

## Teaching Reform Mode of "3 + 1" Multiple Physical Education in Universities

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**Abstract.** At present, college students are not interested in sports. They are happy to play online games and live in their dormitories. The frequency of self sports is low, and their basic physical qualities such as strength, speed, endurance and flexibility are poor, which is reflected in the low rate of reaching the standard, the low rate of excellence in the test of national students' physical health standard, and the more below average physical education scores. In view of this phenomenon, "3 + 1" diversified physical education teaching reform mode is introduced experimentally, among which "3" refers to the ternary combination of general physical education compulsory course, elective course and after-school independent exercise, "1" refers to competition training course, which aims to participate in inter university physical education competition and trains students with physical education specialty. Through the exploration and research of "3 + 1" multiple teaching reform mode on the positive promotion of college physical education, the organic conjunction of teaching and learning is explored, the enthusiasm of college students to participate in sports is promoted, the fun brought by sports is enjoyed, the physical quality and will are improved, and the education idea of health first and the good living habit of being diligent in sports are established.

**Keywords:** Multiple teaching mode; physical education reform; sports health

The results of 2010-2014 national survey on students' physical health show that the physical quality of college students continues to show a downward trend, and the physical quality level of college students, especially endurance and strength, continues to show a downward trend. How to solve the problem that the students' physique is declining and they don't like to take part in physical education is a key issue in the reform of physical education.

### 1. Research object and method

#### 1.1 Research object

There are 500 first and second year students (213 males and 287 females) in some universities in Liaoning Province. Two follow-up surveys were conducted before and after the implementation of the education reform.

#### 1.2 Research method

##### 1.2.1 literature method

Through the network platforms such as CNKI, Wanfang database and so on, taking "College Physical Education Course" as the key words, the paper closely related to this study is retrieved for further study, providing theoretical basis and policy information for this study.

##### 1.2.2 Interview method

This paper discusses the mode and direction of college physical education teaching reform by interviewing university physical education related experts and professors, and provides reference for analyzing problems and researching countermeasures.

### **1.2.3 Questionnaire investigation**

According to the results of literature and expert interviews, the subjective evaluation questionnaire of College Students' physical education was developed. The questionnaire survey and follow-up survey were carried out for the research objects. 500 questionnaires were distributed each time, 426 effective questionnaires were recovered for the first time, with an effective recovery rate of 85.2%, 412 effective questionnaires were recovered for the second time, with an effective recovery rate of 82.4%.

### **1.2.4 Mathematical statistics**

Using statistical software to analyze and process the data of the questionnaire.

## **2. Problems in College Physical Education**

The teaching form of college physical education is single, the teaching effect is poor, the skills are emphasized but the physique is ignored, and the students have little choice of courses, which can not meet the physical education needs of college students and the state's "national general college physical education curriculum teaching guidelines" [1]. Through consulting materials and interviews with experts and professors, this paper summarizes the problems existing in college physical education.

### **2.1 It is difficult for curriculum to arouse students' interest in learning**

In the actual teaching of ordinary universities, teachers still focus on the teaching of skills. In addition, the teaching content and teaching design overlap and are similar to those of primary and secondary schools. With the continuous development of society, the university curriculum lacks the introduction of new courses and new teaching methods, which leads to the issue that "college physical education is making up for primary and secondary schools", "students like physical education, but do not like physical education" Phenomenon [2].

### **2.2 The lack of class hours is not conducive to the realization of the goal of "one hour of exercise every day"**

According to the national general college physical education teaching guidelines, "physical education courses must be offered in the first and second grades of general universities, totaling 144 class hours" [3]. The average 144 class hours to college students' daily physical exercise in school, calculated by 5 months per semester, only takes about 6 minutes, which is far from the goal of "exercise 1 hour per day".

### **2.3 Single curriculum evaluation is not conducive to mobilizing the enthusiasm of students**

At present, in the evaluation system of physical education course achievement in our country's universities, from the content of evaluation, we mainly focus on the development of students' sports skills, pay attention to the study of skills in class, and despise the practice of students' physical quality and amateur exercise after class. In particular, the students' off class exercise is not included in the students' physical performance, the single assessment method and evaluation system, which is very unfavorable to the development of students' physical quality and off class amateur exercise [4]. In the evaluation system of physical education curriculum learning achievements, it is urgent to use scientific and reasonable evaluation contents and multiple complementary evaluation forms to mobilize the enthusiasm of students' spare time exercise, so that students can judge their own sports needs in a scientific and reasonable form, increase their awareness of independent exercise, and form a diversified curriculum evaluation system [5].

## **3. The construction of "3 + 1" multiple university physical education teaching reform mode and implementation effect**

### **3.1 Contents of "3 + 1" teaching mode**

In the "3 + 1" innovative physical education teaching mode, "3" refers to the ternary combination of general physical education compulsory courses, elective courses and after-school independent exercise, "1" refers to competition training courses. The course of general physical education must be combined with elective courses and sports competitive training courses to realize seamless connection of courses and separate the level of students layer by layer. Students can realize the level by layer improvement of generalization stage, differentiation stage and automation stage through course connection. Cultivate students' interest in sports, increase students' autonomy, guide students to use fragment time, and gradually realize the application of "Internet +" in physical education curriculum [6].

