

Theoretical Analysis of Sports Education Model for Realizing the Deep Teaching of Physical Education

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Abstract. Based on the diversified requirements of physical education disciplinary core literacy, physical education needs to transcend traditional teaching of physical education and move towards deep teaching of physical education. This paper generalizes and analyzes the connotation, concept and characteristics of deep teaching of physical education by means of literature. At the same time, the paper combs and analyzes the corresponding relationship between the teaching concept, teaching characteristics, teaching process structure of sports education and the specific requirements of deep teaching of physical education. It is believed that the characteristics of sports education correspond to the specific points of implementing the deep teaching of physical education and can meet the needs of the deep teaching of physical education. Therefore, physical education teachers can make reasonable use of sports education in class to create a classroom teaching environment conducive to students' all-round development.

Keywords: Disciplinary Core Literacy; Sports Education; School Physical Education; Deep Teaching of Physical Education.

1. Introduction

In 2014, the Ministry of Education issued opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Talents by Virtue, pointing out that the core literacy system of student development should be clarified to implement the fundamental task of "cultivating Talents by Virtue" [1]. In 2016, the overall framework of the "Core Literacy of Chinese Students' Development" was promulgated, and it was proposed to take the "all-round development of people" as the core, and comprehensively develop students' humanistic heritage, scientific spirit, learning to learn and other six major qualities and their detailed 18 basic qualities [2]. Among them, "cherishing life", "healthy personality", "social responsibility" and other key points are closely related to the discipline of physical education [3]. Therefore, the discipline of physical education needs to fully combine its own disciplinary characteristics and give full play to its function of cultivating students' core qualities and the value of discipline education. In order to implement the cultivation of students' physical education core literacy, the key is to focus on physical education classroom teaching. However, there are still some problems in conventional PE classroom teaching, such as too formal, superficial and technical teaching [4]. As a result, the experience and skills acquired by students in physical education only stay on the surface, and lack of deeper understanding and cognition of the sports they learn, it is difficult to realize the multi-dimensional value of physical education. Then what kind of physical education classroom teaching can meet the needs of physical education discipline core literacy? Some scholars have pointed out that PE teaching needs to expand its depth, reach the essence of the subject, transcend the limitation of simple skill teaching, turn "traditional classroom" into "deep classroom", and adopt PE deep teaching to break the common problems of surface learning and performance learning in PE class [3,4].

2. Deep Teaching of Physical Education

2.1 Connotation of Deep Teaching of Physical Education

Based on the inner structure of teaching, deep teaching of physical education means that teachers enrich the dimensions and levels of teaching through setting up situations and diversified guidance. Let students experience and discover knowledge through personal experience, and fully combine existing experience and learned content in the real situation, that is, deeply participate in the teaching process and deeply grasp the learning content [4,5]. In physical education teaching, physical education teachers can create scenes of competitions or game activities to avoid the rigidity and "excessive guidance" of technical teaching, provide students with space for independent exploration and cooperative learning, and guide students to conduct self-exploration and reflection through problem situations [5]. Such sports teaching, let the student to obtain the active participatory learning experience and learn motor skills in the process of physical exercise and sports participation, also "transcend skills" on this basis, that is, pay attention to the deep-level content of motor skills, provide a platform for applying what you have learned, and at the same time highlight the ability of students to learn independently, The development of social communication skills[6]. This helps to realize the multi-dimensional value of sports, promote the development of students' life-long sports awareness and develop students' disciplinary core literacy.

2.2 The Concept and Characteristics of Deep Teaching of Physical Education

Some Chinese scholars have pointed out that in order to implement the requirements of developing students' PE core literacy, physical education teaching needs to transform from "traditional teaching" to "deep teaching", which not only needs to infiltrate the concept of discipline core literacy into teaching objectives and teaching content, but also needs to pay attention to the substantive transformation of teaching implementation process and teaching evaluation [7]. Through the summary of relevant Chinese literature, it is found that the concept and characteristics of PE deep teaching mainly include the following points. First, it emphasizes the combination of real sports scenes for teaching, showing the characteristics of deep teaching of physical education focusing on the process and experience. "Dynamic teaching generation" is one of the characteristics of achieving PE core literacy, the core of which is "situational experience" [8]. Besides, deep teaching of physical education advocates students to participate in complete sports experience. Only in real sports participation, students' higher-order sports ability can be substantially improved and the added value of sports can be reflected [4]. Secondly, highlight students' independent learning and cooperative exploration, which requires teachers to give more positive guidance on the basis of necessary guidance [4]. In the classroom, teachers should strengthen the communication and interaction between teachers and students, carry out dialogues with students with questions, pay attention to students' self-property in learning, and let students learn to learn and "be diligent in reflection". In this process, the knowledge acquired by students is the result of active construction rather than imposition [5,6], and is also a process of "physical education" and "moral education" and the development of students' PE core literacy [7]. This reflects the interactive and constructive characteristics of deep teaching of physical education [6].

