

Research on the In-And-After-Class Integration of Club-based Teaching in Physical Education of Colleges and Universities

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Abstract—As the Party and governments of China attach increasing importance to education, colleges and universities are vigorously promoting the reform of education mode to train high-quality talents who can adapt to the society, which also covers the physical education. Nowadays, the physical quality of students is getting worse and worse and their mental health is generally low, and thus it is difficult for them to adapt to the needs of the modern society. Therefore, the “in-and-after-class integration” club-based teaching mode has been proposed for the physical education of colleges and universities to comprehensively adjust all the links in the process of physical education and establish a dynamic and open physical education system, which greatly enhances students' interest in sports and promotes their personality development. By briefly describing the content of “in-and-after-class integration” teaching and analyzing its advantages and problems in physical education, the author explored the optimization method of this teaching mode in physical education.

Keywords—*education mode; physical education; in-and-after-class integration; education system*

I. INTRODUCTION

At present, the in-class and after-class teaching in colleges and universities are disjointed with each other in China. This sometimes makes students disorder and spontaneous in learning, because they cannot apply the knowledge they learn in class in time and also cannot receive timely theoretical guidance after class. The proposal of the teaching mode “in-and-after-class integration” of physical education completely breaks the obstacles between in-class and after-class activities, promoting the integration of in-class learning and after-class learning. This teaching mode allows students to perfectly combine the sports knowledge they learn in class with the ex-curricular sports activities they take part in and enhances their interest in physical exercise, which plays a huge role in the cultivation of their good physical exercise habits and continuously solids the lifelong sports awareness in their minds. The teaching mode “in-and-after-class integration” in physical education is an extension of the knowledge that students learn in class, which is conducive to the improvement of their comprehensive quality. However, colleges and universities in China do not pay enough attention to the application of this teaching mode in physical education at

present, leading to its unobvious influences on students.

II. THE SPECIFIC CONTENT OF “IN-AND-AFTER-CLASS INTEGRATION” IN SPORTS CLUBS

There are two purposes for physical education courses in colleges and universities in China: one is to promote students' physical fitness, and the other is to cultivate their adaptability so that they can better integrate into society. The physical education needs to clarify the goals and direction continuously and strengthen the connection between the in-class and after-class activities in the implementation process. Schools can also promote physical exercise by organizing off-campus sports activities. Such teaching can not only make physical education easier, but also make the structure of physical education more perfect.

The so-called “in-and-after-class integration” teaching mode of physical education refers to the fact that in the teaching process of PE classes, extracurricular sports should also be fully utilized as the supplement, so as to facilitate the successful classroom teaching and achieve the ultimate goal of physical education. In this teaching mode, classroom teaching is no longer limited and students can continuously strengthen physical exercise through extracurricular activities. The extracurricular activities are fully integrated with the classroom teaching, forming an organic whole. Physical education curricula are no longer just to teach the concepts and knowledge related to sports, but to gradually expand and present a trend of expansion.

The teaching mode of “club-based in-and-after-class integration system” is to coordinate the two main forms of extracurricular sports activities (school sports teams and student sports clubs) in China's colleges and universities, and to integrate them into the after-class club for overall development. This teaching mode greatly broadens the form of traditional physical education and strengthens the continuity and complementarity between in-class sports and extracurricular sports. In addition, it improves the teaching management concept of in-and-after-class integration and carries out the concept of cultivating high-quality talents according to their aptitude and individuality, thus achieving the goal of school physical education in various ways.

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III. THE CURRENT SITUATION OF IN-CLASS AND AFTER-CLASS SPORTS CLUBS OF COLLEGES AND UNIVERSITIES IN CHINA

China has attaches great importance to education of young people. In the *Teaching Guidelines for Physical Education Courses in Ordinary Colleges and Universities In China*, it is required that physical education should provide different types of courses for all students in order to achieve individualized training for them. At the same time, it is required that college physical education should break the departmental and class system in the traditional teaching mode, and students should be regrouped according to their specific situation to meet their different needs. Colleges and universities are expected to expand the time and space for physical education courses, so that students can independently choose the sports programs they are interested in and the PE teachers according to their own time. However, due to the influence of the examination-oriented education, most colleges and universities in China have no long-term vision for the development of students' personality and students' autonomy is not strong.

