

A Train of Thought for College Sports Training Based on the Integration of Online and Offline

Fei Li

Liaoning Communication University, Liaoning, 110136 Shenyang, China

Keywords: Integrated online and offline; College sports; Training ideas

Abstract: With the deepening development of quality education in China, efficient reform and innovation in physical education teaching has become an inevitable choice. In order to better improve the level of physical education teaching in universities, it is necessary to explore. A new development path, the integrated online and offline teaching mode, as a new teaching method, breaks the distance between time and space, meets the subjective initiative and targeted needs of students in physical education learning, and can achieve the goal of strengthening physical fitness and improving sports efficiency. In view of this, this article will focus on analyzing the situation of sports training in universities based on the integration of online and offline, understanding the ideas of sports training, and proposing specific optimization strategies, aiming to better improve the efficient level of sports teaching through the integration of online and offline.

For a long time, physical education courses in universities have mainly focused on traditional offline teaching, with teachers as the center, and students are in a passive acceptance state. However, this indoctrination style of physical education teaching in universities is difficult to truly stimulate students' interest in learning, and in the long run, there will be a resistance mentality, resulting in students' physical fitness not being fully exercised. However, adopting an integrated online and offline university physical education teaching model can effectively stimulate students' enthusiasm for participation. Through personalized guidance and diversified cultivation, it can combine the individual needs of students, follow the principle of individualized teaching, and make the subsequent university physical education teaching and sports training more ideal.[1]

1. Analysis of the Value of College Physical Education Training Based on the Integration of Online and Offline

Due to the clear requirement in the guidance of the physical education curriculum outline that university physical education courses in the new era must fully meet important indicators such as sports participation, sports skills, physical health, etc. In recent years' research on the physical health of national youth students, the importance of physical function, lung capacity, and physical fitness of college students has been clearly demonstrated, and it has been found that their physical strength. There will be a significant downward trend in overall conditions such as endurance. Therefore, how to improve the physical fitness of college students, so that more college students have a good physique, and enable physical education teaching in universities to achieve the role of physical fitness, is still an important issue that the relevant education community needs to consider, which is also the challenge faced by current university physical education courses. With the deepening development of quality education, modern teaching models have emerged. Adopting a teaching model that combines online and offline teaching can break through the limitations of the original offline teaching, significantly improving students' initiative in physical education learning.[2] Centering on student development and learning effectiveness, following the objective laws of physical education, respecting the individual development needs of students, promoting students' all-round development and growth, and cultivating students' lifelong physical education awareness are more conducive to stimulating students' greater interest and enthusiasm in learning, and cultivating students' good physical and cultural literacy.

2. Implementation Process and Result Analysis of Online and Offline Integrated Teaching Model for Physical Education in Universities

2.1 Implementation process

The first point is the pre class process, which involves fully integrating a series of teaching plans and online teaching content before attending physical education classes in universities, and sending them to student groups, WeChat groups, and so on. Among them, some teaching videos should have a series of characteristics such as authenticity, accuracy, and fun. Teachers can also personally demonstrate operations from them, or collect relevant action teaching videos through the internet, and store them in the form of text, images, and other forms. This can facilitate students to preview the files shared by teachers in their free time, and carefully summarize the key and difficult points after repeatedly viewing the materials.[3] Therefore, this pre class preview stage is conducive to promoting the education of the entire physical education curriculum in universities, laying a solid and solid foundation for the integrated online and offline teaching mode, providing students with sufficient time to think and understand, and also improving their subjective initiative in learning. During class, it is necessary to adopt individualized teaching methods based on the individual situation of students. It is also important to understand the students' pre class preview situation and provide targeted and detailed explanations for some sports activities, especially for those with high difficulty or potential danger. It is necessary to carefully elaborate on the movement norms and discuss with students. To solve the difficulties that arise during the preview process, this can effectively consolidate the subsequent technical actions. In the classroom, students should also closely follow the teacher's ideas, focus on technical practice, absorb knowledge, master action essentials, and form a positive guidance in the classroom. We should provide group discussions and intra group competitions to stimulate students' greater interest in learning and improve their learning efficiency and quality. In the classroom teaching stage, the teacher is both the leader and the student is the main body. Therefore, teachers should guide the way to promote communication and collaboration between teachers and students, mobilize students' subjective initiative and ability to analyze and solve problems. [4]The third point is after class. After class, teachers can communicate and exchange with students again through online learning platforms, helping them solve problems that arise during the learning process, and providing feedback to students. Timely adjust subsequent teaching plans, continuously optimize their learning materials, and present higher quality physical education teaching content for students. In addition, physical education teachers in universities should pay special attention to the post class review stage, providing students with online review and review content. For example, students can also share their practice videos and have teachers provide remote guidance online, providing timely feedback and evaluation to help students achieve their physical fitness goals.