Based on the above concepts and characteristics, it can be found that the deep teaching of physical education is not to blindly pursue the depth and difficulty of knowledge, but to transcend the surface meaning of knowledge and promote the realization of multi-dimensional value of sports [4]. Core literacy is in essence a comprehensive quality to deal with and solve complex and uncertain real life situations, so deep teaching of physical education is an important carrier of cultivating PE disciplinary core literacy [9]. So how to transform physical education teaching to achieve deep learning? What model or concept is used to design deep learning content? This research believes that based on the teaching concept and characteristics of the sports education model, applying it to physical education is one of the effective ways to achieve deep teaching.

3. Sports Education Model

3.1 Concept of Sports Education Model

Sports education model is a kind of teaching model proposed by American Professor Sidentop in 1984 that links physical education with broad sports culture [14]. It is a further logical extension of the theory of game education [15]. In the process of teaching implementation, the sports education model takes competitions or games as the theoretical basis. Through sports competitions, the establishment of team groups among students, and the opportunity for students to try a variety of roles in sports, students can be in the school sports environment. Multi-dimensional participation in the learned sports, so that they have a deeper understanding of a certain sports [16]. Compared with conventional physical education classes, sports education model can provide students with more real, more fun, more rich sports experience and sports culture.

3.2 Characteristics of Sports Education Model, Teaching Process Structure and its Relationship with PE Deep Teaching

Sidentop's initial goal when he proposed the sports education model was to provide opportunities for students' contextualized learning [17]. Based on this, in the 1990s professor Sidentop added six key features to the sports education model (see Figure 1). In addition, Gao Hang proposed the unit teaching process structure of sports education (as shown in Figure 2) after in-depth analysis of relevant cases of sports education.

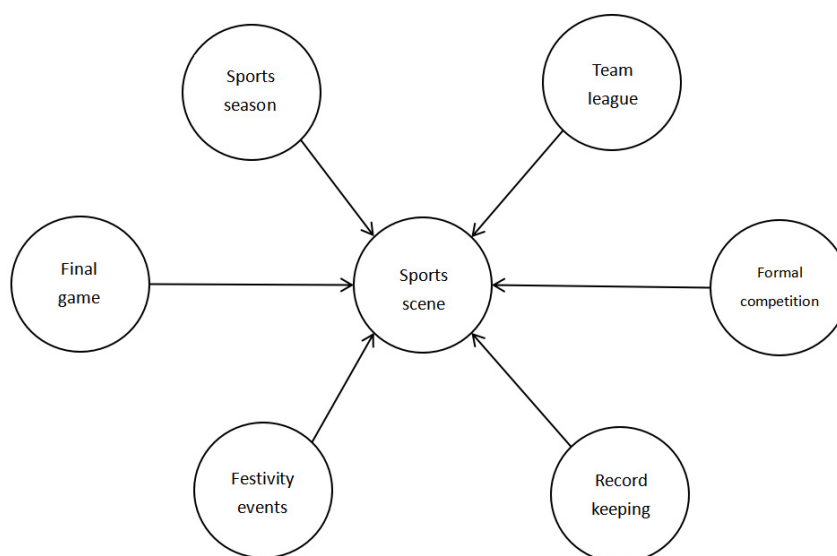


Fig 1. The main characteristics of sports education model

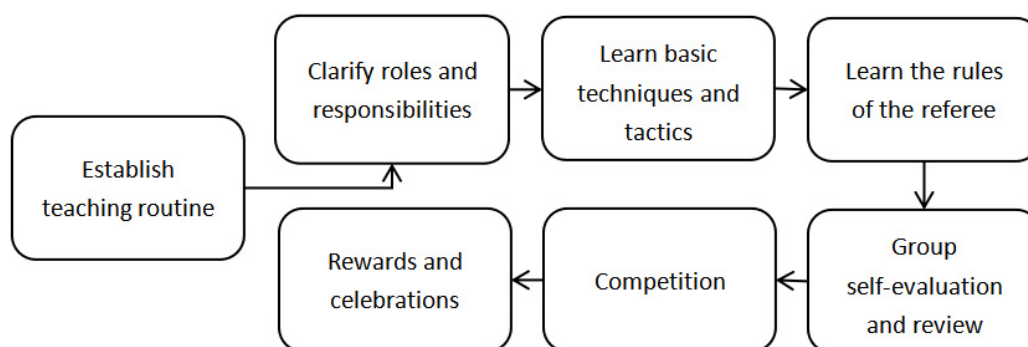


Fig 2. Unit teaching process structure of sports education model

According to the six characteristics of sports education model and the structure of teaching process, this study sorted out the corresponding relationship between sports education model and the specific requirements of PE deep teaching.

