

Research on the Construction of Online and Offline Hybrid Teaching System of College Physical Education from the Perspective of Media Integration

Kaijie Chen

Northwest University, Xi'an, Shaanxi 710000, China

Email:sports@nwu.edu.cn

Keywords: Media integration, College physical education, Online and offline, Hybrid teaching system

Abstract: In recent years, the Internet has developed rapidly, various industries related to the Internet have developed rapidly, and media integration has been gradually realized. In this context, college physical education also began to respond positively, using the hybrid mode of online and offline education platform to carry out teaching activities, so as to help students better learn physical education knowledge and improve teaching efficiency. Based on the background of media integration, this paper explores the advantages of online and offline hybrid teaching mode of college physical education, and puts forward the construction strategies of hybrid teaching system, hoping to provide some reference for college physical education and teaching.

1. Introduction

In the traditional college physical education teaching, the teaching mode is single and the students' learning consciousness is weak, which leads to the teachers and students' insufficient attention to the learning of physical education knowledge. The quality of physical education teaching has not been fundamentally improved, which has also become a difficult topic in college education and teaching. With the integration of the Internet in education and teaching, physical education has also taken a turn for the better. From the perspective of media integration, the online and offline hybrid teaching system has entered colleges and universities, which is consistent with the national sports environment advocated by China, and is helpful to cultivate students' exercise awareness and improve students' physical quality^[1].

2. Advantages of Hybrid Teaching Mode

2.1 Not Limited by Time and Space

The hybrid teaching mode fully integrates the network advantages of online teaching and the practical characteristics of offline teaching, and has certain advantages in the application of college education and teaching. Hybrid teaching mode is an innovation of traditional teaching, which effectively integrates traditional classroom and modern network teaching, in line with the characteristics of contemporary education, so that students' learning is no longer limited by time and space, saves students' time to check in on the playground and leaves students more time for physical exercise, which is also consistent with the view of national sports^[2]. After changing more theoretical courses to online teaching, students only need to log in to electronic devices to learn knowledge, there is no need to go back and forth to the classroom, and students can also reasonably choose online class time without conflict with other courses. At the same time, the online teaching mode also alleviates the working pressure of teachers. Teachers no longer need to go back and forth between the playground and the office every day, leaving teachers more time to improve teaching design and enrich teaching thinking, so as to better cultivate students' awareness of physical exercise.

2.2 Visual Display of Teaching Content

In traditional college physical education teaching, teachers demonstrate and explain relevant actions. Students need to practice according to the teacher's demonstration, so as to master the essentials of actions and relevant knowledge. However, in the process of demonstration, teachers can't decompose each action one by one, and students can only learn through naked eye observation, which has caused great obstacles to students' learning. With the application of the hybrid teaching mode, teachers can download relevant teaching resources through the Internet before teaching for students to watch in class. When playing, they can also use slow playback or freeze frame to make students better understand the essentials of action. When students can watch the demonstration action from all directions and angles, they can better and faster master the standard action, better achieve learning goals.

3. Construction Strategies of College Physical Education Hybrid Teaching System under Media Integration

3.1 Scientifically Classify Teaching Content

The traditional high school physical education discipline pays attention to cultivating students' practical ability and ignores the teaching of students' theoretical knowledge. The application of online and offline hybrid teaching mode effectively makes up for this defect. Therefore, before carrying out hybrid teaching, it is necessary to scientifically classify the physical education teaching content^[3]. Before classification, we should first clarify what knowledge needs teachers to teach students to master and what knowledge needs students' own practice, that is, we should distinguish the acquisition methods of students' knowledge and skills. Based on this, students' physical fitness exercise and special skill learning can be divided into practical contents, which need students to practice repeatedly. At the same time, the sports culture, competition form, competition rules and sports etiquette are divided into theoretical contents, which can be completed by teachers through classroom teaching or online teaching. Finally, there are some comprehensive contents that are less difficult to practice but need the assistance of teachers, mainly including sports recovery, protection and fitness methods. After scientific classification, teachers can carry out teaching through online and offline hybrid mode, so as to effectively improve teaching efficiency.

3.2 Make Full Use of Online Resources to Carry out Teaching Activities

For the post-00s who grew up in the context of the information age, the network information is no longer novel. How to keep students interested in learning is a key problem that college teachers need to explore. Based on this, in the process of making online physical education courses, teachers need to comprehensively grasp the personality characteristics of students and design interactive teaching according to the characteristics of different students. For example, when explaining the origin and development of sports, teachers can choose the way of story narration, animation or micro film for teaching, or they can also take the sports stars loved by students as the introduction link, coupled with relaxed and cheerful music, so that students can immerse themselves in the course teaching. When learning the knowledge points related to rock climbing, teachers can tell students about the rise of rock climbing in the Alps against the background of the micro film *Legend of Mountain Roses*. At the same time, they can introduce to students that rock climbing is developed from the needs of mountain war in the Caucasus. During this process, teachers can play relevant videos for students to watch, let students have an immersive feeling^[4]. Finally, in order to show students the rare value of rock climbing, teachers can use the clips in *Negotiator* to explain. The scenes of Yang Mi and Huang Zitao using rock climbing for fitness in the play will make students more agree with rock climbing. In addition, teachers can also use the Internet to find videos of rock climbing protection technology errors for students to watch, so that students can clearly grasp the importance of correct actions.

