

The Practical Application and Value Embodiment of Layered Teaching in College Physical Education Course

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Abstract

The purpose of layered teaching in colleges and universities is to provide students with more targeted physical education modes and methods, cultivate and improve students' sports abilities, and explore students' sports potential. In the research of combining traditional teaching ideas and layered teaching, it is found that the practical application of layered mode lacks in-depth and vertical exploration and horizontal combination. Based on this, a new layered teaching mode that meets the needs of college physical education courses is proposed, and the layered teaching mode of colleges and universities is clarified intrinsic value.

Keywords: *Layered teaching, college physical education course, targeted education, value*

I. Introduction

At present, the reform process of China's physical education mode has reached a critical period to climb, and various cities have continuously promoted the reform of physical education and deepened the effectiveness of the reform. The promotion and application of the layered teaching mode of college physical education has a significant effect on the development of deepening reform. The layered mode teaching provides an effective plan for the in-depth development of college physical education with a more targeted and humanized teaching plan. China is a populous country, and it also has diversified and individualized demands for physical education. Due to the limitations of the commonly used indoctrination teaching, physical education has long existed in the reality of "not having enough food" and "not eating well" in physical education. In recent years, with the attention and concerted cooperation of various departments, schools, students and social forces in various regions, layered teaching that emphasizes personal sports characteristics and needs has been continuously rolled out in local universities. Generally speaking, the problem of "no in-depth, unfair, and immature" of the layered teaching mode in college physical education still exists, the layered assessment is over-simplified, and the students' differences and the disconnection of evaluation standards and methods cause the psychological burden of students. The limitation of the power of teachers indicates that it is necessary to continue to explore the practical application and value of the layered teaching in the college physical education curriculum. This article will explore its specific value manifestation from the idea, model construction and application of layered teaching in colleges and universities, guide practice through research, and continuously improve research results through practical feedback information.

II. The Guiding Ideology of Implementing Layered Teaching in College Physical Education

2.1 Persist in the core purpose of cultivating interest and improving skills

In layered teaching, the core purpose is to explore the potential and points of interest in personal sports training, and form a good interest orientation on this basis, find opportunities to develop personal sports abilities from endogenous motivation, and strengthen the individual's willingness to accept the training and consciously improve their own physical ability, and then improve the effect of layered teaching, form a good positive feedback closed loop.

2.2 Adhere to individualized as the basic criterion

In the practice of layered education, according to a survey of 20 physical education teachers with the title of associate professor or above in ordinary colleges and universities that have implemented stratified teaching in Beijing, Jiangsu, Shandong and other places, the results show that most teachers are in favour of the implement layered teaching in college physical education. 95% of them think that the advantages of stratified teaching in general outweigh the disadvantages, 90% think that layered teaching can significantly improve students' interest in physical education, and 85% think that stratified teaching is effective in improving students' sports skills. 85% think that the layered teaching has greater advantages compared with the traditional sports optional courses. ^[1] Under the basic principles of layered education and teaching students in accordance with their aptitude, the individual subjectivity and particularity of students are respected, and the unique direction and upper limit of personal development are extended. Teachers can receive positive feedback from students and increase their enthusiasm for teaching. Both parties realize a benign interaction.

2.3 Adhere to the diversified teaching mode experience as the implementation method

On the subject of personal cognitive personalized, it must be accompanied by the appropriate supporting stratified approach to meet the needs of teaching. The new curriculum advocates the concept of "student development as the center", and the "students" in it not only refer to all students of different age levels in the school, but also refer to all students in the same age level. ^[2] The diversified teaching mode experience is to be able to explore the teaching mechanism in the individual's own interest points and development potential, to expand the subject's judgment and evaluation of the individual's ability in sports and teaching practice, to improve the knowledge and experience of oneself, and at the same time, the corresponding data calculation will also provide teachers with evaluation support.

