

Diversification of PE Teaching Modes in Higher Vocational Education Based on Information Environment

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Abstract: During continuous deepening reform of China's education system, the importance and social value of vocational education have gradually become prominent. The teaching philosophy and quality of colleges have received widespread attention and discussion from all sectors of society. As one of the subjects in vocational colleges, PE is an effective way to deepen the implementation of the goal of promoting the overall progress of students in morality, intelligence, physical fitness, aesthetics, and labor. However, traditional teaching methods not only fail to improve the quality of PE teaching, but also dampen students' passion for learning and classroom participation. In this regard, some vocational colleges have promoted the reform of PE modes in the context of informatization. From the perspective of reform, there are still problems with the shortage of correct understanding of information technology teaching among vocational college teachers and students, slow progress in the teaching information technology in vocational colleges, and the need to improve the PE teaching staff. This article adopts the information age as the research background to study the diversified progress strategies of higher vocational PE teaching models, for reference by relevant colleges and teachers.

1. Introduction

China's science and technology sector has been in a stage of sustained innovation and progress, and remarkable achievements have been made under the driving force of rapid socio-economic progress. Among them, big data technology, AI technology, cloud computing, etc. are becoming increasingly mature, and as a result, China has officially entered the information age. The information age has brought new opportunities for the operation and progress of various industries, and the same applies to the education sector. Reasonable application of information technology in PE teaching can stimulate students' interest in learning and improve teaching quality. However, from the present situation of PE teaching, there are still many problems that have seriously affected the effectiveness of PE teaching^[1]. In this regard, major colleges should grasp the key points of the problem, strengthen the effective utilization of various information technologies, so as to achieve diversified progress of vocational PE teaching models and promote the healthy growth of students.

2. Significance of Diversified Progress of PE Teaching Modes in Higher Vocational Education in the Context of Informatization

2.1 Beneficial for Innovative Teaching Concepts

The increasingly mature and widespread application of various modern science and technology has brought new progress chances to the field of education in China. Taking PE teaching as an example, applying information technology to PE activities has greatly innovated traditional PE teaching concepts and methods. The traditional modes used were mostly characterized by theoretical knowledge explanations, teacher action demonstrations, and other content. The participation rate of students in classroom interaction was low, which weakened their interest in learning sports. In the context of informatization, promoting the diversified progress of PE teaching models can enrich teaching methods, provide new ideas for PE teachers, stimulate students'

learning interests, promote their comprehensive and healthy progress, and lay a solid basis for the diversified progress of PE teaching.

2.2 Beneficial for Improving Teaching Quality

The traditional teaching mode used by major vocational colleges was rigid and boring, with insufficient extracurricular extension. In addition, the teaching form was single, and students often could only passively receive the knowledge disseminated by teachers. In this situation, the quality of PE teaching cannot be effectively improved. The reasonable application of information technology in vocational PE activities, although cannot completely replace the impact of traditional teaching models, can use information technology to enrich teaching content and lead students to effective extracurricular extensions. For example, vocational PE teachers can use multimedia to play sports events related to teaching content for students, thereby improving teaching quality and stimulating students' learning enthusiasm [2].

3. Problems in PE Teaching in Vocational Colleges under the Background of Informatization

3.1 Lack Correct Understanding of Information Technology Teaching among Vocational College Teachers and Students

Analyzing the PE teaching situation in most domestic colleges under the background of informatization, there is a problem of insufficient awareness and importance of information technology in PE teaching among vocational college teachers and students. Although China has officially entered the information age at present, and the dependence of vocational college teachers and students on multimedia information technology continues to deepen, how to reasonably apply various information technologies and advanced educational and teaching equipment to PE teaching activities is still a major challenge faced by major vocational colleges. The main reason for this is that vocational college teachers have been affected by traditional teaching concepts for a long time, and therefore cannot recognize the value of information technology in PE teaching. However, some college students believe that vocational PE, like the PE curriculum in the middle school era, can be freely active. Therefore, their participation in information-based PE teaching activities is not high, which has brought adverse effects on the diversified progress of PE teaching modes in the context of informatization [3].

3.2 Slow Process of Teaching Informatization Construction in Vocational Colleges

Although some colleges in our country have actively responded to the national education reform policy call and promoted the construction of educational informatization internally, they are only limited to introducing multimedia and computer equipment in the classroom, and the informatization construction in PE teaching is not sufficient. For example, there are only some rudimentary audio equipment, microphone equipment, etc. in sports teaching venues, which cannot combine teaching video imitation and practical training in actual sports teaching activities. Currently, only a small number of vocational colleges have launched PE MOOCs and micro course teaching, but the teaching resources of PE information courses are not abundant.

