

Physical Education Teaching Design to Cultivating College Students' Cooperative Learning Ability Under the Internet Environment

Xiang Hu¹, Zhenghua Li², *

¹Sehan University, Mokpo, Republic of Korea

²Sehan University, Mokpo, Republic of Korea

* Corresponding author: LIZHENGHUA (Email: lzh-lzh@139.com)

Abstract: The Internet environment is a place for college students in the new era to use various tools and information resources and cooperate and support each other. Various universities apply the network environment as an auxiliary tool to the teaching process. As a brand-new learning method, cooperative learning in the Internet environment is an effective way to realize the lifelong transformation and socialization of learning. This paper expounds the Internet environment university physical education students cooperative learning ability to improve the importance of learning and influence, and analyzes the college students in the Internet environment physical education cooperative learning problems and reasons: lack of cooperative learning consciousness, cooperative learning ability is weak, learning resources are limited, and put forward the measures based on network environment to cultivate sports students cooperative learning ability. Under the joint action of teachers and the Internet environment, it helps sports professional college students to develop the awareness of cooperative learning and improve the ability of cooperative learning.

Keywords: Internet environment, Cooperative learning, Ability, Design, PE teaching.

1. Introduction

In March 2012, the Education Informatization decade Development Plan (2011-2020) was released, pointing out that "On the basis of the deep integration of information technology and education, we should establish a new information teaching environment, optimize the education mode, and promote the education reform" [1]. In 2014, "The Decision of The State Council on canceling and delegating an administrative approval project" means that China's online education policy has entered a new historical stage. At the same time, it also marks the cooperation of universities to explore online education [2]. In August 2018, the Ministry of Education on vigorously promotes the new era of national institutions of higher learning undergraduate education work conference spirit to carry out the notice put forward: universities to speed up the modern information technology and education teaching depth fusion mechanism, in order to improve teachers' information technology application ability, speed up the information technology to transform traditional teaching, improve the teaching level of the process [3]. In 2020, when the COVID-19 epidemic was serious in China, according to the requirement of the Ministry of Education of "no suspension of classes", universities across the country also carried out the teaching mode of students' cooperative learning at home, supplemented by online teachers, and achieved good results[4]. The requirements of the Internet era and the support and promotion of the government mean that the combination of Internet teaching and physical education curriculum is the trend of The Times, and COVID-19 just gives an opportunity to try online physical education teaching, Internet technology has brought a new idea for the reform of physical education.

2. The Concept of Cooperative Learning Ability in The Internet Environment

2.1. The Internet environment

The Internet (internet), also known as the international network, refers to the huge networks, which are connected by a set of common protocols, forming a logical single huge international network. The environment is always related to a certain space or scope, both large and small. From a small perspective, the Internet environment can be understood as "a place where learners can use international networks and cooperate and support each other in their pursuit of learning goals and problem solutions". That is to say, the Internet environment not only refers to the place where network resources and network tools interact, but also includes non-physical forms such as learning environment, learning attitudes and learning strategies.

From the perspective of teaching design, Internet environment more to the combination of international network resources and network tools. Now, although people's understanding of the Internet environment is increasingly ignoring its physical characteristics, and more and more focus on online face-to-face, online quality courses, MOOC and other online courses. The concept of "digital learning environment" proposed by Chinese scholar Li Kedong focuses on the physical components of the environment. He believes that this learning environment has the characteristics of multi-media information display, networked information transmission, intelligent information processing and virtualization of teaching environment.

2.2. Cooperative learning

Since the 20th century, cooperative learning has attracted more and more attention in the field of subject education research. Some people even argue that cultivating cooperative learners is the fundamental goal of education. In fact, the idea of explicitly advocating cooperative learning can date back to the 1970s, while the educational idea of cooperative learning can go back even further. Although there are many studies on cooperative learning, different researchers have different definitions. For example, the Vereilu school believes that cooperative learning is essentially a self-guiding process of speech.

