

Research on the Quality of Online Teaching of College Physical Education Courses under the Impact of the Epidemic

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Abstract: With the iterative development of information technology and the support of mobile terminal equipment, online teaching has gradually become one of the important teaching modes at home, especially since the outbreak of COVID-19 epidemic, domestic online teaching model has been widely promoted and applied, and has played its due value. Analyzing the domestic online teaching activities of physical education courses in colleges and universities shows that during the COVID-19 epidemic, the majority of colleges and universities began to carry out online teaching activities. However, due to the sudden outbreak of the epidemic and the relatively lack of online teaching experience, college physical education teachers lacked online teaching skills. The overall quality of online teaching is not high. Based on this, this article will analyze the current status of university physical education curriculum network teaching, and conduct an in-depth discussion on specific measures to improve the quality of university physical education curriculum network teaching.

1. Introduction

COVID-19 epidemic that began in Wuhan at the end of 2019 has been highly valued by the Party Central Committee and the State Council. General Secretary Xi Jinping has made important arrangements for epidemic prevention and control on many occasions. In response to the teaching work in colleges and universities that could not be carried out normally due to the epidemic, the Ministry of Education issued on February 4, 2020, the Guiding Opinions on Doing a Good Job in the Organization and Management of Online Teaching in Ordinary Colleges and Universities during the Period of Epidemic Prevention and Control, and put forward government requirements to play a leading role, colleges and universities as the main body of teaching must comprehensively promote the high-quality development of online teaching activities. For physical education in colleges and universities, it is necessary to pay attention to protecting the physical and mental health of the majority of students during the epidemic, and to ensure that “classes are suspended without suspension of teaching and studying” through online teaching methods.

2. The Status Quo of Online Teaching of College Physical Education Courses

In the context of the “Internet +” era, online teaching has become the main development trend of future teaching. Mobile terminal devices such as mobile phones and computers can be installed with DingTalk, Chinese University MOOC, NetEase Open Courses, Love Courses, Rain Classroom and other learning apps. The above apps are constantly updated based on user needs and have covered many functions such as live teaching, recording and playback, class sign-in, homework clock-in, teacher-student interaction and so forth. Under the influence of COVID-19 epidemic, the utilization rate of the above-mentioned online teaching APPs reached the highest in history.

2.1 Teaching Format

A province conducted an in-depth survey of 23 colleges and universities in the province. The results of the survey found that all 23 schools were able to follow the Guiding Opinions on Doing a Good Job in the Organization and Management of Online Teaching in General Colleges and Universities during the Period of Epidemic Prevention and Control initiated by the Ministry of Education. It is required to carry out sports network teaching. These universities can also combine the actual situation of epidemic prevention and control and physical education, strictly implement the teaching form of “focusing on physical fitness training, supplemented by online teaching”, and can adjust courses according to the needs of students, and pay attention to strengthening students' home-exercise guidance. From the perspective of making home exercise plans and videos for students, the survey results show that there are 15 colleges and universities that record suitable home exercise videos for students, accounting for 65%. There are 11 colleges and universities that formulate weekly exercise plans for students, accounting for 48%. There are 4 colleges and universities that did not record home exercise videos and weekly exercise plans for students, and directly relayed videos from other universities, accounting for 17%. See Table 1 below for details. Among the 23 colleges and universities surveyed, most colleges and universities have not opened live broadcast courses, resulting in a lack of intuitiveness and interaction with students in online teaching, and the inability to truly understand students' home exercise status result in overall low teaching effectiveness.

Table 1 Teaching Methods Of Home Exercise

	Carry out home exercises	Record video materials	Develop exercise plans	Forward exercise materials
Quantity	23	15	11	4
Percentage	100%	65.2%	47.8%	17.4%

2.2 Online Teaching

Among the 23 colleges and universities surveyed, analyzing their online teaching methods based on the survey results shows that there are 19 colleges and universities that use DingTalk, WeChat or Xuetong network platforms to record or broadcast sports theory courses, accounting for 83%. In the specific online teaching, the content of the teaching involves the introduction of sports optional courses, sports injuries, epidemic prevention and control, ideological and political education, radio exercises, Tai Chi and other content. In terms of evaluating the quality of online teaching in 23 colleges and universities, there are 22 colleges and universities that believe that students lack the sense of importance and participation towards online teaching, accounting for 95.7%. It is believed that during the epidemic, the scale of online teaching was relatively large, and there were 19 colleges and universities with serious network congestion problems, occupied as 82.6%. There are 6

colleges and universities which think that broadband settings in some remote areas are not perfect, and some students use data when studying online, which increasing the financial burden on students, accounting for 26.1%. 8 colleges and universities believe that university physical education teachers lack information technology skills and have a large gap in teaching ability, accounting for 34.8%. A total of 20 colleges and universities believed that teachers lacked technical guidance to students and that online teaching was not intuitive enough, which account for 87%.