The in-class sports club actually integrates modern education theory into the classroom teaching of PE courses and updates it in the ideological education, evaluation form and teaching method, thereby changing the traditional mode of class teaching. This kind of in-class club-based teaching creates a free, independent, random and open teaching mode, which can greatly improve the enthusiasm of students for physical exercise. Extracurricular clubs come in two forms, namely the school sports team and the student sports club, and both of them are purposeful, planned, organized after-class sports activities.

At present, colleges and universities in China have effectively combined the in-class sports club and extracurricular clubs, making the form of physical education more abundant. The evaluation of students' sports performance is no longer only based on scores, but takes into account the objective assessment of club courses. This kind of assessment based on objective and comprehensive assessment criteria emphasizes the attitude of students to physical exercise, which fully reflects the objectivity and humanization of sports evaluation.

IV. ADVANTAGES OF THE "IN-AND-AFTER-CLASS INTEGRATION" CLUB-BASED MODE OF PHYSICAL EDUCATION

A. Meeting the individualized development of students

With the advancement of the times, most of the college students in colleges and universities in China were born after the 1990s. These students are the only child in their family, and they show strong self-esteem and different personalization in the process of school education. With the development of society, physical education is not only to teach students how to participate in exercise, but also to build their physical fitness and cultivate their adaptability, so that they can better integrate into society and realize their own individual value. Therefore, many colleges and universities have proposed to allow students to choose individual sports suitable for themselves. The Heilongjiang Bayi Agricultural University conducted a survey on its sophomores about their selection of sports. It was found

that there are several factors that students pay more attention to, such as the fitness of the sport, the fashion of the sport, the climatic conditions, influence of classmates, assessment of scholarships, and so on. Through the "in-and-after-class integration" teaching mode of physical teaching, colleges and universities provide students with the opportunity to exercise according to their own development needs, embodying the "people-oriented" concept of physical education and fully satisfying their needs of individualized development.

B. Overcoming the adverse effects of harsh weather conditions

At present, most of the colleges and universities in China have built indoor gymnasiums. However, students used these gymnasiums relatively few in the past, because the PE classes were generally carried out in the classroom or on the playground; and in the bad weather, students were asked to study in classroom or perform free activities. After the introduction of the "in-and-after-class integration" teaching mode, the idle time of gymnasiums has significantly reduced. This allows students to get more opportunities for physical exercise in the gymnasiums, giving full play to the function of the gymnasiums to serve teaching and also reducing the impact of weather on students' physical exercise.

C. Increasing students' interest in physical exercise

College students have different preferences for individual sports. Boys are generally interested in basketball, table tennis, badminton and swimming, while most girls are interested in dance, yoga, swimming, skating and badminton. In the traditional mode of physical education, students cannot choose their favorite individual sports because of the restriction of time, number of people and venue. After the introduction of the "in-and-after-class integration" teaching mode, college physical education has largely overcome the constraints of the number of people in the per unit time and the venue, so that students can freely choose the sports that they are interested in, thus enhancing their interest in physical exercise.

D. Promoting the development of campus sports culture

The teaching mode of "in-and-after-class integration" closely links the in-class and extracurricular physical education. Based on the in-class teaching, it promotes the development of extracurricular sports activities and helps the college physical education form a system to facilitate the management and control, which partly promote the cultural diversification of the campus. At the same time, it also enriches students' campus life and promotes their active and healthy development.

