

# Research on Practical Curriculum Reform in Physical Education Colleges Based on Innovative Theory

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**Abstract.** The rapid development of the knowledge economy society is the driving force behind the reform of college courses, and the cultivation of innovative talents has become the main direction of college curriculum reform. From the perspective of improving quality education, the thesis conducts in-depth theoretical research on the goals, structural system, teacher training, resource integration evaluation content and innovation of college physical education, aiming to provide useful references for college physical education.

**Keywords:** Innovative theory, physical education colleges, curriculum reform.

## 1. Introduction

The 21st century has put forward higher requirements for the quality of high-tech talents, especially physical fitness, but a large number of facts have proved that the effect of current university physical education, whether in exercise habits or the long-term effect of lifelong physical education, is related to sports goals. far cry. The premature death of intellectuals, the spontaneous fate of graduates' sports life, the decline in the proportion of senior sports population and physical fitness, etc. all clearly show that the teaching of college physical education is out of goal and reality, and only focuses on the shortcomings of the form. , Failing to enable students to correctly form lifelong physical education thinking and exercise habits, it does not meet the overall requirements of cross-century talent training. Facing the new century, how to plan and reform college physical education is an important issue facing colleges and universities [1]. To meet the needs of training talents, the content of physical education must be based on reality, focus on development, and focus on life. Fundamentally reverse the content system that only pays attention to immediate benefits, cantered on teaching sports skills, and establish a new content system cantered on strengthening the body, enhancing sports awareness and sports ability, and forming lifelong sports ideas.

## 2. Design ideas of physical education curriculum

### 2.1 Innovation of course objectives

The "Outline" promulgated by the Ministry of Education, its spiritual essence is to take the curriculum objectives as the starting point and destination of curriculum reform on the basis of innovation, which restricts the selection of curriculum content, the implementation of curriculum implementation methods and the progress of curriculum evaluation. The "Outline" divides the curriculum goals into basic goals and development goals, including sports participation goals, sports skills goals, physical health goals, mental health goals, and social adaptation goals. The construction of the new curriculum goals has fundamentally got rid of the subject-cantered theory, and the focus of value orientation has shifted from knowledge and skills to the development of students, reflecting the needs of the people-oriented era and the characteristics of students' physical and mental development. In the past, China's expressions of the physical education curriculum goals of ordinary colleges and universities paid too much attention to the inheritance of knowledge, too much attention to the system and perfection of motor skills, too much attention to the acceptance and passive learning of students, and ignored the comprehensive development of students' "body, mind, and society" Requirements, ignoring students' active participation, communication, cooperation, inquiry and other forms of learning, and also ignoring the development of students' good exercise habits and the

improvement of their ability to participate in sports, which is not conducive to the comprehensiveness of students' "physical, mental, and social" Harmonious Development. The public physical education curriculum goal of the "Outline" has established a student-oriented idea against these drawbacks, placing students' comprehensive and harmonious development of "body, mind, and society", and the improvement of sports skills and awareness of participation at the core of the curriculum goals [2]. Therefore, it appropriately handles the contradiction between student-based, knowledge-based and social-based, so that the physical education curriculum is more in line with the needs of the comprehensive and harmonious development of "body, mind, and society", and it can better reflect the improvement of students' awareness of sports participation and the continuous development of sports skills. Need is the innovation of the goal value orientation of physical education curriculum, which reflects the fundamental requirement of quality education. Through the analysis of the "Outline", it can be seen that the "Outline" has changed a lot in terms of the way of expressing the goals of the physical education curriculum and in terms of content, showing distinctive characteristics of innovation.

## **2.2 Teaching mode of physical education curriculum**

Since the reform and opening up, the majority of physical education teachers have carried out fruitful experiments and researches on physical education teaching models, and successively introduced: "skills teaching mode", "physical teaching mode", "happy teaching mode", "club teaching mode" and many more. This undoubtedly played a positive role in creating an academic atmosphere, enriching the teaching process, and improving the quality of teaching. However, we know that no matter what kind of teaching mode is duality, it has both positive and negative aspects. Therefore, we believe that in this century, college physical education will continue to maintain a hundred flowers and a hundred birds. The coexistence of multiple teaching modes. However, it is worth mentioning that no matter which kind of physical education teaching mode is adopted, the following principles must be followed: that is, the principles that are conducive to the mastery of scientific sports knowledge and skills; the principles that are conducive to strengthening the students' physical fitness and health; the principles that are conducive to the cultivation of lifelong physical education Consciousness, hobbies, and the ability to engage in lifelong physical exercises; it is conducive to the individualized development of students, a sense of competition, pioneering and innovative, and the principle of adapting to social development [3]. Only in this way, the physical education model can really play its due role and improve the teaching efficiency of physical education.

