

Application of the Concept of "Constructivism" in the Teaching of Physical Education Theory

Taking the Theoretical Course of Leisure Sports Major as an Example

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Abstract—The teaching of theoretical courses of physical education lags behind the technical course, which is the prevailing situation of the physical education major. It is mainly reflected in the lack of learning interest and poor academic performance of students. Through the literature method, classroom observation method and case study method, this paper proposes to change the role of teachers and students under the constructivism teaching concept, with the student as teaching subject and to encourage students to build knowledge through independent thinking and group discussion, which is an active attempt at improving the teaching effect of the theoretical course of physical education.

Keywords—constructivism; college physical education; theoretical teaching

I. INTRODUCTION

The teaching philosophy of constructivism believes that learning is the process of students generating meaning and constructing understanding based on the original knowledge and experience. It emphasizes the central position of students in teaching activities, requires teachers to change roles traditional teaching leaders to organizers and promoters. [1] It opposes the instilled experience output in traditional teaching, encourages students to exert subjective initiative, and actively constructs knowledge, which is conducive to mobilizing the initiative and creativity of students. In teaching, students are the main constructors of knowledge, teachers are the organizers of classroom teaching and helpers of students, textbooks are the objects of construction and media is a tool for exploring knowledge. Whether it is students, teachers, textbooks and media, the role is completely different from traditional teaching. [2] This new teaching concept can not only improve students' enthusiasm for learning, but also enrich the teaching form, form a good learning atmosphere of mutual learning and mutual assistance and improve teaching effectiveness.

II. REFLECTIONS ON THE TEACHING OF THEORETICAL COURSES IN LEISURE SPORTS MAJOR

A. Professional Learning Characteristics of Physical Education Majors

Through communication with public course teachers, the author finds that most teachers of other subjects evaluate the sports students as positive and sunny students with strong interpersonal skills, who dare to innovate and challenge. Through communication with teachers of this subject and teaching observations, it is found that there is a big gap between the performance of sports student in technique class and the theoretical class. The specific demonstration is that the students work hard on the sports field and do not complain, showing the character of perseverance and never give up. The sports students in the theoretical classroom show great contrast. When the enthusiastic life meets profound theoretical knowledge, students often show a state of "separation of mind and body". This has led to the fact that sports majors mostly have excellent athletic performance and poor theoretical results. The author believes that this difference has a great relationship with the long-term "stressing subject while ignoring theory" of physical education teaching practice.

B. Social Requirements for Sports Professionals

What modern society needs is a compound talent with both sports skills and sports science theories, which undoubtedly puts higher demands on university education. Sports majors learn sports skills due to the concern for the improvement of physical quality while they master theoretical knowledge for the improvement of quality of life. It is not conducive to the development of students' comprehensive quality to only master sports skills, and it is also not conducive to students' participating in social competition after graduation. Therefore, how to stimulate students' interest in theoretical study and improve students' theoretical achievement has become a topic worthy of consideration of theoretical teachers.

C. Requirements for the Theoretical Course of the Training Goal of Leisure Sports Major

According to the training objectives of undergraduate talents in leisure sports major, this major should cultivate students with good scientific and cultural quality, high sense of social responsibility, and healthy life concept; students should master the basic theories and methods of leisure sports, sports management and marketing, and leisure sports design; it focuses on cultivating the multi-skill applied talents who have better special sports skills and practical ability in the field of outdoor sports and sports tourism industry, and are rich in innovation and entrepreneurial awareness, capable of plan and organization of leisure sports projects, management and operation of outdoor sports clubs, and promotion of sports tourism projects, etc. The key words of scientific and cultural quality, social responsibility, healthy life concept, management and marketing, project design theory and method, innovation and entrepreneurship awareness, management, promotion and so on all need to be realized through theoretical study; meanwhile, students are also inseparable from a solid theoretical foundation in writing graduation papers and participating in internships.

In view of the above theoretical teaching status and reflection, the author attempts to adopt the constructivism teaching concept for teaching design and teaching practice.

III. "STUDENT-ORIENTED" SPORTS THEORY TEACHING DESIGN

Under the guidance of constructivism, combined with the requirements of modern society for sports professionals, according to the actual teaching theory of physical education students, teachers should change traditional thinking, establish a "student-oriented" teaching philosophy, and put students at the center of teaching activities, plan teaching objectives and teaching design according to the students' knowledge level and interest development, and emphasize the process of knowledge acquisition to form "student active participation". For sports majors, the significance of theoretical teaching includes not only mastering the basic theories of sports, understanding the related operations of sports and the relationship and interaction between sports and social factors; more importantly, it is comprehending the sports spirit and understanding the positive role of sports in life and the importance of it to social development.

A. Analyzing Teaching Objectives

The teaching goal is imposed by teacher to the whole teaching process, but should be set by the students themselves based on the student's ability level and the previous learning acquisition and implemented through the teacher guidance, independent thinking, and collaborative inquiry in teaching process.

