

## Discussion on the Application of Effective Teaching Theory in College Physical Education

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**Abstract:** With the development and innovation of the reform of educational system and concept in China, the physical education teaching mode in domestic colleges and universities continues to optimize to some extent. Among them, effective teaching theory is an innovative physical education teaching model in colleges and universities, which aims at requiring the school to take students as the main body, transforming the traditional teacher-centered teaching mode into student-centered teaching model, and paying more attention to students' learning of knowledge. The practical application of effective teaching theory in college physical education not only improves students' comprehensive quality, but only boosts teachers' teaching efficiency. To this end, the practical application of effective teaching theory in college physical education is analyzed in details in this paper, expecting to lay a solid foundation of teaching quality for college physical education in China.

### 1. Introduction

In the context of comprehensive implementation of quality-oriented education, the effective teaching theory originated in the 20<sup>th</sup> century has put forward a new way of education. In recent years, this concept has been appearing in people's vision, which has attracted more concern and attention of educators all over the world. However, a unified and standardized concept for the definition of effective teaching theory is not formed so far. Effective teaching theory is a student-centered teaching mode, which not only improves students' learning quality, but also promotes teachers' teaching quality. To put it simply, effective teaching theory can provide a basis for the healthy and sustainable development of education work in colleges and universities, and is of great practical significance to the future development of students.

### 2. Connotation and Scope of Effective Teaching Theory Mode

#### 2.1 Connotation Analysis of Effective Teaching Theory Mode

To a certain extent, effective teaching theory is demonstrated by teaching method, teaching evaluation and teaching content, which is a kind of teaching method taking the teacher's point of view as the starting points in nature and forming a practical impact on students' learning through teachers' behavior. Effective teaching theory is a teaching thinking aiming at increasing teaching output with a small amount of input. Effective teaching theory mode is a student-centered and teacher-guided teaching mode, which denies our traditional teacher-centered teaching mode to a large extent. In short, effective teaching theory meets the actual learning needs of current students, and effective teaching to a large extent can also promote the actual work efficiency of teachers.

#### 2.2 Scope Extension of Effective Teaching Theory Mode

Firstly, the effective teaching theory mode is the experiential and reflective teaching of experience teaching in colleges and universities. Under the traditional education mode, the indoctrination-based knowledge teaching method is carried out to meet the actual development needs of physical education in colleges and universities, which can transform the external practical teaching mode into connotative teaching mode, while the two teaching modes are the main trends in the development of

college physical education. However, the effective teaching theory is consistent with the development mode of physical education in colleges and universities, which is not only the reflection of traditional teaching experience, but also the innovation of current effective teaching theory mode.

Secondly, effective teaching is the target teaching of physical education in colleges and universities, so the effectiveness of physical education teachers in colleges and universities directly determines the overall level of knowledge, sports and technology mastered by our college students to a great extent. To a certain degree, physical education teachers in colleges and universities can theoretically implement the essence of effective teaching theory, and then carry out actual planning on the teaching content, teaching evaluation and teaching methods of current physical education, which enables us to basically implement the effectiveness of college physical education in our country.

Thirdly, effective teaching is a teaching mode aiming at the current period of physical education in colleges and universities in China. College physical education is a complex and systematic project. In the actual teaching activities, teachers have to make strict plans for the preparation of teaching, process of teaching activities and exercises after teaching tasks. However, the actual teaching activities are the most critical, so the effectiveness in the teaching process can directly determine the effectiveness of physical education teaching activities in China. In practical and effective teaching theory, it pays attention to the detailed design in teaching, and enables college physical education teachers to develop relevant teaching strategies from different teaching situations, so that college physical education can be more complete, which has extremely important practical significance for the current teaching of physical education in colleges and universities in China.

### **3. Analysis on Practical Application Requirements of Effective Teaching Theory in College Physical Education Teaching Process**

In order to scientifically, reasonably and comprehensively analyze the practical application of current effective teaching theory mode in the process of college physical education, the practical application requirements of effective teaching theory in the process of college physical education are firstly analyzed in this paper, and then the practical application approaches of effective teaching theory in the process of college physical education are analyzed in detail, expecting to make corresponding contributions to China's education and lay the foundation for the development of colleges and universities.

#### **3.1 Giving Full Play to the Role of Unlimited Teaching in Limited Class Hours**

In terms of practical teaching efficiency, teaching efficiency mainly refers to the problem of teaching output under the input of education and teaching, and then specifies it to the current practical process of physical education in colleges and universities. To put it simply, it refers to the knowledge and learning techniques and skills that students can acquire in the teaching activities of physical education conducted by the education department within the teaching hours. To a certain extent, with the full use of the concept of economics, current college education efficiency is equal to the output of teaching and the input of teaching, and is also equal to the knowledge and skills acquired by college students. In current teaching process of college physical education, due to the teaching hours is relatively limited, teachers can't always pay attention to the actual effect of classroom teaching. Teachers should not only pay attention to the actual efficiency and quality of teaching, but also let students learn more sports-related knowledge and skills in limited class hours to improve their comprehensive ability. To a certain extent, effective teaching theory should advocate and reflect the parallel of teaching efficiency and teaching effect, and should be taken as the three dimensions of effective teaching theory of physical education in colleges and universities. Therefore, under the basic situation of effective teaching theory, the college physical education actually requires physical education teachers to take the skills that effectively reflecting the sports-related knowledge as the core, and enables college students to acquire more sports knowledge with minimum teaching methods and energy of teachers in the shortest time. This enables students to apply these sports

knowledge acquired to ordinary life and exercise, and to form the thinking of exercise and lifelong sports, so that the effect of physical education can be fully reflected.

