



# Research on Reform of Integrated Teaching Inside and Outside the Physical Education Class Under the Five-in-One Education Model Taking a Provincial University as an Example

Lin Lin<sup>(✉)</sup> and Dongmao Ye

Wuhan Textile University, Wuhan 430200, China  
forrestsclin@hotmail.com

**Abstract.** The integrated teaching mode inside and outside the classroom has become the mainstream teaching form of physical education in colleges and universities. A provincial university uses the “4123N” physical education mode to combine physical education teaching, extracurricular group activities, students’ self-exercise, sports club activities and sports competitions outside the school to form a “five-in-one” physical education model, which Adhering to the education concept of “health first”. We aim at students’ physical and mental health and all-round development. Achieving the organic combination of physical education and human development through school physical education. It is proved that only by integrating sports into all aspects of education and cultivating students, can we effectively improve the quality of physical education in colleges and universities. And it effectively play an important role in promoting quality education of college students.

**Keywords:** Five in One · Universities · Integration inside and outside the classroom

## 1 Introduction

The integrated teaching mode inside and outside the classroom is one of the paradigms or types of public physical education courses in colleges and universities [1]. In August 2002, the Chinese Ministry of Education promulgated *The Guidelines for Teaching Physical Education Curriculum in National Ordinary Higher Education Institutions*, which proposed the teaching mode of integrating inside and outside the classroom. Since then, the teaching mode of integrating inside and outside the classroom has gradually become the mainstream teaching form of physical education in colleges and universities [2]. “The integrated teaching reform of physical education inside and outside the classroom under the “five-in-one” education mode refers to the mobilization of all the resources related to physical education in the school, combining the teaching inside the classroom, extracurricular group activities, students’ self-exercise, sports club activities and sports competitions outside the school. The “five-in-one” model of physical education throughout the whole university cycle. Adhering to the education concept of “health first”.

We aim at students' physical and mental health and all-round development. Achieving the organic combination of physical education and human development through school physical education.

## **2 Reconstructing the Integrated Teaching Mode Inside and Outside the Classroom Physical Education**

The teaching mode determines the teaching behavior and directly affects the teaching effect. Physical education teaching mode refers to the static and dynamic unified organic whole of the basic components of the physical education system under the guidance of certain physical education teaching ideas, theories or principles, which are interrelated, interacting and coordinated [3]. The "5-in-1" education mode puts the vision on the whole process of students' university life, including all physical education aspects inside and outside the classroom.

A provincial university uses the "4123N" physical education model to extend physical education from physical education classes to the whole college career of students. "4" means the physical education department should carry a banner, each faculty should establish a sports brand, each class should have a Sports Features, and each student should master at least one sports skill; "1" means the student-centered approach should guide and help students to develop the awareness of lifelong exercise, "2" means the school sports should be driven by two wheels: classroom teaching and extracurricular sports; "3" means to establish a three-level management and operation mechanism at school, faculty (clubs and associations) and class level, and to take charge of all together; "N" refers to N sports programs (more than twenty) and N training modes, multiple initiatives in parallel to promote the healthy development of school sports. The implementation of "4123N" working model has driven all students to love physical exercise and participate in physical exercise. It promotes the physical and mental health of the majority students a sense of lifelong physical education. The teaching mode makes the educational function of college physical education fully developed and shows good adaptability in the process of talents training.

## **3 The Integrated Implementation of Physical Education Inside and Outside the Classroom Under the "5-in-1" Education Model**

The "4123N" physical education model forms a five-in-one education model by mobilizing various resources across the university. This model which benefits students extends physical education from the classroom to the entire university.

### **3.1 Student-Centered, In-Class, Tiered Teaching**

Physical education classes are divided by program, and students in their freshman and sophomore years choose their favorite sports to complete their physical education classes, creating a club-like approach to physical education. Students choose one sport for one academic year and are divided into beginner and advanced classes so that they can master

one sport skill in one academic year. The assessment of physical education classes adopts a multi-dimensional evaluation, which integrates students' classroom performance, skill learning, extracurricular physical exercise, and mastery of physical education theory to enhance students' participation in physical education. A physical education elective course is offered in the junior and senior years to meet the needs of students with higher demand for technical learning and to help students improve their physical education skills. Classroom teaching lays a good foundation for the development of extracurricular sports.

### **3.2 Promote Students' Sports Participation with Group Activities**

Focusing on enhancing the physical health of all students, we show the results of in-class teaching and set up intra-school events of different levels and different programs to create a campus sports atmosphere in which everyone participates. Improve and standardize the student sports competition system, coordinate and integrate group activity resources, and form a group activity system at three levels. The first level is the sports activities in which all students participate, The second level is the special competitions organized by the second level faculties under the guidance of the Sports Department, and the third level is the university-wide sports competitions organized by the Department of sports with the participation of the whole university. In the last five years, the number of group activities held each year had expanded from less than 20 to about 50. The number of students participating had also increased each year.

### **3.3 Motivating Students to Exercise Themselves for the Purpose of Habit Formation**

The purpose of physical education is to make students develop good exercise habits. The formation of habits requires external stimulation, and one of the assessments of physical education classes is students' physical exercise outside class. In order to complete the assessment, students must complete more than 20 fitness runs per semester. This method helps students to develop good physical exercise habits. Combining students' physical activity with merit evaluation and comprehensive assessment raises the importance of physical education. This makes students realize that physical education is also a part of academics.