## **2.3 Innovation of curriculum structure**

On the one hand, due to the imbalance in the level of physical education received by students in the basic education stage, the imbalance of students' sports technical skills is caused; on the other hand, the differences in students' personalities and interests also make students show great Differences, which lead to students' requirements for diversified courses. Therefore, the curriculum structure must reflect flexibility and selectivity. The "Outline" advocates "breaking the original department, class structure, and regrouping classes", giving full play to the main role of students and the leading role of teachers, advocating the principle of "three autonomy" in physical education courses, and enabling students to choose the content of classes independently, Class time, class teacher. The curriculum clarifies that the teaching of physical education and health can adopt flexible and diverse practice forms and grouping methods according to needs, strengthen the guidance of students' learning methods, promote teaching interaction, and promote the research and exploration of teaching methods and learning methods. The "Outline" advocates open and inquiry-based teaching, requires teachers to use various forms and modern teaching methods to engage in teaching activities, clarifies that the teaching method should emphasize individuality and diversification, and advocates multilateral interaction between teachers and students, and between students [4]. Pay attention to the study of teaching methods, guide students to study and practice, and improve students' ability to learn and practice by themselves. It can be seen that the physical education curriculum, teaching

organization, form and method will break through the tradition, the teaching centre will turn to students, and the teaching tends to be more individualized and diversified. Figure 1 shows the physical education curriculum system after innovation and reform.

