

Consideration and Suggestion on Sports Teaching for Public Courses in Colleges and Universities

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Abstract

The primary goal of this paper is to explore the sports teaching for public courses in colleges and universities and give some practical suggestion on physical educators and relate government management personnel. Based on the advanced teaching principle of Health First and Lifelong Sport, using the existing data, questionnaire survey and expert interview method, the paper came to some consideration and suggestions as follows: (1)comply change the teaching ideas; (2) the teaching should be student-oriented and all for students; (3) Change teaching assessment methods; (4) improve overall quality of teachers; (5) emphasis from schools.

Keywords

Higher education, Sports teaching, Public courses

1. Introduction

Sports teaching for public courses in colleges and universities is an important component in the teaching in higher education, and also a key elements in physical activities and sports culture in colleges and universities. Undoubtedly, it has a considerable effect on the students development in higher education.

In the recent literature, there are many researches have performed on the sports teaching and related domain. Alina Anca et al. achieved a comparative analysis of students' preferences versus those of the teaching staff for formal physical education activities, and revealed that the role of motor activities and their prophylactic and formative values become increasingly important to ensure a physical and mental development in accordance with the requirements of society [1].Phillips et al.examined the attitudes of upper elementary school students toward physical education[2]. Jaakkola et al.identified student clusters with homogenous profiles in perceptions of task- and ego-involving, autonomy, and social relatedness supporting motivational climate in school physical education and investigated whether different motivational climate groups differed in their enjoyment in physical education[3]. Mehmeti et al. explored motivation in school physical education, barriers and demotivation factors that influence student's participation in PE[4]. Webster et al. systematically reviewed the literature from 1991 to 2013 to identify recommendations for the preparation of physical education teacher candidates from a public health perspective[5].Mihaela et al.realized the analysis of the activities contained in the physical education curriculum in South-East Europe[6]. Vidranski et al.suggested that individualized education programs (IEPs) are created through the adjustment of the curriculum content and teaching methods, application of the security measures as well as by technical adjustment of teaching using the frequency-modulated (FM) system.Li et al. examined the behavioral beliefs of physical education teachers about teaching students with disabilities in their general PE (GPE) classes and to identify the factors that contribute to their beliefs[8]. Da Costa et al.designed to test the performance of TEOSQ instrument in school physical education classes of elementary level II, allowing evaluating the motivational orientations of students[9].

2. The Public Physical Education Teaching Present Situation of Colleges and Universities

2.1 Limitation in the Traditional Teaching Ideas

The traditional physical education attaches importance to mastery of the basic quality, basic skills and basic knowledge, which is understandable from the value of sports and the development of students. However, traditional ideas lay too much emphasis on it, but to some extent, ignore the students' core status as the individuals educated, resulting in too one-sided teaching practice. From the 1980s, China put forward some excellent teaching guiding ideologies for all the disadvantages of traditional sports education, such as "health first" and "lifetime sports", "people-oriented" and so on. After years of reform, the traditional teaching ideas haven't been eradicated yet.

A survey shows that: more than half of teachers think that the main goal of PE is to combine teaching and exercise, and focus on build up bodies of students; more than two-thirds of teachers believe that the main goal of PE is to impart sports knowledge, technologies and skills to students. That is to say, the new teaching ideas are not really set up. That is why the students have a great limitation in understanding PE, and it also restrains students' interests in sports, and cultivation of sports consciousness.

2.2 Inadequate PE Teaching Theory Courses

PE is a special course with its own unique culture and appreciation way, and you must have a certain amount of expertise in order to truly appreciate its unique charm. For college students taking PE, only PE teaching practice class is difficult to achieve all, but a certain number of theoretical classes are a must. In addition, sports theoretical classes have a very positive meaning in helping students develop interests in sports. However, data show that in PE in colleges in the United States, the theoretical classes account for 1/3 of total PE hours, while in our public physical education in universities and colleges, they are less than 1/5 of the total PE hours, which shows that our universities lay not enough emphasis on sports theoretical classes.

2.3 Inadequate PE Funds due to Insufficient Emphasis from Schools

Since 1999 when the Party Central Committee and the State Council made a decision to expand the teaching scale of universities on the 3rd National Education Conference, our universities and colleges saw a very rapid scale development, but many aspects of development did not keep pace with the speed of the teaching scale, and the lack of PE teaching hardware facilities is one of the more prominent aspects. Currently there is a lack of PE teaching materials, mainly due to: limited financial resources of the schools and inadequate sports funds; backward concept and the insufficient awareness of the importance of sports which are not given full consideration in the investment. School leaders also lack awareness of college sports. Thus, the economic strength of schools and emphasis of school leaders on PE are important factors restricting PE in colleges and universities.

3. Consideration and Suggestion

3.1 Completely Change Ideas

Development and fundamental change in a system require implantation of new thinking and new ideas. When it is specific to the development of sports teaching system of universities and colleges, it must start from the ideas, and seek for changes under the new guiding ideology. PE teaching in universities and colleges is problematic because it lays too much emphasis on the competitive sports idea, while the competitive sports are highly technical and competitive to explore human potential to the greatest extent, but the original intention of our physical education should be to teach students how to use body movement for contributing to physical health, that is to say we should bring physical education back to the track where students' physical and mental health are the purposes.