### **3.4 Community Activities as a Way to Meet Students' Sports Interests**

Sports student organizations are beneficial for strengthening students' collective consciousness and sports participation awareness, as well as for improving their sports skills [4]. The university has made great efforts to develop sports organizations to meet students' needs for participation in different sports programs. In order to support the development of clubs, the school provides each club with an instructor, an activity space and some financial support. Through the development of sports clubs, students have significantly increased their time to participate in sports activities outside of class, the originally hot and cold sports venues have been fully utilized, and the coverage of sports

clubs among students has increased year by year. In the last five years, the number of sports clubs has increased from less than 10 to 25, and more than 30% of students participate in at least one sports club. Through teachers' guidance, the level of sports clubs has been effectively improved, and club members have become an important source of school representative teams for various sports [5].

### **3.5 Using Competition as a Window to Set Sports Role Models**

The Olympic Motto is Faster, Higher, Stronger – Together. Outstanding student athletic talent can serve as a great benchmark. By organizing excellent sports talents for training and participating in various provincial and national university events, the university discovers and cultivates sports talents and sets up sports benchmarks. Many students had won national or provincial university competition honors. Excellent results of off-campus competitions keep emerging, and sports talents actively participate in various merit evaluation activities of the university. Sports talents and academic talents have become equally available for study by other students which forming a good demonstration effect.

## **4 Re-optimize and Improve the Integration of the “Five-in-One” Education Model**

Practice drives the development of understanding. The teaching reform is not a handful of things, in the process of practice, we will find that there are many areas that need continuous improvement and refinement. In the future, the following aspects should also be used to continuously improve the practice effect and promote the integrated teaching reform inside and outside the physical education classroom.

### **4.1 The Enthusiasm of Sports Participation in Non-physical Education Departments Needs to Be Further Mobilized**

The sports department plays the most important role in school sports. But the other departments are also very important to school sports. The five-in-one education model of parenting requires that all school departments be able to actively participate in sports. All departments pay attention to sports work in order to form a good school sports atmosphere.

### **4.2 The Nurturing Function of Physical Education Needs to Be Further Strengthened**

In 1917, Mao Zedong wrote in “The Study of Sports” that “the body is the vehicle of knowledge and the house of morality”, emphasizing the relationship between the body and knowledge and morality. The relationship between the body, knowledge and morality was emphasized. The nurturing effect of sports should also be the rightful meaning of sports. In the process of physical education, moral education should be consciously integrated into all aspects of physical education.

### 4.3 Teachers' Teaching Ability Needs to Be Further Strengthened Through Training

New teaching methods have put forward new requirements for teachers' teaching ability, which should keep up with the times to keep up with the reform of teaching mode. In order to better meet the teaching requirements, teachers' teaching level should be continuously improved through teaching training and learning of new programs to maintain their enthusiasm for physical education and continuously improve their teaching ability.

### 4.4 The Use of Information Technology Needs to Be Further Improved

Physical education cannot be taught without the participation of information technology. The informatization platform should become an effective means to integrate various kinds of sports resources. The informatization platform should play a role in many aspects such as physical education, sports evaluation, sports training, and venue management. The informatization platform can become a help for students to participate in physical exercise at ease and create favorable conditions for students to participate in sports fairly.

## 5 Conclusion

The integration of physical education inside and outside the classroom has been proposed and practiced for twenty years, which proves that the integration of physical education inside and outside the classroom is the right direction for the development of school physical education. Combining the integration of physical education inside and outside the classroom with the education of the whole staff can bring into play the enthusiasm of all departments and subjects in the school. By continuously expanding the form and content of physical education and forming the "five-in-one" education mode, it can effectively improve the quality of physical education in colleges and universities.

**Acknowledgments.** We thank our school colleagues for the teaching activities that provided the material for the study.

**Authors' Contributions.** Lin Lin and Dongmao Ye designed the research, performed research, and wrote the paper.

## References

1. Zheng, L. (2019). On construction and implementation of teaching mode of "in and out class integration" in college physical education curriculum. *Journal of Southwest Normal University (Natural Science Edition)*, 44(06), 132–135. <https://doi.org/10.13718/j.cnki.xsxb.2019.06.023>
2. Ruan, L. (2021). Review, reference and prospect: A review of the research on integrated teaching inside and outside physical education classes in colleges and universities in the past 30 years. *Journal of Higher Education*, 7(30), 25–28. <https://doi.org/10.19980/j.CN23-1593/G4.2021.30.007>
3. Jian, X. (2006). System analysis on the concept of physical education teaching model-ternary operation mechanism of physical education teaching model. *Sports and Science*, 03, 75–78.

4. Lu, M., & Zhang, J. (2019). An analysis of the characteristics of different types of college students' participation in student organizations—Taking Huazhong University of Science and Technology as an example. *Higher Education Forum* (05), 11–15+40.
5. Hills, A. P., Dengel, D. R., & Lubans, D. R. (2015). Supporting Public Health Priorities: Recommendations for physical education and physical activity promotion in schools. *Progress in Cardiovascular Diseases*, 57(4), 368–374.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

