

Research on the Teaching Reform Effect of Public Physical Education in Colleges and Universities

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Abstract. The reform of public physical education teaching mode in Colleges and universities is to adopt open physical education teaching according to the existing conditions of schools, so that physical education teaching activities become a teaching process from cultivating students' interests to pursuing knowledge and skills to establishing lifelong physical education thoughts. Based on the questionnaire survey of students participating in different optional courses, this paper analyses the problems existing in the current operation mode of optional courses in physical education and puts forward innovative forms and contents of curriculum reform.

Keywords: university, public physical education, physical education curriculum reform, teaching mode.

1. Introduction

In recent years, various colleges and universities have carried out physical education teaching reform successively, changing the previous model of special courses to "open" optional course teaching mode: students can choose teachers independently before class according to their own sports knowledge, skills, sports ability, interest and pursuit, and so on; they can choose courses independently; they can choose examination items independently. And there is no unified requirement for the form of class, advocating innovative means, active classroom, interaction between teachers and students, and combining interest cultivation and pursuit of knowledge and skills. It requires not only happy physical activities, but also the practice of mastering technical skills and physical qualities. Through teaching practice and research and analysis of feedback information from questionnaires, we find that the teaching effect has been significantly improved after the reform, but there are still some problems to be solved urgently.

2. Research Methods

In order to better grasp the ideological trends of college students and understand their sports needs, we conducted a sample survey of first and second grade students in several universities in our province. A total of 3500 questionnaires were sent out and 3298 were recovered, with a recovery rate of 94.23%. Among them, 3136 valid volumes (2080 males and 1056 females) had an effective rate of 95.09%. Involved in: basketball, badminton, football, volleyball, table tennis, aerobics, martial arts, fitness, orienteering and other projects, the answer is in the form of choice questions. The range of questions includes: students' interest in sports, their understanding of optional courses, their motivation to choose courses, their enthusiasm in class and their attitude to the assessment methods of optional courses. Statistical tests showed that there was no significant difference between men and women except for very few answers to the exam ($P < 0.05$). Because the optional courses are chosen once a semester, there is no comparability among the items.

Table 1. Statistics of Questionnaire Release and Recycle

Distribution Quantity	Recycled Quantity	Effective Quantity	Recovery percentage	Effective percentage
3500	3298	3136	94.23%	95.09%

3. Statistical Results

According to field investigation and interviews, it is found that most of the physical education public courses in Colleges and universities mainly focus on teaching sports skills and improving sports performance, while neglecting the study of theoretical courses. Through the teaching of basic knowledge of physical education, students can develop lifelong physical exercise habits, learn scientific fitness, healthy lifestyle, and various ways to prevent injuries. Only by comprehensively understanding the relationship between physical education and their own health, mastering the scientific knowledge of physical education and the methods of physical fitness, can students establish correct sports values, cultivate good cultural literacy, and realize self-conscious and spontaneous physical exercise. According to on-the-spot investigation, there is no physical education theory teaching course for public physical education in Colleges and universities. Students in Colleges and universities should take "physical fitness, health first" as the main purpose. Teachers can achieve standardized teaching and enhance students' interest in the project by playing exciting games and standard demonstration action explanation videos through modern multimedia equipment. We should not pay too much attention to sports technology and achievements. We should make students realize the charm of the project and sports culture.

Table 2. Survey of Teaching Methods

Numble	Teaching methods	Number	Percentage
1	The method is novel	401	12.8%
2	Traditionally boring	2166	69.1%
3	commonly	457	14.6%
4	Professional Teaching	109	3.5%

This study found that 76.5% of the students thought that the current college physical education teaching methods were traditional and boring, while 12.8% thought that the teaching methods were novel. The general students account for 14.6%, which shows that the reform of physical education is imperative. The Opinions on Deepening Teaching Reform and Cultivating High-quality Talents to Meet the Needs of the 21st Century, formulated by the Ministry of Education of China, points out that reforming teaching methods is an important part of deepening teaching reform. In the process of teaching, teachers, as guides, should attach importance to students' principal position, mobilize students' enthusiasm and creativity in learning, actively practise heuristic, exploratory and research methods, etc. A lively teaching method.

Table 3. Survey of evaluation methods

Numble	Evaluation methods	Number	Percentage
1	Sports Achievements	2408	76.8%
2	Skills standards	504	16.1%
3	Check work attendance	210	6.7%
4	Other	12	0.4%

Physical education teaching evaluation is the specific application of general teaching evaluation in physical education. It is a process of systematically investigating the whole process of physical education teaching and evaluating its value and advantages and disadvantages in order to improve it according to certain physical education teaching objectives and relevant standards. According to the survey, the final results of physical education classes in several universities in this study are mostly composed of sports scores and skills evaluation (see Table 2). Higher education, as the higher level of students' education, is still influenced by traditional concepts, and sports scores are still the main achievements. Some students have less physical exercise, poor physical quality and low sports talent

since childhood. It is very difficult for them to improve part of their sports quality and reach higher standards only through public class hours. At the same time, the load in class has not been treated differently, which makes some students with poor physical quality bored with physical education and makes them exercise. With more and more enthusiasm, the goal of physical education is difficult to achieve.