3.3 Do a Good Job in Curriculum Design

The core content of physical education in colleges and universities is curriculum design. Doing

well in curriculum design can effectively improve teaching efficiency. In the hybrid teaching mode, it is required to focus on the design of teaching focus before, during and after class, so as to make the three interrelated and interdependent and build a complete system. In pre-class activities, students are the main body, and teachers can properly arrange tasks and guide students, so that students can learn to build knowledge independently^[5]. At the same time, in terms of time arrangement, we should also leave enough time for students to use computers or mobile phones to independently study online class resources or expand materials, preview knowledge and prepare for class teaching. When teaching in class, teachers should effectively integrate the problems independently explored by students in online teaching with offline teaching, and use the methods of practice instead of speaking, speaking and practicing. In addition, teachers can also organize students to carry out teaching activities by means of question-and-answer exercises and student series, so as to help students better consolidate their knowledge. In the after-school stage, teachers can release tasks through the Internet or college education and teaching platform to track and evaluate students' mastery of curriculum knowledge. At the same time, they can also use WeChat group and other platforms to interact with students, answer questions and dispel doubts for students and strengthen their knowledge and skills^[6].

3.4 Mix Online and Offline Content

In actual teaching, for some practical projects, teachers can teach through the hybrid mode of online and offline content. In online teaching, students are required to focus on mastering the essentials of actions and have an overall image cognition of actions. In offline teaching, students can make up for online teaching and practice the action repeatedly under the guidance of teachers. Some theoretical knowledge can be completed by online teaching. In offline teaching, teachers can invite students to explain or demonstrate the knowledge content, so as to strengthen the mastery of knowledge and leave sufficient time for offline teaching. For comprehensive sports knowledge, teachers need to arrange courses according to students' personality and physical quality. Generally, the operation of comprehensive course content is less difficult. Most students can complete it through online teaching, and only a small number of students can complete it with the help of teachers. Therefore, teachers need to repeatedly consider this part of students in teaching design to improve hybrid teaching. For example, in the medical tape protection operation in rock climbing teaching, most students can complete the task through online teaching, and only a few students need teachers' online and offline guidance to master the tape winding operation.

3.5 Construct Hybrid Teaching System in Several Ways

The application of hybrid teaching mode in college physical education also needs the direct efforts, interaction and cooperation of teachers, so as to build a harmonious educational environment. In hybrid teaching, a teacher can't answer questions for students in an all-round and 24-hour way. In order to enable students to get answers at any time when they encounter problems, teachers need to actively form a professional team, select school sports backbone, enhance the strength of teaching team, provide more comprehensive services for students and create more after-school communication opportunities, so as to improve the overall teaching level.

4. Conclusion

Based on the above analysis, the integration of online and offline hybrid teaching mode into college physical education teaching is not only the inevitable result of educational development, but also the general trend. It can not only meet the personalized needs of students, but also effectively improve the efficiency and quality of education and teaching, which is beneficial to teachers and students. However, physical education is a special subject, and not all teaching contents are suitable for online teaching, which requires college physical education teaching to do a good job in teacher classification and design in teaching, give full play to the advantages of hybrid teaching mode, and improve students' academic performance and quality, but also improve their own teaching level.

References

- [1] Li Jia. Integration and innovation: an interpretation of the symbiosis of online and offline teaching of physical education in colleges and universities [J]. Business Information, no.4, pp.245,199, 2021.
- [2] He Jinhua. Research on the development of physical education in colleges and universities in the new media era -- Taking MOOC as an example [J]. Sports Science and Technology Literature Bulletin, vol.29, no.3, pp.127-129, 2021.
- [3] Ma Yunhui. Characteristic development of college sports Wushu curriculum and inheritance of local traditional sports [J]. Journal of Baoji University of Arts and Sciences (NATURAL SCIENCE EDITION), vol.39, no.2, pp.71-76, 2019.
- [4] Hua Xia, Wu Jiawen. Analysis on the integrated development of sports thought and politics and new media in colleges and universities in Yunnan Province [J]. Boxing and Fighting, no.10, pp.22, 2021.
- [5] Zhu Wenbing. Research on the application of multimedia integrated teaching in college physical education teaching practice [J]. Dunk, no.25, pp.23-26, 2020.
- [6] Sun Dunwu. Research on the application of online and offline mixed teaching mode in college physical education [J]. Dunk, no.4, pp.97-98, 2021.