### **3.2 Theoretical support of "3 + 1" teaching mode**

The goal of humanistic education theory is to conform to students' interest, develop students' potential, attach importance to students' emotion and cultivate students with sound personality in a positive growth environment [7]. "3 + 1" diversified physical education teaching mode reform truly embodies the idea of people-oriented, fully respect the individual needs of each student, and meet their interest and motivation choice.

### **3.3 "3 + 1" teaching mode is based on the principle of motor skills**

The mastery of any motor skill has experienced a transformation process from generalization stage, differentiation stage, consolidation stage to automation stage [8]. The reform of "3 + 1" multiple physical education teaching mode breaks through the course mode of one semester as a cycle, and changes to the mode of continuous learning on a physical education project in one academic year, so as to ensure enough time and practice times, so as to make the formation of sports skills go through the process from generalization to automation, until mastering the sports skills.

### **3.4 "3 + 1" teaching mode is suitable for the theory of organizational sociology**

Organizational sociology takes social organization as the research object, and social organization is a kind of cooperation system with specific goals composed of interacting individuals or small groups [9]. The related concepts are mainly organizational structure and interest groups [10]. The reform of "3 + 1" diversified physical education teaching mode has broken the original rigid and inefficient organizational structure and mode. The implementation of flexible and changeable organizational mode based on students' interest in physical education can effectively improve the classroom teaching effect of various sports.

### **3.5 Reform effect of "3 + 1" teaching mode in College Physical Education**

According to the survey data before the implementation of the teaching reform in Table 1, more than 50% of the students are not satisfied with the physical education courses offered by the school, more than 60% of the students think that the project is not complete enough, and nearly 50% of the students choose courses for credit.

**Table 1** Students' subjective evaluation of university physical education before the implementation of teaching reform (%)

Gender	Curriculum satisfaction			Satisfaction with sports category			Motivation of selecting courses		
	Yes	S o-so	No	Yes	S o-so	No	Interest	credit	Recommend
Male	3 .73	1 1.05	1 8.13	4. 62	8. 33	2 0.54	12. 48	7. 23	10.37
Female	1 0.54	1 8.21	3 8.34	6. 78	1 5.41	4 4.32	16. 14	3 2.47	12.48
Total	1 4.27	2 9.26	5 6.47	11. 4	2 3.74	6 4.86	28. 62	4 8.53	22.85

After the implementation of the teaching reform from table 2, the survey shows that the students' satisfaction with physical education and the evaluation of the degree of completion of the project are obviously improved. Although a few students choose the course to complete their credits, the majority of the students who choose the courses according to their personal interests are in the majority.

**Table 2** Students' subjective evaluation of university physical education after the implementation of teaching reform (%)

Gender	Curriculum satisfaction			Satisfaction with sports category			Motivation of selecting courses		
	Yes	S o-so	No	Yes	S o-so	No	Interest	credit	Recommend
Male	1 3.28	2 3.02	9 .43	21 .78	1 2.14	1 1.59	25. 57	1 2.8	9.33
Female	1 6.73	2 7.29	1 0.25	26 .78	1 5.39	1 2.32	26. 15	1 6.67	9.48
Total	3 0.01	5 0.31	1 9.68	48 .56	2 7.53	2 3.91	51. 72	2 9.47	18.81

From the perspective of the implementation effect of the "3 + 1" multiple university physical education teaching reform mode, it has enhanced college students' sports interest and ability. After one semester of practice, students' physical quality has been improved significantly, sports interest and skills have also been improved to a certain extent, and the reform effect is more significant.

#### 4. Conclusion

##### 4.1 Taking interest as a guide and constructing diversified PE teaching contents are conducive to the realization of the ultimate goal of PE Teaching for college students.

The "3 + 1" type physical education teaching mode can enable students to obtain full autonomy, which is conducive to mobilizing the subjective initiative of College Students' Physical Education in and out of class. It can maximize the students' independent physical education through diversified teaching content, and solve the problem of College Students' lack of interest in physical education due to the old teaching mode and single content.

#### **4.2 "3 + 1" diversified teaching mode and innovative diversified scoring system of College Physical Education**

The single type of physical education evaluation system has hindered the development of diversified physical education teaching mode, so it is imperative to establish a new type of diversified evaluation system of college physical education.

#### **4.3 "3 + 1" diversified physical education teaching mode can meet the sports needs of different levels of students**

In the teaching of physical education course, for different levels of college students, different teaching contents and teaching methods are used to break the traditional teaching mode, meet the actual needs of different levels of students, give full play to the teaching concept of individualized teaching, and improve students' physique and special skills[11].

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