The operationalist school holds that cooperative learning is essentially an operant behavior and a responsive response based on external reward and punishment. The school of cognitive constructivism regards cooperative learning as a kind of metacognitive monitoring learning, that is, the process in which students form self-awareness and self-control of their own behavioral activities, and consciously adjust their learning strategies and efforts according to their own abilities and the requirements of the outside world. Domestic scholars believe that cooperative learning has three aspects: first, Cooperative learning is an internal mechanism of dominant learning composed of factors such as learners' attitudes, abilities and learning strategies, That is, the ability of learners to guide and control their own learning; second, Cooperative learning refers to the learner's control over their learning objectives, learning content, learning methods and learning materials used, In layman's terms, It is the extent to which learners are free to choose in these aspects; third, Cooperative learning is a learning model, That is, under the macro-control of the overall teaching objectives, Under the guidance of the teacher, According to their own conditions and needs to formulate and complete the specific learning goals of the learning model.

The cooperative learning ability of college students in the Internet environment refers to the network learning resources provided by students in the Internet environment to actively explore learning. It includes: the ability of cooperative learning content, the ability to obtain online learning platform resources, the ability to use APP software operation, the ability to analyze and solve problems, good learning habits, self-evaluation ability.

3. The Status Quo of Online Cooperative Learning of Students' Physical Education Courses

3.1. Social Basis

According to the Report on Internet Development in China, by the end of 2012, the number of Internet users had reached 564 million, and the Internet penetration rate had reached 42.1 percent. The young people among the Internet users are the main force, among which college students account for a high proportion. College students' online behavior mainly includes browsing news and information, watching videos and social shopping. According to the relevant survey statistics, 90 percent of college students will choose the Internet way to find information, but only 14 percent of the students will choose to browse the content related to their majors. It can be seen that college students have a high degree of recognition for using the network for learning, but the effectiveness is poor.

Liu Yanwen (2015) the network knowledge structure, college students network behavior habits stylized network provides "programmed" "logical", "rational" mode of thinking, and human complex rational and irrational blend, logic and logic Shared thinking mode, appear more skilled at information acquisition, processing, processing, operation, but in creation, migration, comprehensive use, lack of inspiration. The network environment causes the "psychological black hole" of the learners. The completely isolated network affects the learners' life attitude. The network makes the virtual survival intervene in the real survival of the people, which makes the people's psychology, behavior, thinking, role, identity, lifestyle and other changes. Self-expression space and personality development have also been greatly expanded.

3.2. Realistic basis

3.2.1. Physical exercise Habits

This paper investigates the frequency of students' active participation in daily exercise, and uses a questionnaire to investigate the college students' exercise habits. Among them, exercise habits more than 5 times a week accounted for 12% of the total number of surveys, students more than 3 times a week accounted for 25% of the total number of surveys, students exercising less than 3 times a week accounted for the highest proportion, 45%, students only once a week accounted for 11%, the remaining 7% do not participate in sports. Fifty-six percent of college students made it clear that they would desire or actively exercise at home, and that they would enjoy completing the online public physical education curriculum requirements and tasks. And the rest of the students use the line class, mainly focus on the methods of physical exercise and technical movements, preview or review in advance. For students who have no exercise habits and do not exercise, online PE education is a course to complete tasks.

3.2.2. Sports technical ability

According to the data, 42% of students believe that they can basically master the essentials of movement through online PE cooperation; 28% believe that they can better master the essentials of movement; 18% think that they can firmly grasp the essentials of movement; and 12% think that it is difficult to master the technical skills through online PE cooperation. It can be seen that most students have the average effect of cooperative learning in the online learning process.

3.2.3. Learning Attitude

The data show that in the online learning process, attention is focused and positive thinking, 36%; while the camera, 14% are not participate in the interaction and practice. Therefore, online teaching only urges students to participate in classroom practice through continuous reminding by teachers, and only through conscious participation and cooperative learning can students keep up with the classroom rhythm of teachers and master the essentials of technical movements.

3.2.4. Conditional limitations

Physical education teaching is different from other courses, and sports equipment is a very important teaching tool. Online teaching does not guarantee that students can practice with the help of sports equipment, or that they can use the equipment. All technical movements need to be imitated, therefore, in the learning process of college students, in addition to see a few times, imitate a few times is far from enough. In this case,

most of the students have lost the enthusiasm and interest in learning, 64% of the students think that the freehand imitation has a certain role in mastering the technical movements; 36% of the students think that there is no equipment, the unarmed imitation has no effect.