2.2 Result analysis

In order to further understand the integrated online and offline teaching mode of physical education in universities, this study mainly surveyed students from a certain university, with Class 2 as the experimental version and Class 3 as the control class. Both classes have 50 students, and the physical education teachers are the same person, thus excluding differences in teacher abilities. Class 2 adopts a regular teaching mode to study biology courses. The third class continues to use an integrated online and offline teaching mode. The entire experimental process lasts for three months . After a period of integrated online and offline teaching mode for sports, the scores of the experimental class and the control class were compared. Because the sample size of the experimental group and the control group is 50 larger, the independent sample t-test in the statistical software SPASS21.0 was used. There is a significant difference in grades between the experimental group and the control group, indicating the significant impact of implementing the PBL teaching model on the grades of students in the experimental class. In order to obtain a more intuitive understanding of the status of students in the integrated online and offline teaching mode of sports, the author adopted an observation method and scored the students' classroom participation and answering questions after observation (out of 10 points). The table below shows the pre

experimental grades and classroom participation scores of Class 2 and Class 3. It was found that the average mid-term exam score of Class 2 before the experiment was 83.227, with 6 points for classroom participation and 5 points for answering questions. The mid-term exam score of Class 3 was 82.223, with 5 points for classroom participation and 6 points for answering questions. There was no significant difference between the two classes. After three months of application, the students welcomed the midterm exam. Combined with classroom teaching observations, it was found that the average midterm exam score of Class 2 was 89.827, with 9 points for classroom participation and 9 points for answering questions. In contrast, Class 3 had a midterm exam score of 81.223, 6 points for classroom participation and 6 points for answering questions. Through the analysis in the table above, it was found that the mid-term performance improvement effect of the control class was not significant enough, and the classroom participation and observation of answering questions were consistent with the previous classroom situation. However, the experimental class showed a significant improvement in performance, and the participation and question answering situation were more reasonable. When the experimental class adopts an integrated online and offline teaching mode, students' adaptability is poor in the initial stage. However, as the course continues, all students' technical action videos will be transmitted to the class group, and their awkward emotions will gradually dissipate. They start to observe carefully and focus on correcting errors.[5]

3. Optimization Strategy for the Implementation and Application of Online and Offline Integrated Teaching Mode

The first point is to build an online teaching resource platform and achieve an efficient teaching mode that integrates online and offline. Due to the rich teaching content on the online teaching resource platform, which is not only limited in textbooks, but also has a series of characteristics such as modernization, interest, and diversification, it can meet the needs of different university students for sports. And it is precisely this shared advantage and interactive teaching mode that makes it wise for teachers to assign tasks to students on the platform based on the teaching progress before class. After discussion, it is also a wise way to understand the shortcomings and knowledge level of students, and then match the subsequent teaching content. The integrated online and offline teaching mode, relying on the construction of teaching resource platforms, will enrich the education and knowledge that students can receive. By presenting classroom teaching situations to students through network technology, micro lesson learning can be carried out on this basis, which can facilitate teachers to answer questions and solve doubts in a timely manner. The relevant WeChat groups enable students to no longer be limited to their original classroom learning, but also to form a diversified plan for all-day physical education learning. In terms of theoretical knowledge, due to the availability of online teaching resources, the construction of the platform allows students to have more ways to learn about other action norms, which is also conducive to reducing the teaching burden on teachers. [6]The second point is to develop a diversified dynamic assessment mechanism. Before the implementation of online and offline integrated education for physical education projects in universities, schools need to establish an excellent team of class teachers. Each teacher needs to have a rich curriculum system, and according to the characteristics of the curriculum and the division of school culture, teachers should be able to reasonably set teaching plans within the teacher team, and fully integrate the existing curriculum in the school, including classroom settings, teacher resource integration, situational design, student activity design, etc, thus completing the implementation of the integrated online and offline education and teaching model. In the process of classroom setting, teachers need to determine teaching based on the characteristics of the school, and highlight the characteristics of targeted courses based on the uniqueness and differentiation of teacher knowledge; In the process of providing teaching content, teachers no longer simply list teaching content, but need to enhance the accuracy and effectiveness of the content; During the online video or audio playback process, the difference between online and offline teaching methods should be clarified, that is, online video resources should be exquisite, vivid and clear images, cognitive and interesting, and fully absorb the attention of learners; Online teachers should have a