Firstly, the concept of PE deep teaching regards situational experience and cooperative inquiry as two extremely important parts in teaching. As can be seen from Figure 1, these two points are also the two most prominent features of sports education model. The sports education model takes students' participation in sports competitions as the main line to carry out the design of the teaching process, aiming to enable students to get comprehensive sports education through the most realistic sports scenes and make them become "competent", "sports literate" and "enthusiastic" participants in sports [10]. In the second place, cooperative learning is an important part of sports education model. In "Team League", students will cooperate with each other in groups and conduct exploratory learning. They will form fixed groups to practice skills, formulate competition strategies, share team glory and shame in a whole sports season [11]. This greatly enhances the interaction between students, helps to promote students' cooperation spirit, sense of responsibility and other excellent sports morality.

Secondly, deep teaching requires strengthening the cultivation of students' critical thinking and reflection habits. David Cooper once pointed out: "Learning is a process from experience to reflection to experience[8]. Reflection is an important thinking ability, and only with reflection can progress be made. In physical education, teachers also need to pay more attention to students' reflection and critical thinking in the learning process, to promote students' in-depth thinking and strengthen students' self-awareness, so as to develop students' high-level physical ability [4]. In sports education mode, the feature of "performance record" can provide feedback for individuals and groups. Through statistical data, students can compare and judge the situation of themselves and their opponents. In addition, "group self-evaluation and review", as a part of the teaching process structure of the sports education model, also reflects the importance of the sports education model to promote students' summary and reflection [11]. Criticizing, comparing and learning how to express their own opinions and positions are the core qualities that Chinese students lack the most [5].

Thirdly, deep teaching believes that teachers can appropriately delegate some powers in the classroom to students and allow students to participate in classroom management. This helps to increase students' self-motivation, stimulate learning enthusiasm, and is a classroom atmosphere that helps to develop students' core literacy [3]. The "team league" in sports education model not only forms the learning process of cooperative inquiry, but also gives students the opportunity to experience various roles in sports. In the teaching process, students need to clarify their roles and tasks, perform their own duties and learn the knowledge of relevant roles. Each role will be endowed with certain rights or tasks, such as team leaders who are responsible for managing team members' daily affairs and classroom performance, coaches who are responsible for the training content of each class and arrangement of team members. Such teaching method not only makes students have a stronger sense of responsibility for the success or failure of the group [12], but also strengthens students' understanding and cognition of sports events.

Fourthly, PE deep teaching evaluation emphasizes the combination of multiple evaluation subjects, diverse evaluation contents and students' evaluation in real sports situations [3,6,7]. To sum up, the physical education evaluation based on core literacy pays more attention to the comprehensive ability of students in real situations, and through a variety of evaluation methods, in order to more objectively and accurately reflect the physical literacy of students[9]. The sports education model has a complete evaluation system, including the evaluation of students' skills and tactics, the evaluation of practical application ability, the evaluation of fair game behavior, the evaluation of cognition, and the evaluation of formal circular competition[12,13]. The evaluation process is divided into four stages: select the real season results; select as a tool for evaluation; sort out all the results generated by the season; incorporate the results of the students into the file[12]. It can be seen that the evaluation standards and evaluation methods of the sports education model have the characteristics of diversity and objectivity, which are in line with the evaluation methods advocated by deep thinking of physical education.

4. Summary

Physical education based on the development of students' core literacy of physical education and health needs to transcend traditional teaching, move towards deep thinking of physical education, and give full play to the multi-dimensional value of physical education. This research mainly sorts out the specific points of promoting the implementation of in-depth physical education, and believes that the characteristics of the sports education model and the structure of the unit teaching process correspond to these points, which can meet the needs of PE deep thinking. Therefore, physical education teachers can reasonably use the sports education model in teaching to create a classroom teaching environment that is conducive to the all-round development of students. In addition, physical education teachers should also be familiar with various teaching modes and use them flexibly, integrate innovation, and enrich the dimensions and levels of physical education teaching on the basis of imparting sports skills, so as to realize the added value of school physical education.

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