3.2.5. Exercise Load

Heart rate is a common indicator to reflect the exercise load of a physical education class. As mentioned in "School Physical Education", the average heart rate of the whole class is about 130 times / minute, which is considered to be the appropriate exercise intensity of physical education class. Since it is difficult for online teaching teachers to monitor students' actual exercise load and exercise intensity, teachers use cooperative heart rate detection to assess students' classroom exercise load. For online teaching, this method cannot accurately monitor students.

4. Factors Influencing College Students' Cooperative Learning in The Network Environment

In order to improve the cooperative learning ability of college students in the network environment, we must first know the factors affecting their cooperative learning efficiency, so as to remedy the problem. Qi Liming (2008) concluded that learners' ideas, cooperative learning ability, the quality of teaching platform, teaching methods and performance management are the main influencing factors. Zhai Xuge et al. (2008) Through the statistical analysis of the questionnaire,; (1) self-efficacy, target setting, information search, communication and cooperation, network resources and network conditions can all have a positive impact on the effect of network cooperative learning of college students; (2) The quality of the network environment can directly affect the effect of network cooperative learning, It can also affect the effect of network cooperative learning by affecting the goal setting level and self-efficacy of college students, analogously, Jiao Daoli (2013) found that the effects of online learning for college students mainly includes subjective factors such as psychological factors, personal information literacy, personal cooperative learning ability and self-restraint ability, and objective factors such as online learning resources, online learning environment, teachers' effective guidance and online learning evaluation.

5. The Role and Significance of Cooperative Learning of Physical Education Course Students in The Internet Environment

Chang Lixia (2014) In the Internet environment, network technology has unique advantages in stimulating students' interest in learning. It combines pictures and pictures, sound and video, intuitive and attractive image presented in front of students is rich and colorful audio world, as well as changing words and images. So as to cultivate students' consciousness of active inquiry to gradually complete the qualitative change process of "I want to learn" to "I want to learn". As the fourth media after newspapers, radio and television, the Internet has been integrated into people's work, study and life, and has also become an important channel and platform for college students to obtain information and exchange information. The unique characteristics and advantages of Internet learning are also gradually highlighted in long-term practice: the cross-

temporal nature of learning environment, the dynamic organization of learning content, individual adaptability, the sharing of learning resources, the multimedia presentation, the speed and timeliness of update, the cooperation and flexibility of learning forms.

The establishment of physical education teaching system under the Internet environment mainly refers to the use of Internet teaching environment and the use of online physical education teaching resources to provide online guidance to students to meet students' learning needs. Online physical education teaching is an important supplement to the traditional teaching methods, and a new teaching method. For college physical education courses, online teaching can help students solve problems, and the technical movements are complex, and they can be constantly imitated by watching videos repeatedly, thus improving the learning effect. Online teaching has changed the traditional single teaching mode. Teachers use online teaching resources to solve the problems of students' review and review movements, improve students' enthusiasm for participation in class, ensure the teaching effect, and improve students' ability of cooperative learning.

6. Teaching Design of College Students' Internet Physical Education Course Cooperative Learning Ability

The implementation of university physical education course teaching consists of teaching objectives, teaching content, teaching methods and teaching assessment. Influenced by different teaching implementation methods, compared with offline teaching, online sports teaching should have a different focus on teaching, and also have differences in teaching methods and teaching assessment.

6.1. Teaching objective design

The theoretical teaching goal is to cultivate the students' cooperative learning ability, to understand the history of sports development, the spirit of sports, the spirit of women's volleyball, the spirit of women's football, to cultivate the patriotism of college students, the quality of perseverance, and the comprehensive quality of unity and cooperation. Through the Internet technology to search sports related teaching resources, practice class teaching objectives to promote students' physical exercise, master various technical methods of practice, movement intensity and movement time control, sports injury prevention and treatment, through students drive parents, improve the cognition of the importance of physical exercise, cultivate students' awareness of physical exercise, exercise habits, promote family sports eventually achieve the goal of lifelong sports. Under the influence of the Internet environment, to understand the development of sports, physical exercise and other development trends.