3.3 Imperfect PE Teaching Staff in Vocational Colleges

Through a survey and research on the PE teaching situation in major colleges, it was found that some older and lower educated teachers also have poor computer application abilities. Even some vocational PE teachers have limited computer application skills to beginner slide makers, which cannot stimulate students' learning enthusiasm and initiative. In addition, they generally have insufficient abilities in big data analysis, management, and information technology application, which reduces the quality of vocational PE teaching and poses serious obstacles to the diversified progress of vocational PE teaching modes under the background of informatization.

4. Diversified Progress Strategies of PE Teaching Modes in Higher Vocational Education under the Background of Informatization

4.1 Transform the Cognition of Vocational College Teachers and Students on Sports Informatization Teaching

A correct understanding is a scientific guide for practical action. In order for major vocational colleges to smoothly push the diversified progress of PE teaching models under the background of informatization, the primary task is to guide all teachers and students to form a correct recognition of sports informatization teaching, thereby laying a good ideological foundation for information technology to enter the PE teaching classroom. Firstly, from the perspective of students, with the high popularization and application of information technology in China, it is believed that the vast majority of students are not unfamiliar with information technology, so students are more likely to accept the sports information technology teaching mode. However, to truly realize the educational value of sports information technology teaching mode, students still need to correct their own cognitive attitude towards information technology teaching mode. They should not have a fun and spectator mentality, but recognize the value of information technology teaching for their own learning, so as to participate in sports information technology teaching with a correct learning attitude and improve the effectiveness of vocational sports teaching [4]. Secondly, from the perspective of teachers, vocational PE teachers ought to update their educational and teaching concepts and completely abandon traditional PE teaching models. For example, in the demonstration and explanation of actions, teachers can use forms such as Flash animation and CG animation to comprehensively and multi-angle decompose actions for students to improve the quality of PE teaching. In addition, teachers can also set up online live classes to guide students in completing their after-school exercises and improve their learning outcomes.

4.2 Accelerate the Process of Informationization Construction in Vocational Colleges

The diversified progress of PE teaching models in the context of informatization cannot be achieved without sufficient funds and sound infrastructure. Based on this, colleges should combine their own economic strength, actual needs of PE teaching, etc., increase investment in sports information technology teaching, introduce various modern educational equipment, etc., and fundamentally solve the problem of slow construction of sports teaching information technology. For example, colleges can introduce mobile multimedia devices, dynamic body indicator detection instruments, etc., to push the diversified progress of PE teaching modes. Taking mobile multimedia devices as an example, due to the fact that sports teaching activities are mostly conducted outdoors, it is rare to use multimedia devices for teaching in the classroom like professional courses [5]. Colleges can introduce mobile multimedia to play teaching courseware, videos, etc. for students outdoors, thereby improving the vividness of PE teaching content and facilitating students to quickly master PE knowledge.

4.3 Strengthen the Construction of Sports Teaching Staff

PE teachers are the organizers of PE teaching activities, and their professional teaching abilities and information literacy directly affect the effectiveness of information technology teaching in PE, which is relevant to whether the teaching mode of PE can develop smoothly towards diversification. Based on this, under the background of informatization, colleges should strengthen the construction of PE teaching staff to ensure the quality of information-based PE teaching. For example, colleges should regularly provide information skills training for on duty PE teachers, requiring them to proficiently master the operation steps of Photoshop, Flash, Player, and video editing software, and be able to use the above-mentioned information software to create teaching courseware, teaching videos, etc., to improve the quality of information-based PE teaching. Vocational colleges should also regularly assess the learning outcomes of PE teachers to continuously improve their information skills and provide teacher support for the diversified progress of PE teaching models under the background of informatization [6].

5. Conclusion

In summary, promoting the diversified progress of PE teaching modes in the context of informatization has profound practical significance. This is not only an inevitable trend for vocational colleges to adapt to the changes of the times and social progress, vigorously promote education and teaching reform, but also a key measure to innovate teaching concepts, teaching models, and teaching methods, and improve teaching quality. It has a certain positive effect on the healthy growth of vocational students and the high-quality progress of vocational colleges. Based on this, major vocational colleges should keep up with the progress pace of the information age, actively introduce information technology in PE teaching, innovate teaching modes, and bring students a new classroom experience in combination with their own educational and teaching strategies, student learning situations, and new curriculum requirements. This can motivate students' learning enthusiasm and lay a solid basis for their healthy growth.

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