

Main Influence Factors of Teaching Reform in Physical Education in Universities and Its Countermeasures

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Abstract—At the present stage, physical education in our country faces important reform. The traditional teaching model in physical education has failed to meet the requirement in development of physical education. The reform of physical education is influenced by the following factors: gap between traditional teaching thought and teaching practice in physical education; imbalance between configuration of teaching resources and teaching requirements; more attentions paid to teaching quality instead of physical education. According to the status quo of physical education in Chinese universities, feasible suggestions are proposed to solve problems in physical education.

Keywords—universities; physical education; reform

I. INTRODUCTION

Teaching reform is carried continuously in our country with the development of society. So far, it has had more than 20 years of history. Although teaching reform of physical education has made achievements, it is undeniable that teaching reform of physical education has problems in teaching contents, teaching methods and the means for teaching organization. Unsound teaching reform of physical education produces negative influence on physical education and seriously restricts the development of physical education.

According to research contents and purpose of this topic, after the consultation and repeated modification of experts, questionnaires for teachers and students are designed respectively. The background and current situation of teaching reform in physical education are analyzed according to the investigation on PE teachers and students in universities.

The questionnaires are distributed and collected. 20 teachers are investigated, with 20 questionnaires collected and collecting rate of 100 percent, 20 valid questionnaires, effective rate of 100 percent; 577 questionnaires are distributed to students, with 571 questionnaires collected, collecting rate of 98.9 percent, valid questionnaire of 576 and effective rate of 99.8 percent.

Questionnaires and respondents are tested repeatedly with time interval of 30 days. The conclusion is drawn through formula computing. The reliability of questionnaire conforms to inspection standard.

II. THE MAIN FACTORS INFLUENCING TEACHING REFORM OF PHYSICAL EDUCATION IN UNIVERSITIES

A. *The Differences between Traditional Teaching Thought and Physical Education Teaching Practice*

Attentions are paid to teaching methods and teaching means on the basis of teaching experience in traditional teaching thought. Modern teaching thought pursues students' integrated development, not only learning sports skills but also learning to communicate with other students and improving their overall quality. Traditional teaching pays attention to teaching and neglects students' physical and mental development in physical education. It is too simple and lacks flexibility and integrality, indicating the traditional teaching fails to meet development requirements of students and the reform of physical education is extremely urgent.

B. *The Differences between Physical Education Teaching Objective of Physical Education and Students' Development Requirements*

Main objective of physical education teaching is to train students' sports skills and make them develop good habits of physical exercise, laying foundation for the improvement of physical quality of all Chinese people. In the formulation of teaching contents and objectives, considerations should be given to requirements of students' physical and mental development from many aspects in our country and all regions. However, the effects of physical education at the present stage are not so ideal, and even fail to meet students' development requirements. Students at different ages have different requirements for sport events. The college students are relatively older, and the physical education teaching for them has its important factor, that is to meet their demand for physical and mental development. College students had concentrated on their learning of cultural courses and failed to learn many sports skills in physical education class when they are at the stage of junior and senior high schools, so we should set the favorite sport items for students based on students' physical and mental development, such as badminton and table tennis. These items can be suitable for current college students' demand for sports because they are easy to be learned. In

addition, forward roll, backward roll and shoulder-elbow headstand and other sport items are provided in many areas in order to improve students' physical quality. However, undeniably, these events have drawbacks for lifetime sports development of students who have difficulties to exercise them in their future life activities. Therefore, the sport items that meet the demands of students should be provided according to their age characteristics, in order to make students participate in physical exercise actively and continuously.

C. The Backwardness of Teaching Organization Forms in Physical Education

Teaching organization form means a type to organize teaching activities according to teaching thoughts, teaching objectives, teaching contents and the subjective and objective conditions of teaching. The traditional organization forms of teaching are simple, mainly including teachers' demonstration and instruction and students' practice. With the development of teaching reform in physical education, traditional organization forms of physical education have been increasingly unsuitable for teaching development at the present stage. New teaching organization forms suitable for physical education rise in response to the proper time and conditions, including group teaching, group discussion and personal presentation with increasingly novel models and stronger learning enthusiasm of students. Therefore, teachers must continuously update their teaching idea and learn novel teaching organization forms to meet students' demands for learning sports skills and arouse their interests in learning sports and develop physical quality.

D. The Backwardness of Teaching Idea in Physical Education

At the present stage, teaching idea in physical education emphasizes health first and doesn't require students to grasp too high skills. Excessive attentions of experts are paid to students' learning interests rather than the sport skills. If we only cultivate students' interests and not require them to grasp sports skills, it will make students interested in some sport items only in a short period; but in the long run, students will have interests in sports and go beyond them unceasingly and continuously improve their sports skills only when they grasp the sports skills and continuously improve these skills in the exercises. Therefore, the educators in physical education teaching must enhance the importance to students' sport skills, and improve students' sport skill through effective teaching and students' repeated exercise, so that students will improve their self-confidence after the improvement of sports skills, which even will influence the enthusiasm of other students for sports. By these, we can see the importance of teaching idea in physical education is self-evident. Teachers have to update their teaching idea ceaselessly to meet students' development at the current stage.