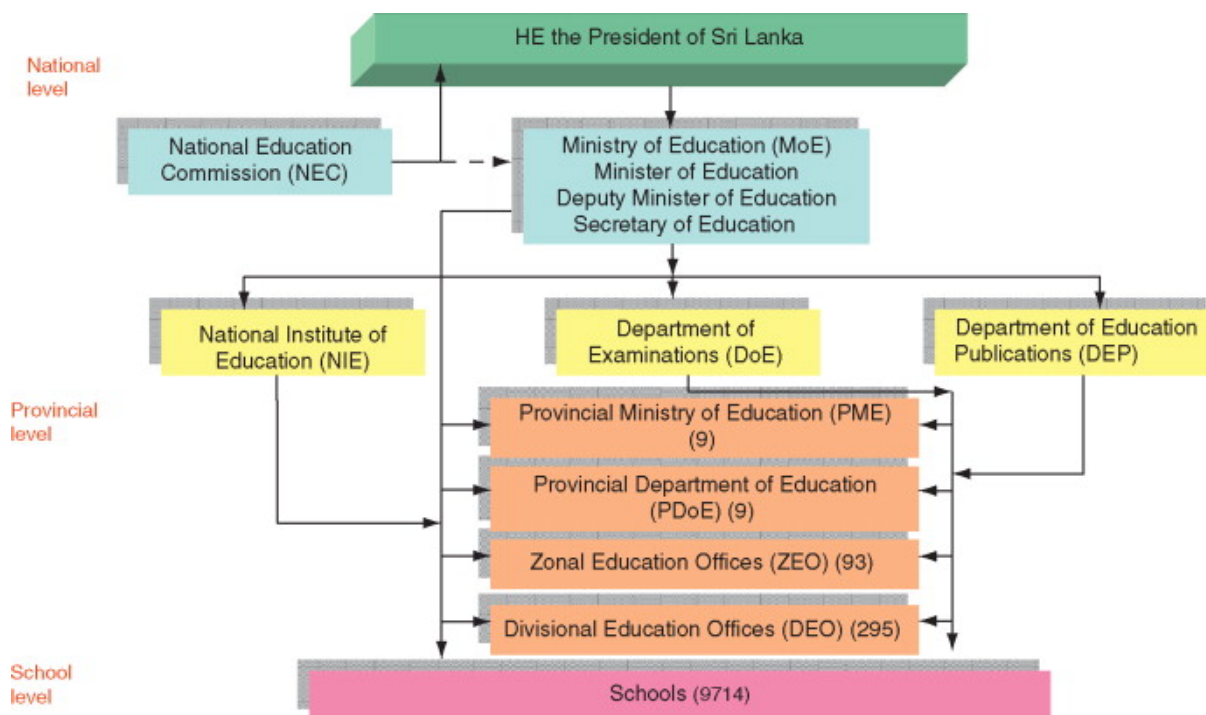


Figure 1. The reformed physical education curriculum system

## 2.4 Diversified curriculum evaluation system

A series of innovations in the goals, structure and content of physical education courses in ordinary colleges and universities in my country will definitely put forward corresponding innovation requirements for the evaluation of ordinary college physical education courses. However, looking at the evaluation of physical education courses in ordinary colleges and universities in my country, there are many problems. For example, the evaluation process emphasizes results and neglects the process; the evaluation process is only formal; the evaluation content is not detailed enough; the subject of the evaluation is single, and the evaluation is the advocacy of subjectivity is not enough; it overemphasizes the screening and selection functions of evaluation, and ignores the guidance and incentive functions of evaluation. This evaluation model is extremely incompatible with the new curriculum reform. In order to promote curriculum reform, it is necessary to "establish an evaluation system that promotes the overall development of students; establish an evaluation system that promotes continuous improvement of teachers; establish an evaluation system that promotes continuous development of courses." Only this development-oriented evaluation model meets the requirements of quality education [5]. It is consistent with the development direction of curriculum evaluation in the new era.

Course evaluation refers to the process of studying the value of some aspects or all of a course. Moreover, the trend of curriculum evaluation in the new era has shown the following characteristics: qualitative evaluation is used to lead and replace quantitative evaluation; the function of evaluation has shifted from focusing on screening to focusing on development; it not only pays attention to the personalized reflection of students in the evaluation, but also advocates letting students be evaluated. The cooperation of the Chinese Academy of Sciences; emphasizes the authenticity and contextuality of the assessment problem; the assessment not only attaches importance to the conclusions of students solving the problems, but also attaches importance to the process of drawing conclusions [6]. As Bruner pointed out in the "Discussion on Teaching Theory": "Evaluation is best regarded as a kind of educational wisdom, which guides curriculum construction and teaching." It can be used for policy

makers, administrators and managers. The teacher provides the necessary information. Evaluation is a means, not an end. Evaluation must serve the goal of education. Evaluation methods should be diverse and not just traditional tests. Figure 2 shows the course evaluation system.

