

# Analysis of the New Characteristics of Online and Offline Personalized Teaching Mode——Based on the Study of Teaching and Learning in Public Physical Education

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**Abstract**—The teaching of public physical education plays an important role in improving the physical quality of college students. However, the current teaching quality has a downward trend, and there are also many contradictions. This paper analyzes the publicity of the university from the four aspects of the low achievement of the teaching objectives of the skill-oriented sports, the difference of the individualized learning ability of the students, the inability of the teaching methods to adapt to the individualized needs of the students in the new era, and the simplification of the feedback channels of teaching and learning problems. The main contradiction between teaching and learning in physical education. Based on this problem, research and analysis on the new characteristics of online and offline personalized teaching mode.

**Keywords**—Online and Offline, Personalized Teaching, New Features, Public Physical Education, Teaching And Learning Issues

## I. INTRODUCTION

"Health First" has always been the guiding ideology of public physical education curriculum teaching in ordinary colleges and universities. Comprehensive development is the realization direction of the ultimate goal of teaching. Through more than ten years of teaching reform, the downward trend of the overall physical quality of Chinese college students has slowed down, but still It is in a lower problem. As the most direct way to improve students' physical health and cultivate lifelong physical exercise habits, public physical education curriculum still has a significant gap with the policy objectives. This study analyzes the main contradictions in the teaching and learning of public physical education curriculum in colleges and universities through the literature method, and then proposes the online and offline personalized teaching methods, and expounds its new features, in order to assist the practice through theoretical research. Operation to improve the teaching effect of public physical education courses.

## II. THE MAIN CONTRADICTION BETWEEN TEACHING AND LEARNING OF PUBLIC PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

### A. Skill-Led Sports Programs Have Low Completion Goals

The public physical education curriculum is targeted at non-sports majors. Compared with sports majors, they have lower physical fitness and less sports experience, resulting in the lack of motor ability to meet the learning requirements of skill-led sports. At present, colleges and universities offered some public sports courses such as football, basketball, volleyball, table tennis, badminton, martial arts, aerobics, sports dance, taekwondo, etc. Most of them work operational skills as a lead. Such as technical movements like juggling, passing and dribbling of football, serving, passing and smashing of volleyball and other technical movements, front kick, cross kick, side kick, back kick and other technical movements of martial arts sports. Those are more difficult for beginners to learn, causing teaching content arrangement and the limitations of learning hours can not meet the two-way requirements of teachers' teaching and students' learning. Through literature and interview surveys, it is found that the public sports curriculum of colleges and universities has a class time of 32 hours per semester, while the syllabus covers most of the technical and tactical content of each kind of sport. The most important thing is that students are required a lot of skills and tactical content during their studies, causing they can't effectively learn more skills, which leads to the contradiction between teaching and learning. Therefore, at this stage, the public physical education curriculum in colleges and universities relies solely on the single mode in which practical teaching can not meet the learning needs, which is an important issue to be solved urgently.

### B. Differences in Students' Individualized Learning Ability

Personalization is an important feature of the public physical education curriculum, mainly reflected in individual differences in physical conditions, hobbies and motor skills[1]. By understanding the teaching process and the mastery of the skills of football, volleyball, taekwondo and other courses, students have already experienced significant differences in learning ability. There are huge differences among students' sports experience, physical quality and cognitive ability to a certain sport. Besides, students are interested in different skills and tactics of a certain sport. Take the author's volleyball course teaching as an example, students' mobility, bounce height, reaction quality and other physical qualities are obviously different; some students

are interested in padding during the teaching process, while others have brilliant performances in mashing in the learning process. Students who are not interested in smashing technology learning will even show better smashing skills with better physical quality. Such teaching situations can reflect the differences in students' individualized learning ability.

At present, the public sports curriculum teaching in colleges and universities pays more attention to the implementation of commonality, ignoring the characteristics of individualized differences of students, which leads to the improvement of the overall quality of teaching. Some scholars have already studied or practiced individualized teaching, but too much emphasis on student personality and blindly negating the commonality of students, can not truly reflect the common goal of the overall development of individual students.

### C. Teaching Methods Can not Adapt to the Individual Needs of Students in the New Era

The teaching methods adopted for various techniques and tactics are aimed at accomplishing the corresponding teaching objectives and tasks. The problems reflected in the current teaching literature of many colleges and universities can highlight that the teaching methods cannot adapt to the learning situation of college students in the new era. Through literature review, it can be found that many of the implementation methods of public physical education curriculum in colleges and universities are traditional teaching methods under the solidified teaching mode. The direct result of this situation is that students gradually lose interest in the selected courses, thus reducing their self-learning ability and enthusiasm for long-term participation in exercise. On the other hand, the individualized characteristics of students are becoming more and more obvious. How to adjust the teaching method according to their individual needs, at the same time, make it possible to let more instructors who can't learn the ability to participate in the teaching of public physical education is the main direction of improvement in teaching methods in new era.