6.2. Teaching content

We should learn sports theory knowledge, sports skills, sports habits, healthy living habits, cooperative learning ability, and Internet technology. Online teaching of sports skills learning is different from offline teaching, which can make up for the lack of theoretical knowledge learning in offline teaching. But in the study of technical movements, there are difficulties for teachers to supervise, guide and help. Therefore, online teaching can focus on the following aspects in the selection of content:

6.2.1. Sports culture and sports spirit

The long history of sports development, the century Olympic Games and other sports humanities content into the theoretical teaching. Mass sports and competitive sports will be taken as the content of online learning. As well as social sports in the sports industry, sports media, rehabilitation and health care and other content.

6.2.2. Physical education and sports literacy

Students' physical health is an annual test project for students, and also an important indicator to evaluate the physical fitness of college students. Through online sports resources, students can carry out high-quality courses of physical training, so that students can learn both online and offline. Open college students' favorite sports, and develop online teaching resources, such as football, basketball, volleyball, badminton, table tennis, wonderful technical action, can be presented through online video development, let the students feel the impact of high skills to their facial features, so as to improve the learning interest and cooperative learning ability.

6.2.3. Appreciation of sports events

Learning sports appreciation is also an important part of university sports education, and the wonderful games and fierce confrontation are the embodiment of the beauty of sports art. In offline teaching, influenced by the teaching hours and teaching conditions, there is no time and opportunity to show it to students. Online teaching, by virtue of the advantages of the Internet, creates conditions for students to be influenced and enjoy the beauty of sports. Online sports teaching can choose students interested in sports, through the Beijing winter sports, winter sports also can guide students to choose sports to watch, to make students see, love, understand sports, enjoy sports, love sports, advocating the goal of sports culture.

6.2.4. Learning aspects of motor skills

The learning of sports skills is the main content of school physical education teaching. College students can master 1-2 sports skills, and can often participate in all kinds of sports competitions. Online teaching in learning sports skills is not as many advantages as in traditional offline teaching. Teachers' explanation, demonstration and guidance are realized through electronic equipment, and there are defects in terms of timeliness and presentation. However, teachers can still overcome it through a variety of teaching methods. In online teaching, students can be helped to have a more intuitive understanding of the movement moment and overall effect of motor skills by means of multiple video playback and slow motion playback; teaching props can be used to achieve the teaching goal of mastering motor skills. At the same time, it is also conducive to cultivating college students' ability of cooperative learning.

6.3. Teaching method design

In university physical education teaching, we should pay attention to the use of online teaching mode, so as to maximize the improvement of students' enthusiasm and change the deficiency of traditional teaching mode. Online teaching can not be limited by the teaching time and place, ensure the teaching effect, and promote the all-round development of students. In the teaching process, mobile network technology is used to give full play to the advantages of network teaching, innovate the physical education teaching methods in colleges and universities, and meet the learning

needs of students. At present, the use of online education resources can enrich teaching methods and methods, and use the animation demonstration multimedia playback function to teach students sports knowledge, so that students can better understand sports movements. The shooting of PE teaching video should make detailed plans, comprehensively plan the teaching content, choose multi-angle shooting techniques as far as possible, and emphasize the key points and difficult points of teaching.

6.4. Teaching evaluation method

Teaching assessment should take into account the two parts of process assessment and final assessment, and pay attention to the students' usual exercise physical education course teaching assessment consists of two parts: process assessment and summary assessment. Process assessment includes the overall performance of students in the daily physical education teaching process, which is a comprehensive assessment of students' learning attitude, practice input and classroom participation; the summary assessment is the final assessment of students' learning mastery of one teaching module or a semester, which is generally reflected by the proficiency and application ability of one or more technical movements. The combination of these two kinds of teaching assessment can take into account students' learning process and learning effect.

7. Cooperative Learning Strategies for College Students

From the perspective of schools and teachers, further strengthen the construction of network curriculum to change teachers' attitude towards new information technology, eliminate teachers' "resistance" and "fear" consciousness of new information technology, let teachers understand the new information technology, understand network education, and actively participate in network education. Teaching design, to highlight the cooperation of network learning, emphasizes the teaching resources to support learning, rather than to support teaching, attach importance to the learning demand analysis, teaching objective analysis, teaching content analysis, learning effect evaluation and feedback, especially pay attention to network-based learning situation creation and teaching and learning strategy design, fully stimulate students' interest in network learning. While strengthening the construction of network curriculum, schools should consciously guide students to carry out cooperative learning.