E. The Leftover Problem in Exam-Oriented Education

Examination is still the main purpose and task of school education in China. Insufficient attentions of parents and students are paid to physical education, which restricts the development of school sport to a large extent. In order to improve teaching quality of cultural courses, some teachers compress time of physical education class and even occupy it

completely. In recent years, students' physical quality declines year by year. Except for the improvement of living standard, the increase of students' obesity rate also greatly relates to the insufficient attentions to physical education. Schools should fully realize the importance of physical education. Many universities have increased the proportion of physical education class and students pay more attention to physical education, but the attentions are insufficient. Universities may properly enhance the requirements for reaching the standard in physical education, in order to make students value physical education and participate in physical exercise in spare time.

F. The Allocation of Teaching Resources in Physical Education Is Unbalanced.

Teaching resources in physical education include human resource, sport resources and teaching contents. Teaching resources are improved obviously, but the improvement of students' idea, increase of recreational facilities and more requirements of students for sports make the teaching resources of physical education fail to meet students' development requirements. Schools invest in sports facilities inadequately. Most schools have good ground track field, but in order to reduce the management cost, it is not open to students after physical education class, so many students cannot find place to do exercise. Therefore, to improve teaching quality of physical education, schools should provide sufficient teaching resources. Many schools have few gym teachers so the teachers have to give many classes, which makes them hardly have more vigor to concentrate on their class teaching. Therefore, schools should properly reduce the teachers' class hours and employ more teachers to decrease the teachers' teaching pressure and improve the teaching quality. At the meantime, teachers must regularly update their teaching plan. Many teachers always use the same teaching plan in their teaching and not make change of teaching plan, which goes against both students' learning and teachers' professional development.

III. THE STRATEGIES TO IMPROVE THE EFFECTS OF TEACHING REFORM IN PHYSICAL EDUCATION

A. Strengthen the Relation between Theory and Practice

In teaching of physical education, we should improve the theoretical attainment through continuous learning, research the teaching development in the practice and enrich practice through theory and verify theory through practice, in order to make theory and practice continuously improved and developed in physical education. Promote the overall development of physical education in school, strengthen the combination between theoretical research and practical operation and improve the use value of research results and lateral ties of scientific research. The competent departments of schools should actively carry out the research topics related to major reform and give guidance.

B. More Attentions Should Be Paid to Physical Education

Although the quality-oriented education has been proposed for many years, schools have difficulties to implement it really, and they pay attention to it only in written form and in slogan. In order to make students paid more attentions to physical

education, schools should enhance the strict sport examination in the teaching. For example, arrange sport test and make strict check at the end of semester, to make students attach importance to physical education from the ideological point of view. In the past, many schools set sport examination, but the contents are simple and teachers are not strict in check, pretending not to see, so insufficient attentions of students are paid to physical education. Students pay little attention to sport in class and less in spare time, having no enthusiasm in physical exercise. Therefore the top priority and core problem to be solved in the teaching of physic education is to make teachers and students pay more attention to physical education.

C. Increase the Investment in Sport Resources

Sharp tools make good work. It is impossible to make achievements without good resource allocation. At the present stage, the allocation of sports facilities is unsound in our country. Although some schools allocate sports facilities, they are not open to students, which restrict the development of physical education. In order to improve students' physical quality, schools first should make students pay attentions to it in their mind. Meanwhile, schools have to increase the investment in sports facilities to meet students' requirements for physical exercise. Sports facilities should be open to students for free in spare time to make students use these sport facilities to do exercise in their spare time. Schools can arrange some sports events in spare time to arouse students' interests in physical exercise; in these sport contests, students will increase their interest in sport, find the gap between them and others in sports, so they will offset weakness through exercise, improve their skills and physical quality continuously and forms a virtuous circle.

IV. CONCLUSION

At present, the teaching reform of physical education in our universities is influenced by the following factors: differences between traditional teaching thought and teaching practice of physical education, out-of-step teaching objectives with students' development requirements, backward teaching organization forms in current physical education, outdated idea of sport teaching, and influence of exam-oriented education on physical education and unbalanced allocation of teaching resources in physical education.

The strategies are proposed to improve the effects of teaching reform in physical education as follows: we should strengthen the relation between teaching theory and practice; the education authorities should pay more attention to physical education; the government and schools should increase the investment in resources of physical education, hoping to improve students' overall quality.

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