V. PROBLEMS OF THE "IN-AND-AFTER-CLASS INTEGRATION" TEACHING MODE OF SPORTS CLUBS

There are many problems in the implementation of the "in-and-after-class integration" teaching mode in the physical education of colleges and universities in China, and they require the coordinated operation and adjustment of various teaching systems. Due to the implementation of the club-based teaching mode, the teaching time of the interest clubs and individual clubs established by colleges and universities is very flexible. Some teaching management departments utilize the flexibility in the practice of club-based teaching to adjust the teaching time of other cultural courses at will, which leads to

certain interference and destruction of the teaching arrangement of sports clubs. At present, college students in China are greatly influenced by traditional teaching modes. In the past, the content of physical education classes was arranged by teachers. However, in the “in-and-after-class integration” teaching mode for physical education of colleges and universities, students need to choose individual sports that are conducive to their own development. This makes it difficult for students who have been used to passively accepting to judge their choices. At the same time, teachers need to know whether the selection of students is reasonable, so as to avoid the factors negatively influencing students' choices, such as “it is easy to get high scores”, “it is easy to pass”, “the process is easy”, etc. Although some colleges and universities have established sports interest clubs and individual clubs, there are also sports departments in the school student associations. In this context, when a school proposes to held a sports competition, the students may not know whether the school sports club or the sports department of the student association should take charge of the event. Therefore, colleges and universities should further rationalize management responsibilities and management relationships.

VI. OPTIMIZATION METHODS OF “IN-AND-AFTER-CLASS INTEGRATION” TEACHING CLUBS IN PHYSICAL EDUCATION

In view of the flexibility of the club's teaching time, teachers should be strict with students when conducting teaching instruction and in normal training. At the same time, schools should develop a rigorous teaching plan and not allow any other course to take up the time of physical education, thus effectively enhancing the club's binding force and normalization.

The extracurricular club instructors should be managed in accordance with the management method for the school teachers and external teachers. It is also needed to formulate corresponding salary standards and incentive mechanisms based on the calculation method of the school teachers' teaching workload to calculate their remuneration packages. Only through standardized management can schools fully mobilize the enthusiasm and initiative of the instructors in the extracurricular sports clubs.

The “in-and-after-class integration” club-based teaching should change the traditional evaluation model of physical education and fully reflect the guiding role of the assessment system on students' physical exercise. In terms of the assessment mode, it is necessary to combine the formal assessment with the final assessment and pay attention to the students' learning process. In other words, as long as students actively participate in sports activities, their progress shall be objectively assessed. A multi-assessment system enables students not to suffer boring and repeated practice for a certain test item in the process of physical education, but to let them get happiness and accomplishment from their favorite sports. This allows students to participate in and enjoy sports activities in a relaxed teaching atmosphere, promoting their healthy and happy growth. At the same time, it can effectively promote the development of students' personality, which is conducive to the

smooth development of “in-and-after-class integration” club-based sports teaching mode.

This teaching mode should also lay stress on the adjustment of various influencing factors in the physical education in class and after class, such as the time, venue, sports equipment, and so on. Attention must be given to the continuity and complementarity between the in-class and after-class physical education to solve various problems in the implementation of the “in-and-after-class integration” teaching mode, so as to make this teaching mode enter a stage of sustainable development in physical education.

VII. CONCLUSION

The implementation of the “in-class and out-of-class integration” club-based teaching mode in physical education in colleges and universities is essentially to organize the organized, planned and standardized extracurricular sports activities of the students into the system of physical education, and to include the content of sports activities and various sports programs into courses. This can effectively expand the content and structure of traditional physical education, so that students can have more choices for sports learning. It is not only greatly enhances students' interest in physical exercise, but also realizes the integration of in-class and after-class physical education to allow them learning independently through their own interests. In addition, this teaching mode also enables colleges and universities to implement teaching in accordance with students' aptitude and focus on their individualized development. Therefore, colleges and universities should vigorously promote the “in-and-after-class integration” club-based teaching mode in physical education, so as to continuously provide high-quality talents for the society.

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