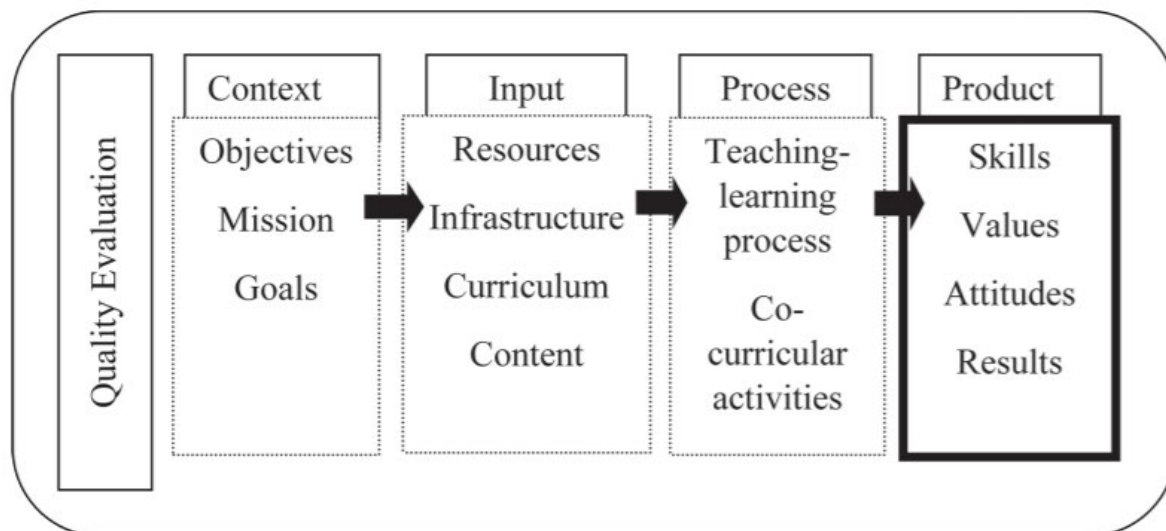


Figure 2. Course evaluation system

### 3. Specific practice

#### 3.1 Course selection reform

The course selection guide mainly includes the introduction of the teacher, the introduction of the physical education items, the course selection procedures, the selection methods and the selection notes, etc.; when formulating the class schedule, factors such as the strength of the teacher, the venue conditions, the number of students in each unit and the number of students, and the sports favourites of the students should be considered ; Physical education course selection and the input of students' scores, statistics and computer management are combined; students select courses before the end of the previous semester. Before the beginning of the new semester, confirm and make-up selection of students who have not selected courses, and finally determine the final physical education class schedule and the number of students in each class according to the selection of courses [7]. The course selection mode of physical education courses breaks the original system of departments and classes. Students can independently choose the sports items they are interested in to study, which enhances students' autonomy in learning, and enhances students' interest in physical education and physical education. Satisfaction of teaching content (see Table 1).

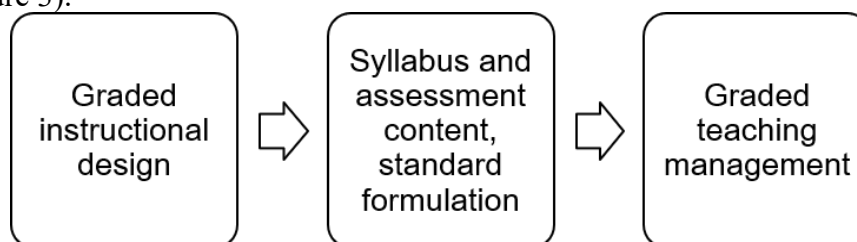
Table 1. Changes in students' attitudes towards physical education before and after the course selection model

Satisfaction rate with physical education class before enrolment (%)	Satisfaction rate of physical education after the course selection (%)	n	u	P (1) u<0.01	P
61.2	87.3	600	6.85	2.33	<0.01

#### 3.2 Establish a hierarchical teaching model

Due to the different foundations of students' hobbies, interests, and athletic abilities, teachers organize teaching according to a unified outline and plan in actual teaching, causing some students with good foundations to be "not enough to eat", while other students with poor foundations "cannot eat" directly. Affected students' learning enthusiasm and teaching effect [8]. According to the theory of "recent development zone" and the principle of "teaching in accordance with their aptitude", physical education should provide students of different levels with opportunities for comprehensive

development that suit their own characteristics. Therefore, we have established a hierarchical teaching model (see Figure 3).



**Figure 3.** Diagram of hierarchical teaching management mode

The hierarchical teaching model greatly reduces the phenomenon of students "not having enough food" and "not eating" (see Table 2), providing students of different levels with teaching content that suits their own interests, hobbies and athletic ability levels, and encouraging students to be active Participating in physical education and exercise, improving athletic ability, advocating a learning atmosphere of excellence, cultivating students' sports hobbies, teaching students in accordance with their aptitude, improving students' enthusiasm for learning and the effect of physical education.

**Table 2.** Students' understanding of the difficulty of physical education teaching content before and after graded teaching

Difficulty awareness	before	Rear	n	u	p
Think it is too difficult (%)	22.3	10.7	300	-4.8	<0.01
Think the difficulty is too small (%)	18.7	11.3	300	-3.3	<0.05

#### 4. Conclusion

Curriculum system reform is a long-term, dynamic, and comprehensive systematic project. It involves not only the reform of the curriculum system, but also the transformation of educational concepts. It must also involve changes in the knowledge structure of teachers, textbooks, and teaching methods. Reforms. With the further deepening of the reform and the stronger social demand, its effects will become more and more concrete.

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