

Practice of Inquiry Teaching Method in Higher Vocational Physical Education

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Abstract: Physical education is very helpful for students' physical and mental health. On the one hand, it can exercise students' body. On the other hand, it can also cultivate students' sports spirit and sports consciousness. With the continuous reform of educational mechanism, the traditional physical education teaching model has been difficult to meet students' learning needs, so it must be innovated and reformed. This paper mainly explores the application of inquiry teaching in higher vocational physical education for reference.

1. Introduction

Influenced by many factors, at present, many students are not interested in sports, and few can actively participate in sports, which is not conducive to the cultivation of students' good sports habits. This situation is very common in higher vocational colleges. Based on this, teachers must strengthen the innovation of teaching mode and integrate inquiry teaching mode into higher vocational physical education. It can not only give full play to students' subjective initiative, but also help them develop good sports habits, which is very helpful to maintain the improvement of physical education teaching quality and effect ^[1].

2. Overview of Inquiry Teaching

Inquiry teaching can fully highlight the main position of students in the classroom, and let students learn independently under the guidance and inspiration of teachers, so as to give full play to students' subjective initiative. Inquiry teaching has the characteristics of openness, process, practicality and autonomy. In practical teaching, teachers should pay more attention to the inquiry teaching mode and build a perfect and scientific teaching organization, so as to deepen students' understanding of relevant sports knowledge and improve students' comprehensive sports literacy. The practicality of inquiry teaching is mainly to design classroom teaching activities with students as the core, so that students can participate in curriculum practice activities, improve the richness of practical activities and meet the requirements of the new curriculum standards. At the same time, in the process of students' learning, teachers should also give correct guidance to make students realize the importance of the learning process, avoid paying too much attention to the learning results, enhance students' understanding and participation in classroom teaching activities, and strengthen students' perception of sports learning interest. Due to the rich types and special contents of inquiry activities, in practical teaching, teachers should avoid fixing sports items, but break the restrictions and constraints of traditional teaching mode, guide students to innovate independently, carry out teaching activities in diversified ways, mobilize students' learning interest and improve their autonomous learning ability ^[2].

3. Current Situation of Physical Education in Higher Vocational Colleges

Compared with football, basketball and other sports, aerobics and table tennis have lower requirements for the venue and will not occupy a large space. Many projects can be taught in the classroom. However, in terms of the current actual development situation, the curriculum of physical education in higher vocational colleges in China is not reasonable. For example, due to the

limitation of teaching venues, schools often combine the courses of multiple classes, which makes it difficult to meet the sports needs of students. Over time, it will also weaken students' interest in learning, and in the process of large class teaching, it is difficult for teachers to master the learning situation of each student. On the whole, it is not conducive to the improvement of physical education teaching quality in higher vocational colleges^[3].

In addition, higher vocational physical education has high requirements for sports venues and facilities. According to the current actual development situation, the sports venues of many schools are not enough, which also hinders and limits the smooth development of relevant teaching activities. For example, basketball, football and other sports venues cover a large area. If the school can't meet this requirement, it will hinder the smooth development of teaching work and meet the learning needs of students. Over time, it will weaken students' learning interest and is not conducive to cultivating their good sports habits^[4].

Finally, in many higher vocational colleges, physical education is still using the traditional teaching mode. The teaching content is relatively fixed and the teaching method is relatively rigid. Therefore, it is difficult to stimulate students' sports enthusiasm, reducing students' interest in learning. Under the traditional teaching mode, movements are basically demonstrated by teachers and mechanically imitated by students. Due to the boring teaching process, it is difficult for students to actively participate in classroom learning, which is not conducive to the improvement of physical education teaching quality in higher vocational colleges^[5].