comprehensive understanding of students' basic knowledge and characteristics in all aspects of teaching, and possess excellent classroom teaching control ability, so that classroom teaching gradually changes from focusing on basic knowledge explanation to focusing on answering questions and solving doubts, and focusing on discussion and exploration. At the same time, teachers should pay attention to the growth of students' ideological skills, in order to cultivate their excellent subject quality and knowledge innovation ability; During Q&A, teachers should provide timely feedback, respond, and solve students' difficult problems, and arrange for interaction with other teachers between teachers, students, and students; The teacher also requires students to establish a personalized dynamic evaluation system based on the specific characteristics of third-party assessments, and comprehensively evaluate students' learning from multiple perspectives, including online teacher teaching, pre class interactive discussions, task completion, and competition activities. A dynamic examination system can subtly cultivate children's awareness of self-directed learning, establish a comprehensive competition incentive mechanism, create a good teaching atmosphere, and thereby improve children's overall literacy. The third point is to generate a dynamic education system. In the practice of integrating online and offline physical education subjects in universities, teachers should consider making scientific settings based on the characteristics of online courses, appropriately arranging course objectives and exploring themes, and allowing learners to choose their own topics. In the classroom, teachers should accurately understand their knowledge and abilities based on what they have learned online, actively interact with them online, grasp their actual situation, carefully record their questions, and then control the classroom progress based on their online knowledge status. The classroom should be handed back to them, and knowledge points should be explained and operated through classroom communication, explanation, and Q&A. On this basis, teachers can evaluate the completion status of course tasks based on students' academic performance. Therefore, teachers can directly evaluate the teaching effectiveness based on the actual learning results presented by students, as well as the tasks and questions raised by students on the platform. At the same time, teachers can also provide timely answers to students' doubts and provide reasonable and effective guidance, or explain difficult problems to students through teaching or face-to-face teaching. We should fully utilize information technology based management methods. Taking learners as the center, actively developing curriculum resources and carrying out blended courses have enriched educational resources and curriculum methods. Teachers interact on the 'cloud', which is not only the development of new teaching methods, but also the formation of new teacher-student relationships. Through a mixed online and offline curriculum orientation, physical education teachers can utilize excellent teaching resources from various platforms, such as recorded broadcasts, live broadcasts, online tutoring, intelligent scoring systems, etc., to help learners freely choose course resources, exercise content, and personalized learning methods.

4. Conclusion

In summary, the combination of online and offline physical education training in universities is a brand new approach to physical education teaching, which helps to enhance students' enthusiasm and subjective initiative towards sports. It can also break through various drawbacks in existing physical education teaching in universities, making physical education in universities truly a new and modern mode of physical education teaching that involves the whole people. Therefore, in the future process of integrating online and offline physical education teaching in universities, attention needs to be paid to it. Such as advanced information technology, enriching teaching resources, improving teaching methods, and more importantly, developing diversified dynamic assessment mechanisms to generate a dynamic education system that integrates online and offline physical education in universities. Training and teaching can unleash new vitality.

References

[1] Huang Yuning. A Multi-angle Study on Physical Education Teaching and Training for College

- Students: A Review of "Physical Education Teaching and Training in Colleges and Universities" [J]. Contemporary Education Science, 2015 (22): 11-13
- [2] Yu Jiabin, Gu Yaodong, Li Jianshe. Online teaching practice of "sports mechanics" course in the School of Physical Education of Ningbo University during the prevention and control of COVID-19 [J]. Science and Education Literature, 2021 (22): 11-13
- [3] Liu Chengxiang, Liu Changjiang, Liu Quanqin, etc. The Application Path of Online and Offline Interactive Teaching Mode in College Physical Education Teaching in the New Era: A Review of "Exploration of the Transformation of Physical Education Teaching Thinking and Its Reform and Development in the Information Age" [J]. Education Theory and Practice, 2021, 41 (17): 11-12
- [4] Liu Zhimin, Ding Zhenfeng. The Construction of a New System for the Content of Physical Education Courses in Ordinary Universities - Exploration of Integrated Sports Clubs in and out of Class [J]. Sports and Science, 2008,29 (3): 15-16
- [5] Yang Han, Hu Kai, Yang Yue, etc. The Creation and Practice of the Sports Creation Project of "Sunshine Sports" - Taking Hubei University Students as an Example [J]. Journal of Beijing Sport University, 2011 (07): 99-103
- [6] Liu Qiaofang, Niu Yantao. Research on College Physical Education Teaching Combined with Sports Training - Review of "College Physical Education Teaching and Sports Training" [J]. Contemporary Education Science, 2015 (12): 11-13