

Classification and Selection Strategy of Physical Education Teaching Mode

Lu Chen

Modern College of Northwest University, Xi'an city Shaanxi Province, 110166

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Abstract: Physical education teaching mode is a relatively stable classroom teaching structure and model designed and implemented under the guidance of physical education teaching ideology in order to achieve the goal of physical education teaching unit. Physical education teaching mode can not only provide methods and ideas for teaching design in theory, but also guide teaching practice. At present, due to the diversification of the guiding ideology and educational concept of physical education, a variety of sports teaching modes with different functions have been formed, which reflect different basic characteristics. This paper makes a theoretical analysis of the guiding ideology, operating procedures and applicable conditions of the physical education teaching mode, and provides methods and strategies on how to scientifically and reasonably select the physical education teaching mode.

1. Introduction

The process of physical education teaching is a multi-objective, multi-level and multi-form process. The physical education teaching mode can provide conditions and procedures for teachers and students to practice teaching objectives, predict teaching results, raise teachers' awareness of the overall grasp of curriculum concepts and textbooks, strengthen the systematicness of teaching work and the two-way interaction between teachers and students in the teaching process, so as to achieve the purpose of enhancing the effect and improving the quality of teaching. Therefore, in order to ensure the teaching effect of physical education in primary and secondary schools, it is necessary to strengthen the scientificity and rationality of the application of physical education teaching mode in physical education teaching. It is necessary to make a detailed and comprehensive investigation and understanding of the selection and application of physical education teaching mode in primary and secondary schools.

2. Classification of physical education teaching modes

As a result of different physical education teaching objectives, emphasis, guiding ideology, teaching conditions, teaching purposes, resulting in the diversification of physical education teaching mode as a whole. No matter how much changes have taken place in the teaching mode of physical education, it should be based on all directions and perspectives to achieve their respective

functions and serve the overall teaching objectives. Then such a goal is to take responsibility for students' psychological and physical health by means of physical education teaching activities, so as to realize the specific characteristics of physical education teaching, so as to cultivate the necessary sports skills and realize lifelong physical education. In view of this situation, in the process of implementing the corresponding classification of sports teaching modes, we should not only take care of the overall objectives of sports teaching, but also take into account the objectives of various sports teaching modes. General there are three types teaching modes as shown in figure 1.

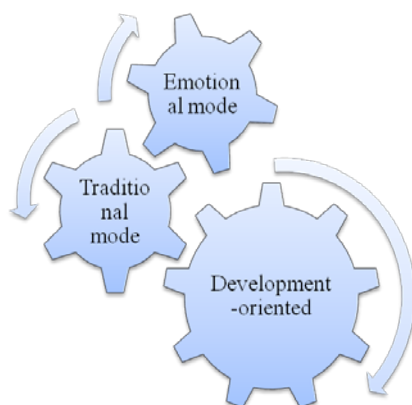


Figure1. Classification of physical education teaching modes

2.1. Traditional physical education teaching mode

Traditional physical education teaching mode includes systematic learning teaching mode, that is, a physical education teaching mode using teachers' teaching and students' acceptance learning. Procedure learning teaching mode is a systematic sports action technology, which is transformed into a number of steps adapted to students' learning and mastery, and students learn according to the procedure, and reflect learning information in time. It is a kind of physical education teaching mode that achieves the expected goal through intensive training. The teaching mode of mastering learning content is based on teaching evaluation and diagnosis. According to the principle, students are taught according to their aptitude so that they can be familiar with the teaching mode of mastering learning content and achieving excellent results.

2.2. Development-oriented physical education teaching mode

The development-oriented physical education teaching mode is a kind of physical education teaching mode which aims at the cultivation of students' ability and the exercise of physical and mental quality. It is aimed at the past physical education teaching mode, which only pays attention to the teaching of technology and skills, not to the cultivation of students' abilities and the play of their main position, but is gradually bred with physical education teaching practice activities. It mainly includes discovery learning mode, problem solving learning mode and target learning mode.

2.3. Emotional physical education teaching mode

Emotional physical education teaching mode is a kind of physical education teaching mode, which aims at cultivating students' understanding of physical education and their interests and feelings. This kind of teaching mode mainly includes self-learning teaching mode, small group learning teaching mode and happy physical education teaching mode.