From the perspective of students themselves, learn to identify useful information and improve the ability of knowledge screening.(1) Effectively adjust the allocation of online time, reduce the stay time in popular websites.(2) Efficient use of search engine websites.(3) Diversified of access channels.

7.1. First, enhance self-control.

Network environment is the biggest characteristic of students can cooperate independently access to open information, but the network environment is relatively loose, network resources mass and miscellaneous, interference and temptation, if self-discipline ability is poor, it is vulnerable to all kinds of "non-target information" or even "negative information" interference, give up the original learning goals, plan, many people indulge in the virtual world for a long time, or game or east look west, seriously deviate from the expected

goal. Therefore, the most important thing for college students to enhance their cooperative learning ability under the network environment is to enhance their self-restraint ability and study strictly in strict accordance with their own learning goals and learning plans.

7.2. Enhance the ability of information selection and analysis

Network learning effect of largely depends on whether can quickly access to high quality effective information, in the face of complicated network resources, college students must improve their information selection ability, so as to according to learning goals quickly and accurately to collect required information collection, screening, classification, generalization, on this basis, further information processing to the existing knowledge system, use, finally complete learning goals and tasks.

7.3. Reasonable selection of learning strategies

Learning strategy are the methods and means adopted by learners to improve the learning effect. In relatively loose network environment, college students should be more according to their own characteristics and needs, strict learning plan, clear learning objectives and tasks, according to the learning content and progress of real-time adjustment of learning style, and constantly management, monitor their learning behavior, reasonable evaluation of learning effect, to determine their own learning strategy, and applied to the later network cooperative learning.

7.4. Teacher-student interaction to promote cooperative learning

In the network environment, the identity of teaching and learning is weakened, and the cooperative status and subject role of learners are more prominent. In teaching, teachers should choose the teaching methods that are suitable for students' cooperative learning. For example, for the three main cooperative learning methods, personalized cooperative learning methods and cooperative learning methods for college students in the network environment, teachers can adopt practical support, anchor teaching and random human teaching.

8. Conclusion

Under the Internet environment, the teaching design of cultivating college students' cooperative learning ability

provides support for the training of physical education talents, changes the shortcomings of traditional university physical education teaching, promotes the reform of physical education teaching, and promotes the long-term development of university physical education teaching. Internet environment, college students in physical education course cooperative learning more flexible, more cooperation, has incomparable advantages than traditional cooperative learning, but in the face of complicated network information, learners are more vulnerable to interference, lost goals, more need learners to enhance self-control, improve the ability of information selection analysis and choose the appropriate learning strategy. At the same time, under the guidance and organization of teachers, the cooperative learning ability matching the network environment.

References

- [1] Wulan. Research on the cultivation of College Students' cooperative learning Ability in the network environment [J]. Journal of Inner Mongolia University for Nationalities (Natural Science Edition), 2019,34(05):457-460.
- [2] GuoWenge. China's network education policy change: from the modern distance education pilot to MOOC [M]. Beijing: Peking University Press, 2014..
- [3] Chang Lixia. Cultivation of students' cooperative learning ability based on the network environment [J]. Off-school Education in China, 2014 (28): 132.
- [4] Qi Liming. Research on the restriction factors of the efficiency of network cooperative learning [J]. Journal of Inner Mongolia University of Technology (Social Science edition), 2008 (01): 87-91.
- [5] Ma Lijuan. Lack of Network Cooperative Learning Strategies for College Students and Its Countermeasures Month of China Adult Education, 2019 (19)
- [6] Peng Jinding. Research on "Learner Cooperation" in College English Teaching, Foreign Language Community, 2002 (03)
- [7] The Cultivation of College Students' Cooperative Learning Ability in the Internet Era, 2009 (02)
- [8] Li Qinghua. Summary of online cooperative study: Journal of Sichuan Vocational and Technical College, 2012 (01)M. Young, The Technical Writers Handbook. Mill Valley, CA: University Science, 1989.
- [9] Zhang Yong. Su Junlin. Zhang Rong. The cultivation of college students' cooperative learning ability in the network environment. 2013. Volume 28. Issue # 11.