

Thoughts on the Construction of Physical Education Teaching Innovation System in Colleges and Universities

Juan Yin

Jiangsu University, Zhenjiang, Jiangsu Province, China

Keywords: Colleges and universities, Physical education teaching, Innovation system

Abstract: With the continuous development of society, the learning demand of students is also increasing, the physical education teaching in colleges and universities is facing new challenges, and the innovation system of physical education in colleges and universities is constructed, which lays a good foundation for the comprehensive development of students in an all-round way. This paper studies the innovation system of physical education teaching in colleges and universities, analyzes its practical significance and the problems in modern physical education teaching, and sums up four innovative measures: innovating teaching ideas, reforming teaching forms, enriching teaching contents and innovating evaluation methods. It is hoped that this paper can provide effective help for the majority of physical education teaching workers in colleges and universities.

1. Introduction

While people's material living standards are improved, the requirements for the level of education are getting higher and higher. The school is not only a place to impart students' textbook knowledge, but also a place to promote the comprehensive growth of students in an all-round way. Therefore, colleges and universities should pay some attention to physical education teaching in order to ensure that students can get all-round growth opportunities during campus learning. At the same time, college physical education teachers should also take effective measures to construct the innovation system of physical education in colleges and universities under the guidance of the new curriculum standards, so as to provide help for the development of education in our country.

2. The Practical Significance of Constructing the Innovation System of Physical Education in Colleges and Universities

With the rapid development of society, the traditional physical education teaching system in colleges and universities can not meet the learning needs of college students, so in order to ensure that college students can get effective comprehensive training, college physical education teachers should construct an innovative system of physical education teaching in colleges and universities according to the purpose of physical education teaching, combined with the current actual situation, so as to meet the growth needs of college students. At the same time, it provides effective help for the healthy growth of students. In addition, physical education courses in colleges and universities can not only exercise students' physical quality, but also effectively alleviate students' psychological pressure. With the increasingly fierce social competition, students step into the society in the face of the future in the school. After the meeting, there will be corresponding psychological pressure, learning pressure, negative energy and other adverse factors, so physical education teaching workers in colleges and universities should combine this actual situation, while improving students' physical quality, let students alleviate all kinds of stress, so that students' physical resistance and psychological bearing ability can be strengthened together.

3. Problems in Physical Education Teaching in Modern Colleges and Universities

First, the current concept of physical education teaching in colleges and universities is too old-fashioned and backward. As far as the actual situation is concerned, the physical education teaching

workers in colleges and universities in China are based on the examination-oriented education to carry out the relevant courses, which makes the physical education curriculum in colleges and universities suffer great limitations, resulting in the physical education course can not achieve the desired results, which is not conducive to the comprehensive growth of students in an all-round way. In addition, due to the influence of examination-oriented education, some students do not realize the importance of physical education in colleges and universities, and then lose their interest in physical education. Among them, the concept of physical education in colleges and universities is too backward is the main influencing factors.

At present, the form of physical education teaching in colleges and universities is too single. Due to the influence of the traditional physical education teaching concept, the teaching form of physical education teaching in colleges and universities is also too single. In general, physical education teachers in colleges and universities will carry out physical education teaching around teaching materials, which not only does not reflect the practical significance of physical education teaching, but also is not conducive to the all-round comprehensive development of students, so that physical education teaching in colleges and universities has lost its original effect and significance.

At present, the teaching content of physical education in colleges and universities is too boring. Although in recent years, the educational cause of our country continues to reform and innovate, but at present, the physical education curriculum content of some colleges and universities in our country still lacks the corresponding innovation degree, this kind of situation is extremely unfavorable to the development of physical education teaching in colleges and universities. In general, physical education teaching workers in colleges and universities will teach around the content of teaching materials, so that students can not experience the fun that physical education teaching could have brought, which not only makes students unable to absorb the contents of physical education teaching materials, but also directly reflects the boring degree of physical education teaching in colleges and universities at present.

At present, the evaluation method of physical education curriculum in colleges and universities is not scientific. At present, the evaluation method of physical education teaching in colleges and universities still uses the traditional evaluation method of physical education teaching, which is only based on the corresponding examination results, and then can not reflect the comprehensive growth of students, resulting in that the evaluation results are not scientific, reasonable, comprehensive and holistic. Therefore, at present, the physical education teaching workers in colleges and universities should ponder over this problem, and improve the evaluation mode of physical education teaching in colleges and universities under the condition that all the students can be trained in an all-round way, so that they can have a certain scientific, reasonable, comprehensive and holistic nature.

4. Effective Measures for Constructing Innovation System in Physical Education Teaching in Colleges and Universities

4.1 Innovating the Teaching Idea of Physical Education

In order to ensure the effective innovation of every link in the later period, we should first realize the importance of changing the teaching idea and include the innovative teaching idea in the innovation work. In the traditional concept of physical education in colleges and universities, the teacher only pays attention to the examination-oriented education, but neglects the comprehensive growth of students, which cannot reflect the effect of physical education in colleges and universities. Therefore, college PE teachers should pay enough attention to this problem and change the traditional education concept. And also can effectively promote the comprehensive and comprehensive development of the students. In this paper, it is suggested that the college PE teachers should adhere to the teaching idea of the “people-oriented”, sum up the students as the subject position in the teaching course, choose the teaching of the material, and then lay a good foundation for the later innovation links. The teaching idea of the “people-oriented” is the most simple, and the direct explanation is that the teaching person should first consider the problem of the student's growth, and implement the physical education teaching in the university under the

teaching goal of the “Health First” and the “comprehensive growth”. At the same time, the “people-oriented” is also the core value of the modern educational undertaking in our country, and the physical education in colleges and universities It can train the students' creative ability, practical ability and creative work ability through the rich and colorful sports teaching content, and let the students form good physical and health-building habits. Therefore, in the innovation of the concept of physical education in colleges and universities, the teaching should cultivate the students' sports consciousness, physical quality and sports behavior habit, etc. Only in the teaching idea to carry on the innovation, can guarantee the physical teaching effect of the university can get a new breakthrough.