2. Specific Strategies to Improve The Quality of Online Teaching of College Physical Education Courses Under the Influence of The Epidemic

2.3 Optimize Curriculum Design and Lay a Good Foundation

When conducting online teaching of college physical education courses, the teaching and research staff should pay more attention to the pre-class design preparation to ensure that the designed online courses can be carried out in a certain order and logical flow, so as to achieve a complete closed state of segmented implementation and gradual improvement.

First of all, the teaching and research staff should select the optimal teaching APP, ensure smooth and efficient communication with students, and have perfect attendance management, homework management and other functions. Teachers should make an online roster, strengthen attendance management, and provide a basis for later performance assessment. It is necessary to carefully make courseware for sports network courses, especially to optimize sports practice courses, to make courseware with pictures and texts as the key content of sports technology, special qualities, refereeing rules, and competition arrangement, and to control the teaching time. When choosing course materials, it is necessary to grasp the principle of intuitiveness, and at the same time, to produce sophisticated teaching videos. it's a good way to find high-quality online teaching resources, such as MOOCs. Among them, the explanation of sports technical movements is more detailed and standardized, and play a better exemplary role. The next step is to pay attention to the scientific arrangement of the after-school role, strengthening student practice as the main content of the after-school homework, and publishing the text of the homework in the group, so as to achieve a targeted inspection of the students' knowledge and limit the time to complete the job. Finally, it is necessary to conduct online tests of students' learning. The online test system can be used to test students, such as "questionnaire stars". Teachers should select and compile test content reasonably and make various types of test questions based on classroom content, reasonably control the number of questions and limit the time for answering questions to ensure that the test results are obtained.

2.4 Enrich the Course Content and Broaden Students' Horizons

2.4.1 Foster Virtue through Education, Strengthen Curriculum Ideological and Political Education

Under the important node of the fight against the epidemic, colleges and universities should have curriculum ideological and political thinking when carrying out physical education online, and focus on combining physical education curriculum with ideological and political theory. In particular, they should strengthen patriotic education, improve students' ideological and political level, and form synergistic educational effect. The direct purpose of physical education is to improve the physical fitness of students, and the fundamental purpose is to promote the overall development of those to be educated. This is related to the fundamental task of education which is "foster morality and cultivation", and physical education should also return to personality education. As a physical education teacher, they should pay attention to digging out the elements of

ideological and political education that appeared during the epidemic prevention and control period, combining the laws of physical education, and integrating the central spirit and advanced deeds in the epidemic prevention and control into the classroom content, so as to improve students' understanding of socialism with Chinese characteristics. The recognition of the system and the sense of self-superiority help them establish a correct outlook on life, values, and the world, making them a new generation of youth with a more sense of responsibility and mission.

2.4.2 Based on One's Own Duties, Develop Special Courses for Epidemic Sports

Facing the challenge posed by COVID-19 epidemic, colleges and universities should further increase the importance of life education and integrate it into physical education curriculum. It is necessary to develop a special curriculum for epidemic sports that will deal with major respiratory infectious diseases and scientific systems, anti-epidemic exercise methods are taught as specialized sports health knowledge. Physical education teaching and research personnel in colleges and universities should base on their job, improve their physical education curriculum for non-epidemic conditions, treat epidemic physical education content as a special course, and focus on forming a long-term education mechanism. The teaching and research personnel of universities should recognize the impact of the epidemic on the teaching of physical education courses. In the non-epidemic period, they should make full use of the network teaching position to increase the publicity and education of physical education students, and establish college sports missions and college student sports clubs. If necessary, they should promote physical exercise to the public to enhance the public's awareness of physical fitness.