4. Practical Application of Inquiry Teaching Methods in Higher Vocational Physical Education

4.1 Fully Highlight the Subject Position of Students in the Classroom

Under the traditional teaching mode of higher vocational colleges, teachers are basically the core, which weakens the main position of students, so it is not conducive to the improvement of students' learning interest and enthusiasm. With the comprehensive deepening of the new curriculum reform, physical education in higher vocational colleges should also keep pace with the times, change the main body of education, and fully highlight the main position of students in the classroom. For example, in the process of teaching table tennis, teachers can try to integrate important knowledge points into the competition through the battle between teachers and students, students and students. This way can not only stimulate students' interest in learning, but also improve the learning effect. Through the actual battle between teachers and students, students and students, the teacher points out the actions and knowledge points that students need to pay attention to in the process of playing table tennis. Compared with the previous oral explanation and demonstration, it can deepen students' memory of relevant knowledge points. In basketball teaching, under the traditional teaching mode, teachers basically explain the action essentials and basic knowledge, and then let students practice in groups. However, because students need to master more contents, it is difficult for students to remember all the contents clearly, which will also affect the standardization of students' actions. In the long run, it will weaken students' learning enthusiasm. In view of the above situation, teachers can try to explain and operate at the same time. In this way, students' learning enthusiasm can be stimulated. Teachers also should encourage and guide students to say their own questions, for example, how to improve the accuracy of shooting? What are the essentials of the three-step layup? In this way, students' autonomous learning ability can be improved, which is very helpful for the implementation of inquiry teaching mode.

4.2 Innovate Teaching Concept

In higher vocational physical education, in order to achieve the ideal teaching effect, teachers must first innovate the teaching concept, get rid of the shackles and influence of the traditional teaching mode, so as to better meet the students' personalized and diversified learning needs. Inquiry teaching is a new teaching mode. It can fully highlight the students' dominant position in the classroom in combination with the development characteristics of the times. It is very helpful to

improve the quality and efficiency of higher physical education teaching. In practical teaching, teachers should first recognize the particularity of physical education curriculum, optimize curriculum design and stimulate students' interest in learning. At the same time, in order to improve the effectiveness of physical education, teachers should investigate and understand students' interests and expectations for PE courses in the process of designing teaching objectives. For example, according to the survey, female students in the class generally like aerobics and yoga, while male students generally like basketball and football. After understanding this situation, teachers can optimize the course design and select the type of activities targeted to better meet the learning needs of students. At the same time, in daily teaching activities, teachers should carefully observe the state of students, communicate with students at all times, and carry out physical education teaching activities through a popular teaching method, so as to improve the teaching effect of physical education^[6].

4.3 Adopt Diversified Teaching Modes

In higher vocational physical education, because of its competitive and playful characteristics, teachers can try to apply diversified teaching modes, create a pleasant and relaxed classroom atmosphere for students, guide students to think, practice boldly, and gradually improve their practical skills and theoretical knowledge. For example, when teaching basketball knowledge and skills, teachers can guide students to think by asking questions. For example, do you like watching NBA games? Who is your favorite NBA basketball star? What is his habitual shooting? When students are in high spirits, teachers can play short videos of NBA games with the help of multimedia technology, so as to stimulate students' interest in learning and enable students to understand basketball action skills while watching the video. On this basis, teachers should also guide students to participate in group competitions, divide class students into two groups, and give full play to students' sports potential in the competition. After the competition, teachers should also summarize students' action skills, enhance students' practical skills and theoretical knowledge, and improve the quality of physical education teaching in higher vocational colleges^[7].

4.4 Improve Teachers' Comprehensive Quality

In high vocational physical education, in order to better implement the inquiry teaching mode, we should also improve the comprehensive quality of teachers, so as to meet the diversified physical education needs and improve the quality of physical education in higher vocational colleges. First of all, colleges and universities should pay more attention to physical education teaching and regularly train and educate physical education teachers to improve their comprehensive quality and professional level. However, affected and constrained by traditional ideas, most teachers will ignore the importance of physical education teaching and make perfunctory efforts in teaching practice, which is not conducive to the improvement of teaching quality. In view of the above situation, higher vocational colleges must innovate the physical education teaching mode, and implement professional education and training for teachers to improve their attention to physical education. At the same time, physical education teachers should also master various modern and advanced teaching modes, such as inquiry teaching. Teachers need to understand the advantages and value of this teaching mode, so that the teaching model can be better implemented in practical teaching. At the same time, in teaching practice, teachers should also comprehensively consider students' interests, thinking and cognition, and select teaching modes to meet students' diversified learning needs and improve the quality of physical education teaching.

5. Conclusion

To sum up, this paper mainly explores the practical application of inquiry teaching mode in higher vocational physical education. The application of inquiry teaching mode can not only arouse and stimulate students' learning interest, but also improve students' autonomous learning ability. Therefore, teachers must pay more attention to inquiry teaching mode, fully highlight students'

classroom subject status, actively innovate teaching ideas, adopt diversified teaching mode, and improve their comprehensive quality to better implement inquiry teaching and improve the quality and level of physical education in higher vocational colleges.

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