B. Analyzing Student Learning Condition

The purpose of instructional design is for students' learning. One of the core principles of constructivism is "student-oriented". To give full play to students' subjective initiative, it is necessary to analyze the students' learning

situation and pay attention to students' learning emotions, attitudes and cognition. Teachers should understand the differences in students' personality, career planning and hobbies, analyze students' learning status, evaluate students' learning effects, and determine the starting point of teaching.

C. Analyzing Teaching Content

After determining the starting point of teaching, teachers should design the teaching content through the teaching process to explain the attitudes, skills and methods that students need from the beginning to the end. According to different teaching contents, they can arrange learning tasks, introduce learning resources, and design different teaching situations and learning methods.

D. Designing Evaluation Method

It is necessary to adopt a comprehensive evaluation method of student self-evaluation, group evaluation and teacher evaluation, fully consider the participation level and learning attitude of students, and emphasize the process evaluation. [3]

IV. APPLICATION OF "3T PLUS 4S PLUS 3G" MODE IN THE COURSE OF "SPORTS TOURISM OPERATION AND MANAGEMENT PRACTICE"

A. "3T Plus 3S Plus 3G" Mode

The division of labor is divided according to the different tasks of teachers, individual students, and groups. "3T" is Teacher guiding + Teacher concluding + Teacher estimating. The teacher's tasks are mainly pre-class guidance, after-school summary and evaluation. "3S" is Self-preparing + Self-learning + Self-estimating. Tasks of individual student include consulting materials, self-directed learning, and self-evaluation. "3G" is Group discussion + Group working + Group estimating. The group's tasks include group discussions, collaborative integration of results of self-directed learning and discussion, and group evaluations.

B. Teaching Design Case of "Sports Tourism Project Management and Operation Practice" Course

1) Preparation for teaching design: Course Analysis: This course is a limited optional course for leisure sports majors in sports tourism. Students have completed the "Introduction to Sports Tourism" in the early stage, and have a certain theoretical basis, so they can analyze the operation and management of different sports tourism projects.

Teaching content: ice and snow tourism

Teaching design principles: practicality, knowledge, and interestingness [4]

Teaching Objectives: By reviewing the related concepts, classifications and characteristics of ice and snow tourism, it compares the basic development trends of ice and snow tourism at home and abroad, analyzes the needs and evaluation of tourists on ice and snow tourism, and

summarizes the historical opportunities and future development of ice and snow tourism in China.

2) *Teacher guidance*: Through conceptual review, teachers awaken students' theoretical knowledge about ice and snow tourism. Then, teachers use PPT to show students pictures of ten different ski resorts in China and abroad to stimulate students' interest in learning the content of this chapter. Next, each team selects a different ski destination by drawing lots. Teachers need to provide students with certain learning materials and ways to obtain information, and arrange learning tasks and requirements, including ice and snow resources characteristics, destination planning and characteristics, scenic attraction, and development status.

3) *Self-directed learning*: Each student conducts self-learning and self-evaluation based on the ski destinations selected by the group. The purpose of this session is to improve students' ability to independently search data analysis cases. This part of the study can be extended to complete after class. In the self-learning stage, the purpose of reminding students to make case analysis is to sum up lessons and think about the future development of ice and snow tourism.

4) *Group discussion and cooperation*: Each group starts the group discussion, listens to the speeches of group member, integrates the study summary to form a group discussion report, and cooperates to complete the teaching PPT for classroom presentation, and completes the group evaluation within the group. It should be noted that the ability level and learning attitude of each student and each group is different. At this stage, teachers should monitor the quality of learning, and give certain help and coordination, to ensure that students' learning is positive and effective.

5) *Teacher summary and evaluation*: Through the students' independent study and group cooperation, the knowledge construction is basically completed. At this stage, the teachers will summarize and review the ice and snow tourism around the world, analyze the current situation and prospects of China's ice and snow tourism industry, and deepen the students' knowledge. At the same time, the student's learning process and group classroom presentations are evaluated to complete the teaching process.

V. CONCLUSION

For teachers, constructivist teaching does not lower the requirements for teachers, but puts higher demands on teachers. As far as the theme of ice and snow tourism is concerned, teachers need to be proficient in the development of ice and snow tourism resources and the status quo at home and abroad. According to the actual questions raised by students, they should plan the difficult points of learning and guide students to formulate discussion outlines according to different priorities. Controlling the teaching rhythm, and coordinating and guiding students' thinking also put more tests on teachers.

Because Chinese students have long accepted passive "cramming" education, they lack the initiative to find problems and solve problems, which has also formed a certain degree of thinking inertia. [5] Therefore, constructivism teaching also puts higher demands on students. The characteristic of university education is highlighting the cultivation of students' thinking ability. The "3T+3S+3G" mode can mobilize students to actively participate in learning and construct knowledge. Although it takes more time in the early stage of teaching and changes the inherent learning style of students, in the long run, students' progress will be significantly improved, and their overall quality and ability will be greatly improved. In general, such teaching methods are positive and effective and deserve to be promoted.

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