2.4.3 Focus on Long-Term Effects and Strengthen Medical Knowledge Learning and Practice

The current situation of COVID-10 epidemic at home has been relatively stable. In the face of social stability and development requirements after the epidemic, colleges and universities should follow the requirements of the Healthy China 2030" Planning Outline when conducting physical education, pay attention to the integration of physics and medication, and use physical fitness effectively to prevent disease. Based on this, colleges and universities can incorporate medical knowledge when setting up online physical education courses, thoroughly implement the idea of integrating sports and medicine in the physical education process, realize the effective integration of medical resources and sports resources, actively play the value of health education, and create sports-medicine integrating online education platforms to enrich students' knowledge system.

2.5 Broaden Teaching Channels and Enrich Curriculum Forms

2.5.1 Mooc

The MOOC specifically refers to large-scale open online courses, and it is currently a popular online teaching channel. Analyzing the Chinese MOOC learning groups, it can be seen that they are mainly people from first-tier cities and those from cities with relatively developed education, and the relatively high proportion is students. At this stage, it has about 5,000 courses on the MOOC platform at home, and the number of learners is as high as 70 million. Its advantages are more obvious, such as rich curriculum resources, clear content level, the combination of learning and practice, and a certain degree of interaction. For physical education courses, its practicality is strong. However, when using MOOC as a teaching platform, it may not be able to teach students in accordance with their aptitude and feedback the learning effect in time. Thus, when using the MOOC platform for physical education, teachers should monitor in real time, pay attention to timely guidance to students, and ensure that students' wrong actions can be corrected in time.

2.5.2 Micro Lessons

The characteristics of micro-classes are short and concise, and the teaching content can be vividly displayed in shorter videos, which is a fragmented learning method. Physical education teachers in colleges and universities can apply the teaching mode of micro-classes when they are teaching on the internet, and carry out the teaching and display of physical practice courses in sections. Generally, micro-classes can be used in pre-class introduction and after-class exercises to provide good guidance for students in physical exercise.

2.5.3 Sports Live Class

The online live broadcast teaching mode can improve the intuitiveness of teaching. For physical education, this teaching mode can be vigorously promoted so that teachers can demonstrate actions. College physical education teachers can further deepen the research on a series of online live broadcast platforms such as Rain Class, Tencent Class, and optimize the design of courses according to the characteristics of the live broadcast platform, especially focus the practical teaching, such as sports action teaching and referee rule teaching in the live broadcast. In addition, teachers should strengthen communication with students in the live broadcast, to ensure that active teaching feedback is obtained, and teaching details can also be adjusted in time to improve teaching quality.

2.6 Improve the Assessment System and Play an Incentive Role

When evaluating college physical education online, it is necessary to scientifically set evaluation indicators, which should include multiple subjects, such as teachers, students, teaching media, etc., and all teaching links, such as pre-class design, classroom implementation, and after-class homework, etc. At the same time, it is necessary to ensure that the evaluation methods are diversified, that is, to implement evaluation methods between subjects such as teacher self-evaluation, student self-evaluation, and student mutual evaluation. At the same time, it is necessary to establish the value orientation of “lifelong sports” and strengthen the diversified monitoring of teaching evaluation. Especially for special periods such as the epidemic, effective monitoring must be adopted to improve the initiative of students to participate in learning. The evaluation indicators are the number of online attendances, the completion of assignments, the online interaction performance, etc., to help students establish the value concept of “lifelong sports”, so that they can exercise scientifically and continuously to strengthen their physical fitness. When evaluating teachers, they should pay attention to their online teaching skills, teaching effects, etc., to encourage teachers to continuously strengthen information technology learning, improve adaptability to the new requirements of the times, and focus on innovation, and strive to create characteristic online courses, to ensure that teachers have a higher enthusiasm for online teaching.

3. Conclusion

Facing the special period of the epidemic, colleges and universities should widely promote the network teaching model when developing physical education. As a teacher, we must focus on improving our own information technology operation skills and network teaching skills, and focus on perfecting curriculum design, enriching curriculum content, expanding teaching channels, strengthening teaching evaluation, truly giving play to our own role in teaching and educating people, and improving the professional knowledge level and comprehensive ability of sports students. In addition, students should strengthen cooperation, increase the enthusiasm of

participating in online physical education, and strengthen communication with teachers, feedback problems in time, and promote the improvement of online teaching quality.

4. Acknowledgment

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