students to "teach" and the students to "learn". We can truly improve the teaching quality of college sports and comprehensively improve sports education and teaching reform by making clear the mutual dependence and fusion between the dominance of teachers and the subjectivity of students and handling well contradictory relationship of the two. Therefore, the dominance of teachers and the subjectivity of students are independent respectively, mutually dependent and influenced, with mutual contradiction, but dialectical unity.

Secondly, it requests us to handle the relationship of the two in a scientific, dialectical and reasonable way in sports teaching practice and reform. Firstly, we need to analyze from the perspective of teaching theories: Since the teaching process of college sports is the organic unity for preformation and generativity of teaching targets, teaching design, teaching contents, teaching implementation and other factors, preformation and generativity aren't two conflicting concepts, they are integrated and coexist in the sports teaching process[1]. In the teaching practice of college sports, preformation refers to the preconception and plans for the entire teaching process, and is mostly seen in the lesson preparation before actual teaching process, and preformed work of PE teachers, including lesson preparation can ensure that students can carry out normal study as per the set target, remove or avoid invalid factors that may

influence their study. This process can better reflect the dominant characteristics of PE teachers; Generativity is mainly reflected in or after the teaching process of college sports. When teaching targets, missions, contents, methods and other preformed factors are well arranged (strong dominance of teachers), it is good for stimulating students' learning enthusiasm and positivity as well as the individual and subjective initiative (i.e., subjectivity) of students; Similarly, when the subjectivity of students is well played, we can see a better status in classroom atmosphere, teaching rhythm, learning process, goal realization, task completion, etc. Such good status will also promote teachers to make flexible arrangements based on sports classroom learning conditions, generate more contents and methods, then optimize the teaching process of college sports, improve learning efficiency and accelerate the learning process, etc. This is the reflection of teachers' dominance in the teaching process and also the best status of mutual promotion in the teaching process that integrates the dominance of teachers and the subjectivity of students [2].

Secondly, it is requested to analyze from the experimental research of college sports teaching: Sports teaching is a mode of communication for teachers and students in terms of physical education and physical activities (physical exercise). For PE teachers, physical exercise (action modeling) is one of the most intuitive and valid teaching modes; For students, physical activities require repeated physical exercises, to build or master correct action concepts and skills, then consolidate and internalize as the sports activity capacity, so both the teachers and students should have a good interaction and communication, i.e., it can only be realized with high efficiency while giving full play to both the dominance of teachers and the subjectivity of students.

To handle the relationship between the dominance of teachers and the subjectivity of students properly is not only the core problem for the reform of college sports, but also a question of fundamental importance. In-depth reform of college sports is to constantly improve the teaching quality of college sports, and realize the harmony and unity of noumenal value and instrumental value of education. Therefore, in college sports teaching and reform, the dominance of teachers and the subjectivity of students are separated and opposite, and it is inadvisable and unscientific to put forward that one of them is more important or essential. We need to make clear that these two are independent respectively, mutually dependent and influenced, with mutual contradiction, but dialectical unity, handle the harmony and unity of these two initiative factors and the mutual promotion in a scientific approach, fully realize the value of college sports teaching, and provide powerful theoretical basis to constantly deepen the teaching reform of college sports.

V. CONCLUSION

Teaching is a special art. In the teaching practice of college sports, teachers should evolve sports teaching into a teaching art, and must implement artistic design of teaching, and adhere to correct, scientific and reasonable sports education concept, innovate new teaching thoughts, constantly enrich all links and basic factors of sports teaching, effectively handle core problems in the teaching reform of college sports, and better realize the optimal teaching process of college sports, and truly realize the lofty education value and social significance of college sports teaching in terms of students' personalized, comprehensive and harmonious development.

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