But it is not enough. PE in universities and colleges is the last stage of school PE, which has a characteristic of linking with citizen fitness. Therefore, PE in universities and colleges also shoulder another responsibility, namely train students' ability to keep fit and develop themselves within

limited educational stage under all circumstances after graduation. This not only benefits the students a great deal, but also benefits societies and countries for future generations.

Based on the above said, the idea regarded as equally important as the idea of “health first” and “lifetime sports” should serve as the guiding ideology of PE teaching in universities and colleges in perception, and the students’ physical and mental health should be regarded as the starting point and destination point.

3.2 Student-oriented and All for Students

Under the theoretical guiding ideology of “health first” and “lifetime sports”, it is easy to see the fundamental improvement of status of students, which is the inevitable result of the new guiding ideology. First, we must respect the interests of students, establish a scientific and rational teaching curriculum system, and regard the quality education and health education as the basic requirement for building up the curriculum system of universities and colleges. The existing curriculum system can be combined as follows: entertainment and fitness, technical skills, and athletic training, and students are allowed to make decisions freely according to their interests and their own conditions. This will not only meet the physical and psychological needs of students, but also guide them to master sports skills, enable students to get exercise and lay a good foundation for lifetime sports.

Meanwhile, the traditional teacher-led form should be abandoned in terms of teaching organization, while PE should be given back to the students to let them become the protagonists of PE. Teachers shoulder the important responsibility to guide students to develop in the scientific and rational direction, and offer timely help in the happy and free learning of students. For the setting of PE sports events, in addition to traditional sports, universities and colleges should highlight aerobics, table tennis, badminton and other teaching suitable for leisure sports events in combination with their own conditions, students’ interests and actual situation of social development, so as to arouse students’ interests in PE. And teaching on sports theoretical knowledge should be an appropriately increased because sports theories are the important link to guide students’ scientific exercise, enhance awareness of sports, and train sports ability. It allows students to really understand vital activity principle and healthy principle of human bodies by combining theories and practices, and thus help students develop their own way of physical exercise, laying a good foundation for lifetime sports. In addition, sports theoretical knowledge helps students learn more about the sports culture, potentially improving the ability of students to enjoy sports, and even helps enhance students’ interests.

It is important to learn from more successful experience for specific teaching methods, such as “heuristic type”, “induction type”, and “mutual help type”, which should be tried very often during the teaching practice. And we should be creative on the basis of constant exploration and make conscientious summaries, and finally form a teaching methodology system suitable for our own situation. In addition, we should try to make full use of networks and multimedia tools to make teaching more convenient and more vivid.

3.3 Change Teaching Assessment Methods

Assessment criteria for physical examination should be set out by laying less emphasis on competitive characteristic, highlighting participation and fitness, increasing evaluation in the exercise process, and the examination form should also break the traditional simplification, and technological and skill tests, physical fitness test, competition test, and technological and tactics theory tests and other forms should be adopted. In the assessment, students’ self-assessment, mutual assessment, group assessment, and teacher assessment can be combined, which can not only make a comprehensive assessment, and achieve more open teaching as a whole.

Besides, we should try to avoid major problems on assessment results caused by differences in height, physical fitness, sports basis and other aspects of students. Extraordinary assessment criteria should be adopted for special circumstances, such as disability and the like.

3.4 Improve Overall Quality of Teachers

Teachers are always the dominant factors in PE, and teachers should have good ability to complete PE organization, application of various means of teaching and final assessment. Therefore, exertion of ability and quality of teachers is an extremely important link. To implement the new sports teaching philosophy, it is necessary to improve the overall quality of teachers. First of all, when selecting PE teachers, we should not only consider the teaching ability, the organizational ability and the training ability, but we should pay attention to the level of self-learning ability, creative ability and aesthetic ability. We should often organize further education, discussions and exchanges for incumbent teachers, contributing to continuous enrichment and development of teachers. In the formation of the teachers, the thought of “there is no unqualified student, only unqualified teacher” should be implanted to the entire teaching staff to encourage every teacher.

3.5 Emphasis from Schools

Whether the above said may be realized depends on whether schools take it seriously from the source, and whether they really take a series of feasible policies and measures. In terms of school management, what they should give attention to at first is to increase funding for improving the material conditions of sports, so that students get real benefits, and provide teachers with broader possibilities. Furthermore, it is to establish a set of scientific physical education management system. In terms of policies, schools should ensure that PE teaching develops towards a healthy direction. Improvement of the two aspects fundamentally solves the problems encountered in PE teaching practice, and the degree of attention of schools to the two aspects is essential.

4. Conclusion

With the social and economic development, the society has increasingly high requirements for the talents whose overall quality has become the fundamental driving force for national existence and development. Sports, as a basic link for talents training, play a very active and invaluable role in promoting good health, keeping a good mental state, and forming good habits and other aspects.

As universities and colleges directly cultivating talents for the county, their PE teaching bears extraordinary mission. Our physical education in colleges currently suffers from a lot of problems, but I believe that the opportunity of rapid global development in the 21st century will promote public physical education in China's universities and colleges to make fundamental changes. After experiencing again and again reforms and improvements, with the deepening of a series of scientific and advanced sports teaching philosophies, the traditional physical education will be given a new meaning, plus the increasingly rich theoretical research results, PE teaching in universities and colleges is sure to have brand new situation in teaching contents, teaching methods, teaching forms and other aspects and it will be rich and colorful. Giving some superficial recommendations for improvement, this paper may not be considered as reform. Hopefully it will make a contribution to the public physical education in China's universities and colleges through discussions.

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