### D. Simplification of Feedback Methods for Teaching and Learning Problems

In the public physical education curriculum, the teacher arranges the content of each lesson according to the syllabus and schedule, Students will learn each technical and tactical content step by step. To a certain extent, this emphasizes the unity, but the individualized learning characteristics and problems of students can not be more comprehensively evaluated only through practical teaching. The teaching content of a public physical education class is divided into three to four technical contents, and the explanation and practice of multiple technical and tactical contents are completed within a limited time. It is difficult to achieve an objective evaluation of the students' technical and tactical learning effects. Each technical explanation and practice has its own teaching methods, and whether the unified teaching method applied to the different characteristics of different student groups truly fulfills the teaching objectives of this lesson is also a question that teachers need to think about. For example, the volleyball frontal teeing technique is divided into four decomposing actions: tossing, arming, swinging, and hitting. In the initial stage, the explanation and organization of student exercises are mainly performed. Teachers will find commonalities and personality problems in practice. However, during the review in the next class, other wrong actions will be found, which will result in the original content of the teaching content and methods not finished. The reason is firstly that there is less time for single technical tactics to explain and practice. Teachers can't find students' problems more comprehensively. It is more difficult for students to have more teaching feedback during the short-term cognition and practice of action. Secondly, it is the simplification of the teaching and learning methods that only feedback in the practical teaching that matters. Through research and breakthrough of the simplification of teaching and learning feedback channels, we can construct online and offline hybrid teaching structure and strive to achieve the objectivity and comprehensiveness of teaching effect feedback and evaluation.

## III. NEW FEATURES OF ONLINE AND OFFLINE PERSONALIZED TEACHING

### A. Online and Offline Two-Way Mutual Learning Mode

TABLE I. DIFFERENCES BETWEEN PRACTICAL TEACHING, ONLINE LEARNING, AND HYBRID PERSONALIZED TEACHING

	<b>Practical Teaching</b>	<b>Online Learning</b>	<b>Hybrid Personalized Teaching</b>
Teaching environment	Classroom exercise	Network platform	Online & Offline
Technical and tactical communication	Teacher explanation	Self-study discussion	Teacher explanation & Self-study discussion
Teaching and learning	Direct communication	Separation	Interactive communication & Collaborative inquiry
Mode advantage	Focus on practical operations	Rich in resources and unlimited	Teaching two-way mutual guidance & Personalization
Evaluation focus	Skill mastery	Learning process experience	Comprehensive two-way evaluation & Personalized demand feedback

By consulting the literature related to this research, we can find out the differences among practical teaching, online learning and hybrid personalized teaching. As it shown in Table 2, we can visually see the new features of online and offline hybrid personalized teaching mode. In the online and offline two-way mutual learning mode, the teacher adjusts the teaching content and program according to the teaching effect of the course, and can also formulate the corresponding schedule through the learning feedback of the student online teaching resources. The main object of the lecture is to

understand and master the technical and tactical content of the relevant sports through practical teaching. The technical problems and cognitive differences that appear in the exercises will also be feedback to the teachers in the exercises, so it will guide the improvement direction of the individual in the next stage. At the same time, students can use the online teaching resources to learn in advance in their spare time, or to effectively review the technical and tactical content they have learned, and further guide their ability to learn independently. In the teaching process, teachers are the planners and instructors of sports project learning, and they are in a leading position in the design and organization of teaching[2]. Therefore, through the online and offline two-way mutual learning mode, teachers can be more comprehensive to help teachers understand the subjects. The basic situation and learning feedback, and then adjust the teaching design and organization methods to improve the overall quality of teaching.

#### *B. Enrich online learning resources and break through the limits of the number of students and time*

Combine the characteristics of the public physical education curriculum and the classification of teaching resources to design the online teaching module, and prepare relevant materials to improve the online teaching resources. At the same time, the enrichment of online teaching resources and classroom teaching resources, whose main purpose is to stimulate students' enthusiasm for learning, cultivate their independent learning ability, meet the individualized needs of different students, and reform the traditional physical education curriculum to rely on practical teaching as the single learning mode. Achieve student-centeredness, and by combining the resource modules provided by the online teaching platform, choose the learning content and method that suits you. Using online resources independent modules and knowledge points for liberalized learning, at the same time, try to break through the number of students in volleyball special courses, clubs, volleyball courses, but also make the teaching system perfect.

#### *C. Differentiation presents technical videos to meet the individual needs of students*

In the past, online physical education resources were mostly demonstrations of complete video, lacking fragmentation design of teaching content, that is, the differentiation and integrity of micro-course video could not be realized. The school curriculum center is used as a platform to enrich online teaching resources, including sports boutique courses, teacher-recorded micro-course videos, text resources, etc. Teachers can also use the WeChat or APP to send students the required learning according to the individualized situation of the students. information. The focus of this research is on the video production of decomposition of a certain technology, such as the popular short-sound video trend of the current vibrating APP. Similar short motion video decomposition video can be used for students to learn complex movements and technical actions with large difficulty coefficients. Fully combine the academic situation to meet the individual needs of different students.

#### *D. Develop a personalized learning plan based on feedback from the online platform*

The online platform provides course-related resources for the learner's individual needs. The learners can self-learn and evaluate after-school self-study or after-school review. At the same time, according to the feedback of the online platform, students can make a summary of their own learning situation, develop a personalized learning program, and break through the learning doubts in the process of practicing teaching online, and enhance the initiative of learning. The teacher or platform manager can collect the learning information of the learner on the platform, and statistically analyze the viewing situation of the teaching resources, such as the degree of mastery of the students, the effect of classroom learning, the information of personalized needs, etc. and timely feedback to the off-line teaching so as to improve the entire teaching model and promote the reform of public physical education curriculum.

## IV. CONCLUSION

From the point of view of the main contradiction between teaching and learning in the current public physical education curriculum in Colleges and universities, this paper analyses the reasons for its existence, and puts forward the new characteristics of individualized online and offline teaching mode in view of the reasons, in order to provide valuable theoretical reference for College Physical Education workers, and at the same time, it can take college students as the center in teaching. To fully develop their autonomous learning ability, so that teaching can further meet the personalized characteristics of students, so as to improve the teaching quality of public physical education courses, improve students' physical health level.

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