III. Construction of a Layered Teaching Mode for Physical Education Courses

The physical education teaching mode of colleges and universities has undergone a transformation from a traditional mode to a layered mode. Under the traditional physical education teaching mode, students first accept the teacher's basic explanation and demonstration of knowledge points and then practice. The teacher conducts a second explanation and intensive training, focusing on some of the more difficult training points. The students practice again, and finally the teacher assesses the performance of students. The advantage of this mode is that for most students above and below the average level, a basic improvement can be obtained. The teacher can give students a quantitative score in accordance with a set of mature rules and systems. But the shortcomings are also more obvious. The interaction between students and teachers is one-way acceptance, and the consideration of students' personal needs and abilities is excluded from the entire teaching process. At the same time, this also creates a kind of path dependence and long-term repetitiveness of teachers. The professor-restricted sports items, mechanical scoring, are easy to consume personal enthusiasm for teaching, and it is easy to lack attention to the individual needs of students. At the same time, this is also to create a kind of path dependence. Teachers repeatedly teach a limited number of sports items for a long time, and they are fixed according to the scoring requirements. It is easy to consume personal teaching enthusiasm, and it is easy to ignore the needs of students. The traditional mode of college physical education is shown in Figure 1. ^[3]



Fig 1: The traditional teaching mode of physical education in colleges and universities

After recognizing the limitations of the traditional teaching mode, China has continuously explored the corresponding layered teaching mode to meet the needs of the evolving physical education teaching. Various Participants have specific suggestions on the construction of the layered teaching mode. Among them, Hubei University is taken as an example. The teaching mode of "intra- and extra-curricular integration" combines the practice of layered teaching of optional courses with the extra-curricular clubs. At the same time, build a multi-layered standard, including the basis of students' physical fitness, points of interest, information feedback, content and evaluation standards, level and level mobility, teacher specialization, etc., and finally build a new layered teaching mode in colleges and universities. The layered teaching mode of college physical education is shown in Figure 2.