3. Core characteristics of physical education teaching mode

3.1. Close cooperative learning relations among students

Under the correct guidance of physical education teachers, students take groups as units, combine unit with curriculum objectives and group characteristics, select the content related to groups, make use of the knowledge they have mastered, carry out systematic research on new sports knowledge and sports action methods, and finally enter the induction and summary to obtain group collective conclusions. In this learning stage, middle school students change from independent individuals to close cooperative partnerships, which are embodied in three aspects of support dependence, namely, goal interdependence. The members of each group unit need to work together to achieve their pre-set learning goals. The movement of each member is unified by the content of the group's common tasks. As long as each member achieves its own sports effect, the goal of the group unit can be achieved. Roles are interdependent. The exploratory group must make clear that the division of labor constitutes a complementary and supportive role system within the group. In order to achieve the common learning goal, the members of the group must exchange information and share relevant information. Under the influence of such interdependence, students have changed from original competition to cooperation, from individual behavior to collective wisdom, thus highlighting the new pattern of interaction, solidarity and cooperation.

3.2. Target control

Each stage of teaching has a strong purpose, and each stage of teaching can feel the regulation of the goal to explore behavior. In view of the problems and behaviors that students may deviate from the track in the learning stage, we should exercise restraint and control, and give full play to the main role of teachers. The construction of objectives is guided by national curriculum objectives and school curriculum objectives, and is composed of unit objectives, curriculum objectives and group goals to achieve their own set goals.

4. Strategies for selection of physical education teaching model

4.1. Choosing teaching mode in accordance with teaching thought

According to the analysis of physical education teaching ideas is the basis for the formulation of physical education teaching models. Different kinds of physical education teaching ideas can give vitality to specific teaching models. In the process, they have a clear direction of teaching, which lasts until the expected mission is completed. Guided by a specific teaching ideology, we should select the content of the textbook. Influenced by diversified teaching ideas, choosing teaching content can reflect the characteristics of complexity and diversity. If we want to implement clear and orderly teaching ideas, we should choose the general direction which is in line with the guiding ideology of school physical education as a whole, so it could divide the teaching materials into introductory and fine ones according to their different nature.

4.2. Choosing teaching modes in accordance with external teaching conditions

Different schools have different abilities of using physical education teaching conditions and means, and different teachers use and combine the same teaching conditions and means to achieve different results. Based on the analysis of the teaching mode, different teaching modes of physical education, then different experience teaching conditions will be selected, but in the same teaching

mode, often choose different combination forms and teaching conditions of physical education, so the effect is not the same. In view of this situation, physical education teachers should combine and apply the physical education teaching conditions scientifically, reasonably and creatively according to the specific requirements of physical education mode and teaching objectives, so as to achieve the best results of physical education teaching.

4.3. Choosing teaching mode according to the basis of teaching objects

Because the leading factor of the whole teaching activity is the teacher, the main body of the teaching activity is the student, and the main factor of the physical education teaching activity is the main body and the leading factor, which belong to the most important component of the whole teaching activity. So in the process of choosing teaching mode, we should also consider the specific characteristics and situation of students and teachers. Based on the analysis of students' point of view, there are obvious differences in psychology and physiology between students in different stages. In the process of implementing physical education, we must base on teaching according to aptitude, correspond to teaching ideas, and construct the teaching objectives and corresponding teaching models that should be achieved in each stage. Even if the students belong to the same level, they should implement stratified teaching and group teaching according to different situations, and they should also choose the corresponding teaching mode, so as to achieve better teaching effect.

5. Conclusions

Physical education teaching mode is a kind of teaching procedure reflecting the guiding ideology of physical education teaching, and it is a link between physical education teaching thought and physical education teaching practice. With the deepening of the new teaching curriculum reform, improving the effectiveness of teaching and creating an efficient classroom have become the common goal of schools. How to scientifically and reasonably apply the physical education teaching mode to the practice of physical education teaching activities, that is, how to make the two organically integrate. Finding the best cut-off point between them is the key to solve the problem of separating sports theory from practice.

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