4. Result Analysis

4.1 The Main Innovative Advantages of the "Open" Physical Education Teaching Model Lie in:

(1) To change the teaching requirements into students' pursuit, a comprehensive evaluation system is adopted, which emphasizes process while ignores standard. It reflects the process from interest to pursuit. It enables students to integrate their own happiness, pursuit of sports enjoyment and experience sports pleasure in sports learning. The cultivation of lifelong sports thoughts runs through the whole process of sports learning.

(2) Students can choose the course items, contents and examination items independently, disrupt the original administrative class, students have greater autonomous choice, broaden the students' choice space for physical education teaching and examination, autonomous exercise and the flexibility space to meet the standards, which is conducive to the development of students' personality and subjective initiative.

(3) Assessment of achievement includes: class attitudes (classroom dress, attendance, classroom practice enthusiasm) account for 50%, knowledge and special skills account for 50%. The examination results are in the five-level system (excellent, good, medium, pass and fail). The whole classroom teaching requirements and final examination and evaluation methods reflect the requirements of students as the main body, teachers as the leading role and interest cultivation, and mastery of sports knowledge and skills.

4.2 From the Results of the Questionnaire Survey and the Analysis of the Current Situation, We Find that the New Problems after the Teaching Reform are as Follows:

(1) Relevant hardware and software are not up to date

According to the survey, quite a number of students' "options" are passive. The main motivation for students to choose courses is their hobbies. If the selected courses are not intended to learn, the quality of their classes will inevitably be discounted. The main reasons for this phenomenon are that the school's venues, equipment and facilities can not keep up with the needs of the selected courses, the time they can choose and no favorite projects, and the popularity of popular projects is overcrowded.

(2) uneven levels

At present, the group of elective courses is determined according to the students' registration. The optional course is selected once every semester, so that some students in the same class have studied for one or two semesters, while others have started from scratch. In addition, there is a clear gap between the basic level of quality and technology of team members. The result not only directly affects the mastery and improvement of some students' technical skills, but also affects the quality and atmosphere of classroom practice, and weakens the enthusiasm of some students in class.

(3) The examination contents and standards are not reasonable.

Because of the great individual differences and the fact that some students in the same class have already learned the basic knowledge, our examination content, requirements, methods and standards are the same. As a result, students with good foundations can achieve better results without much effort, while those with poor foundations are not as good as the former, no matter how hard they try.

(4) Disharmony between "Consciousness" and "Ability" Training in Lifelong Physical Education

Due to the imperfection and non-standard of basic physical education in primary and secondary schools, the level of College Students' physical education knowledge is still in the primary stage. This state limits that college physical education curriculum can only respect students' interest and let

students learn several sports items in the form of "optional courses", and stimulates the development of students' physical education behavior in school. The content and form of college physical education curriculum can only be in sports technology. Primary repetition at the methodological level.

5. Recommendations

Teaching objectives are the orientation of all teaching activities. School teachers should study the spirit of the Outline in depth, understand the quality requirements of the state for modern college students, and then formulate teaching programs to implement them in accordance with the specific conditions of colleges and universities. At present, the physical education classes in Colleges and universities still follow the steps of the preparatory part - the basic part - the end part. The single teaching method can not improve students' enthusiasm for sports. Teachers should teach in combination with outdoor games, multimedia equipment and increased teacher-student interaction. Educational resources can not meet the actual needs of students mainly reflected in the lack of sports equipment, the existing equipment is obsolete, the curriculum content is lack of innovation, less selectivity. Schools should appropriately increase investment in school hardware facilities, and carry out more sports for students to choose. The whole teaching process revolves around the technology teaching, lacking the theoretical part. Teachers should teach theoretical courses while teaching students sports skills, so that students can learn more about sports knowledge. The evaluation system is not perfect; students' physical education performance is evaluated only by their sports performance and skill mastery. Teachers should properly participate in classroom enthusiasm, the range of improvement in sports performance, class attitude and other aspects to evaluate students' classroom performance in an all-round way.

(1) Opening optional courses in different forms and contents. The optional courses are divided into sports optional courses and fitness optional courses. Students who have certain quality and technical foundation and hope to develop competitive sports can participate in sports optional classes of various items, while students with poor foundation and other needs participate in fitness optional classes. To meet students' different sports needs.

(2) Through questionnaires to understand the students' sports interests and hobbies, according to the school venues, equipment and facilities and teachers within the scope of permission, in each physical education class period, appropriate increase of hot sports classes to meet the needs of most students.

(3) vigorously develop the hardware and software of school physical education. Strengthen the construction of site facilities and strengthen the construction of physical education teachers. As soon as possible, we should improve the rationality of the knowledge structure of in-service teachers in Colleges and universities, create conditions, improve the academic qualifications and professional titles of young and middle-aged teachers, reform the existing teacher employment system, and establish an effective incentive mechanism.

(4) Improve the current sports evaluation system. For example, sports optional courses should focus on the testing of specific technical skills, and according to different levels, formulate the corresponding content and standards. The optional course of fitness and physical education should focus on the assessment of general physical fitness and avoid the content with higher technical difficulty.

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