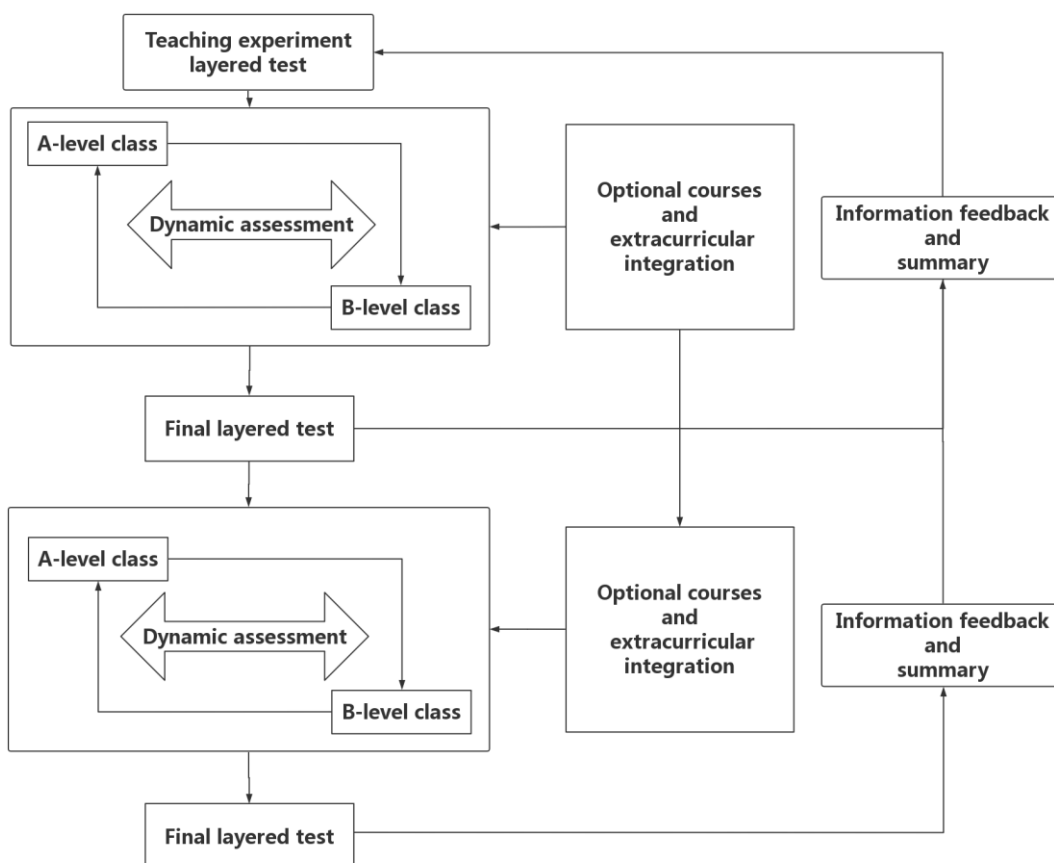


Fig 2: Layered teaching mode in college physical education

IV. Implementation Strategy of Layered Teaching Mode in College Physical Education

4.1 Comprehensive dynamic layered assessment

The dynamics in the traditional layered assessment thinking are often concentrated in the front and end parts of physical education. After the assessment is determined, students have been anchored at a fixed level for a long time, and the middle-end level has insufficient fluidity. Static test considerations can indeed reflect the differences in individual physical literacy of students in a certain period, and thus serve as a basis for stratification, but differences in students also have dynamic differences in learning ability. The famous Soviet psychologist Vygotsky's "Zone of Recent Development Theory" believes that there are two levels of student development: one is the current level of the student, and the other is the possible level of development of the student. The difference between the two is the nearest development zone. Teaching should focus on the student's most recent development area.

This means that students have different personal improvement speeds for physical skills. Generally, there are two ways to solve this problem. One is to shorten the frequency of assessment, and the other is to pay attention to the usual assessment and keep the flow channel of the level fully open. Compared with the former's unnecessary pressure on teachers' work caused by multiple assessments, the latter is a better way to solve problems. Teachers analyse the growth status of students' physical ability through the results of the students' initial assessment and normal classroom performance after training, combine the students' self-growth willingness to raise and lower levels, and fully implement the basic principles of "teaching in accordance with their aptitude". At the same time, under the requirements of comprehensive dynamic layered assessment, teachers need to pay more attention to the long-term ability growth of students, and adjust personal teaching content through student feedback to make it more suitable for the actual needs of student development. This will surely promote the development of good interaction.

4.2 Cancel the middle class

In the long-term practice of layered assessment, students' physical ability levels are divided into three levels according to high, medium, and low, and the teaching practice classes and content standards are divided according to the levels. This practical idea is scientific, emphasizes individualization, and teaches students in accordance with their aptitude. However, due to this evaluation system, middle-level classes tend to accommodate a large number of students, while the number of high-level and low-level students at both ends is small and it is difficult to balance them, and the personal pressure and work content of teachers are also greatly differentiated. Take the middle-level class teachers as an example. Due to the relatively large number of middle-level classes, requiring teachers to pay attention to the growth of each student will consume a lot of energy, and the benign interaction may be weakened. These problems will inevitably be reflected in the teaching effect.

The abolition of the middle-level class is not to abolish the middle level of the physical ability in the evaluation standard, but to disperse the students from the front and back ends of the original middle-level class to the high-level and low-level classes. Correspondingly, the low-level and high-level classes are transformed into B-level classes and the A-level class, which essentially raises the level of the lower-level classes, lowers the requirements of the high-level classes, and makes the new AB-level classes more balanced.

The benefits of this are obvious. First of all, there are benign abilities differences among students under this model. There will be no significant differences in individual abilities that will cause the psychological pressure of the students. At the same time, they set an example of ability and let students with relatively weak abilities see the development space. . Secondly, the pressure of teachers is shared, and they will not waste too much energy on general affairs. The virtuous circle among students can also exert their own subjective initiative to achieve self-growth. Teachers can get more time to interact with students, develop more personalized guidance and design teaching content with higher improvement space for the growth of personal sports ability.