4.2 Reform of the Form of Physical Education

When the physical education teaching workers in colleges and universities construct the innovative system of physical education teaching in colleges and universities, we should pay some attention to the reform of physical education teaching forms. Most of the traditional physical education teaching forms in colleges and universities are based on classroom teaching, which can not only not stimulate students' interest in physical education, but also make some students have a certain sense of resistance to the physical education curriculum in colleges and universities. Therefore, physical education teaching workers in colleges and universities should study this problem, change the traditional teaching form, carry on the corresponding innovation, make the physical education teaching in colleges and universities play its due teaching effect. In this problem, it is suggested that physical education scholars in colleges and universities should adopt the form of teaching based on practice to carry out physical education in colleges and universities. Study courses, such as: inquiry experimental teaching form, training and practical teaching form and so on. At the same time, it can be fully understood and absorbed by students in practice. This teaching form cannot only improve the overall effect of physical education in colleges and universities, but also promote the comprehensive growth of students.

An example is given in the form of inquiry and experimental teaching. When explaining the backhand shooting technology of basketball, physical education teachers in colleges and universities can first explain their theoretical knowledge and related matters needing attention, then lead students to the basketball court to carry out experimental operations, and carry out physical education teaching in colleges and universities with the combination of theory and practice, so that the teaching effect can be effectively improved.

Examples are given in the form of training and practical teaching. After explaining the technical essentials and rules of football, physical education teachers in colleges and universities can promote the absorption of relevant knowledge in the form of actual combat football training, and at the same time train students' football ability and increase the interest of physical education teaching in colleges and universities [1].

4.3 Enrich the Teaching Content of Physical Education

When the college PE teaching workers carry out the college PE teaching to construct the innovation system, it should also pay attention to the innovation of the teaching content. In the traditional colleges and universities, the teaching content of physical education is too dry, so that the students have no corresponding degree of interest to the physical education course, so the physical education teachers of the university should think deeply about the problem, attract the students' interest with the abundant physical education content, and arouse the students' initiative and participation in sports. In this matter, the physical education of the university has an in-depth understanding of the interest and interests of the students, and the teaching of the material and the overall results of the physical education of the university are promoted and innovated.

For example, according to the current interests and hobbies of male students, physical education workers in colleges and universities can set up basketball, football, conventional fitness and other physical education teaching contents, so as to teach students according to their aptitude, effectively stimulate students' interest in physical education courses, and then enhance students' participation and initiative in physical education courses in colleges and universities. With the help of students'

sports hobbies, the quality of physical education courses in colleges and universities can be improved, and at the same time, students can get the opportunity of comprehensive growth in all directions.

For example, according to the current interests and hobbies of female students, physical education workers in colleges and universities can set up yoga, aerobics, gymnastics and other teaching contents, teach female students according to their aptitude, stimulate the interest of physical education courses of female students in colleges and universities, so that students can get a comprehensive and good development [2].

4.4 Innovating the Method of Teaching Evaluation

In the last content of the innovation system of physical education in colleges and universities, physical education teaching workers in colleges and universities should innovate the teaching evaluation method, so that the comprehensive growth level of students can be comprehensively reflected, and the evaluation results should be more scientific, reasonable, holistic and comprehensive. In this problem, it is suggested that physical education teachers in colleges and universities should adopt the three evaluation methods of whole process record evaluation, stage evaluation and immediate evaluation, so as to make the evaluation results of physical education teaching in colleges and universities more objective and holistic.

For example, at the beginning of the semester, physical education teachers in colleges and universities carry out physical examination of students, and carefully record the physical function indexes of students, and carry out the whole process of recording and evaluation. In the daily physical education teaching, the teaching scholars can divide the semester into several teaching stages, and evaluate the classroom performance and physical quality of each student, and adopt the stage evaluation method to make the evaluation results more comparative and objective. To evaluate the sports performance of each student in time, so that students can understand their lack of sports ability in time, this method is immediate evaluation. At the end of the semester, the faculty conducted a second physique test on the students. The test results are compared with those at the beginning of the semester to make the evaluation results more scientific and reasonable [3].

5. Conclusion

By studying the innovation system of physical education teaching in colleges and universities, the teaching quality can be effectively improved, and at the same time, it can also provide a guarantee for the comprehensive growth of students in an all-round way. Moreover, the continuous innovation of physical education teaching in colleges and universities can also provide effective help for the good development of education in our country in the future.

References

- [1] Wang, Liyan. (2019). Research on the Construction of physical Education Teaching Innovation system in Colleges and Universities. *Science and Technology Vision*, no. 30, pp. 125-126.
- [2] Zhang, Xuan. (2019). To construct the innovation system of physical education teaching in colleges and universities. *Youth Sports*, no. 07, pp. 109 ≤ 110.
- [3] Zhang, Jun. (2018). On the Construction of physical Education Teaching Innovation system in Colleges and Universities. *Farm staff Officer*, no. 22, pp. 196 115.