### **3.2 Student-Centered and Teaching Effect-Oriented**

Among the effective evaluation objects of current college physical education, students are main objects, and the main point is that students can fully master the various skills and knowledge in sports knowledge through physical education, develop a habit of exercise, and have a thinking of lifelong sports. To a certain extent, due to not all physical education activities in colleges and universities at present have actual learning effects, if physical education teachers' own teaching philosophy and teaching mode are relatively behindhand and traditional, it will directly lead to the reduction in teaching effectiveness, and even in serious cases, teaching activities cannot be carried out smoothly, and students cannot learn any teaching knowledge related to physical education.

In the process of teaching, teachers cannot always say and then students do, which will lead to a sense of distance between teachers and students. In physical education, teachers should strength the communication with students, ask students' situation and suggestions, interact with students, and even participate in the sports games with students. For example, teachers communicate with students about the opinions on physical education in PE class, and then make reasonable changes in physical education through students' opinions. And teachers participate in the sports game in the PE class to interact with students, and close the distance between teachers and students, so that teachers' physical education can be carried out better, and students' awareness of lifelong sports can be cultivated. At present, as the characters to carry out and guide physical education activities, physical education teachers in colleges and universities in China must insist on taking students as the main body and focus on teaching effects, if they want to realize the effectiveness of practical teaching in the process of teaching activities. Such design can effectively reflect teaching objectives, and is of great help to teachers in the rational arrangement of physical education courses. At the same time, aiming at students' individual differences and actual needs, teachers need to choose different teaching methods for different students to achieve differentiated teaching, which not only enables teachers to teach students more sports-related knowledge or skills in the teaching process, but also cultivates students' interest in sports to a certain extent, and increase the initiative and enthusiasm of students to actively participate in sports activities.

## **4. Analysis on Practical Applications of Effective Teaching Theory in College Physical Education Process**

### **4.1 Optimizing Effective Teaching Thinking and Improving the Effective Sense of Physical Education Teachers**

To a certain extent, effective teaching theory itself is developmental and open, which can play an extremely important guiding role in the development of students' lifelong sports. Therefore, the practical applications of effective teaching theory in the current scope of college physical education are the following two aspects. The first is to pay attention to improve the effective sense of physical education teachers, and make the teachers of college physical education to recognize the connotation and importance of effective teaching mode. The second is to let students adhere to the current advanced teaching concepts in the practice of physical education, fully mobilize the initiative and enthusiasm of physical education teachers, and let students participate in physical education activities together, so that the transformation from extended teaching to connotative teaching can be realized.

### **4.2 Changing the Teaching Method of Physical Education and Innovating the Teaching Content of Physical Education**

Firstly, the situation of students in all aspects should be analyzed before carrying out physical education teaching, and then targeted teaching of physical education will be implemented according to the different sports hobbies of different college students, so as to enrich the content of physical

education, reflect the charm of physical education, increase students' interest by leaps and bounds, and then increase the efficiency and results of physical education.

Secondly, for example, when carrying out sports games in the physical education courses of colleges and universities, students should participate in those games rather than dismissing the class by the old-fashioned teaching methods of gathering, running and doing gymnastics. There are a lot of pressures for college students taking culture courses, so physical education teachers should help students relieve these pressures in physical education classes at this time, and carry out some reasonable sports to enrich the teaching content, so that students can be immersed in sports teaching, obtain happiness in sports games, relieve pressures on them, relax their nervous state of mind, and exercise their physical quality.

Thirdly, the combination of practice and theory in physical education should be focused. In practical teaching, teachers should combine theory with students' practice to achieve the unity of knowing and doing, so that students' thinking mode and body can be improved and developed commonly. Physical education is not only to improve students' physical quality, but also to promote the improvement of students' comprehensive quality; so combining event-group training theory with physical education in the contact of theoretical teaching, students can get double achievements when they go to the playground for practical activities. Therefore, in the actual teaching process, theory and practice cannot be isolated, and only the combination of them can achieve good teaching objectives, promote the development of sports activities in higher vocational colleges, integrate event-group training theory into the actual teaching process perfectly, boost the transformation and innovation of physical education in higher vocational colleges, and enables students to face up to physical education activities while improving the class efficiency and completing teaching indicators.

## **5. Summary**

All in all, the application of effective teaching theory in college physical education can cultivate students' initiative and enthusiasm for participating in physical education activities, and can cultivate students' thinking of lifelong sport, while the two aspects are more important than improving students' athletic ability. The application of effective theoretical teaching mode in college physical education not only improves students' learning ability, but also boosts the working efficiency of education. Combining the two aspects, the application of effective teaching theory mode also lays a good foundation for the sustainable development of colleges and universities.

## **References**

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