4.3 Stratification of goals and content

In the teaching practice of the A-level and B-level classes, the stratification of content and objectives is the basic requirement of the layered teaching mode. The root of the long-term "not enough to eat" and "not eating well" comes from the shortcomings of "cracking duck" teaching. The drawbacks of teaching, stratification, on the one hand, requires students of different levels to be able to improve their own abilities in different, achievable goals. In the goal setting, the students of the A-level class emphasize to tap their own potential, and the B-level class puts more emphasis on improving basic abilities. The assessment objectives are based on these two points to balance the weights of growth indicators and performance indicators. Growth indicators represent the improvement range and space of personal ability compared with the previous ones. Performance indicators value the current quantified sport's ability. The difference in goals means that the proportion of teaching content based on the ratio of basic ability teaching to breakthrough ability teaching should still be adjusted accordingly in the actual situation. Putting

forward different requirements and adopting different evaluation criteria for teaching methods can not only promote the overall development of students, but also promote the common progress of class teachers and students.^[4]

4.4 Focus on feedback

The feedback information is the basis for formulating the teaching plan and content, and the source for the planning of evaluation indicators. The feedback information comes from the initial stratified test and the final stratified test. At the same time, the dynamic assessment of performance in and outside the classroom is also important as one of the information support. The intention of focusing on feedback is to continuously improve the existing internal teaching assessment mechanism and target mechanism, which can better reflect the growth of students' physical ability and provide effective help for teachers' teaching work.

4.5 Internal and external linkage

The combination of layered classes and extracurricular clubs runs through the whole process, integrating the basic ability teaching of sports and the goal of sports participation socialization. In different grades, different weighting indicators are set according to the particularity of the teaching content of the grade. For example, the lower grades should pay more attention to the construction of basic sports abilities, and the upper grades should socialize and participate in the previously mastered abilities. The teaching mode of internal and external linkage is coordinated with the dynamic layered mode, so that physical education can always effectively influence students.

V. The Value Embodiment of the Layered Teaching of Physical Education Courses in Colleges and Universities

5.1 Targeted cultivation of personal abilities

Based on China's current development requirements and higher national fitness requirements, the differences between the individual and the teaching situation are becoming more and more obvious. The development of a layered teaching mode of physical education in colleges and universities is a higher efficiency in the quality of physical education and effective exploration. The individual's subjectivity can be highlighted in the layered teaching mode of physical education, realizing the transformation from teacher-centered to student-centered, continuously training differentiated students with higher physical education levels, and fully tapping sports talents with specific sports talents.

5.2 Deepen the practice of physical education reform

At present, there are still many shortcomings in the practice of physical education reform. School physical education is still a relatively weak link in the entire education industry. There is insufficient understanding of the importance of school physical education, physical education and extracurricular activities cannot be guaranteed. Lack of physical education teachers, lack of venues and facilities, etc are still outstanding, the school sports evaluation mechanism needs to be established urgently, and social forces are not enough to support school sports.^[5] It is extremely necessary to continuously deepen the layered teaching of physical education courses in colleges and universities, learn from the corresponding feedback and integrate them into the experience of reform and development, thereby adjusting and optimizing the physical education teaching mode in colleges and universities, and exerting the effects of physical education reform.

5.3 Breakthrough in traditional modes and concepts

Layered teaching breaks the traditional teaching mode, overcomes the drawbacks of the traditional teaching mode, and enables students of different levels to obtain corresponding development.^[6] Expand the static and one-way

teaching mode of the original traditional physical education teaching mode into a more dynamic, two-way and multiple physical education mode, which includes teaching content, evaluation indicators, teaching goals, and teaching levels. Corresponding optimization and adjustment to eliminate the inherent disadvantages of the original traditional mode, and force teachers to change the traditional concept in the concept, overcome the original path dependence, from the participation to the communication with the students, and obtain personal achievements and sense of satisfaction in the two-way feedback.

5.4 The continuing impact of lifelong education

In layered education, individual specific abilities are specifically and effectively cultivated and highlighted, which lays a solid educational foundation for students to cultivate lifelong interest in sports. An individual's lifelong sports awareness will be continuously shaped and consolidated, providing a way for individuals to achieve long-term physical health, shaping and consolidating the consensus of the whole society to love sports, and providing a strong guarantee for enhancing sports literacy.

VI. Conclusion

The layered teaching model in the college physical education curriculum occupies an important position in deepening the reform of physical education. The student-centered perspective of teaching students in accordance with their aptitude provides a plan for the society to cultivate talents with good sports literacy and improve the overall quality of social sports. Under the practice of layered teaching of physical education in colleges and universities, students and teachers can realize the growth of personal physical ability through the difference of personalized and scientific teaching content in a benign interaction, and better enable the layered teaching model to serve college physical education through extensive feedback and summary.

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