Experimental Research on PE Teaching Strategies Based on the Teaching Ability of Normal University Students

Hong Li$^{1,a}$ and Bei-guang GUAN$^{2,*}$

$^1$S. E. Institute, Leshan Normal University, Leshan, China
$^2$T. E. Institute, Leshan Normal University, Leshan, China

$^a$2739291812@qq. com
$^*$Corresponding author

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Abstract. Strengthening the teaching demonstration based on the teaching strategy experiment can not only enrich the course construction of the theory of physical education, but also improve the scientific and effective implementation of the teaching strategy. In order to promote the ability of teaching design and application of teaching strategies, we should carry out the experiment and practice activities of teaching strategies in pre service normal students, and let every student participate in the process of classroom implementation, classroom observation, classroom display and comprehensive evaluation. It emphasizes teaching design, process analysis and teaching experience, so as to help college students improve their teaching ability and professional quality.

1. Introduction

The term strategy originally meant the principles and methods of military struggle. The borrowing of this term in pedagogy has the meaning of teaching steps and teaching behaviors to solve teaching problems. The teaching strategy in the classroom teaching by the classroom teaching scene change, the teaching content and the student situation change but the change. It is of great significance to design teaching strategies, evaluate teaching strategies qualitatively and optimize teaching strategies reasonably by using teaching practice activities.

2. The Main Forms of Teaching Strategy Experiment

Classroom teaching activities cannot be separated from teaching strategies, which determine the success or failure of classroom teaching. [1] In the current cultivation of normal school students, the experimental or practical aspects of teaching strategies are still inadequate, the lack of real classroom support, a direct impact on the formation and transformation of the teaching ability of normal school students. Therefore, to strengthen the experimental research and application of teaching strategies, especially to strengthen the teaching practice demonstration based on teaching strategies, to make up for the lack of authenticity of traditional teaching strategies and the lack of real classroom links, it can not only enrich the construction of teaching theory courses, but also improve the scientific and targeted implementation of teaching strategies.

With the National Investment in education year by year, teachers' professional ability and professional accomplishment are paid more and more attention. The design, evaluation and optimization of teaching strategy in normal education, as well as the operation of teaching strategy in the experimental process, innovation and development of teaching strategy have a direct impact on the training results of teacher education. [2] The teaching strategy demonstration experiment mainly divides into the following four types.

2.1. Design of Classroom Teaching Strategy Based on Teaching Experiment

Classroom teaching strategy design is a kind of artistic and creative activity, which aims at the goal
of classroom teaching, based on the existing teaching conditions, students situation and teaching environment. The student exercises designed by the classroom teaching strategy embody the wisdom of the designer, but their effect needs to be tested by the real classroom. In the classroom teaching whether the student's exercise density is reasonable, whether the load intensity of the student's exercise is appropriate, whether the student's emotion is high in the classroom practice, how the student completes the movement skill and so on question, the traditional classroom teaching is hard to answer scientifically and quantitatively. Only with the assistance of real classroom experiments can normal school students master the essence of teaching strategy design.

2.2. The purpose of teaching strategy assessment (Tsa) based on teaching experiments is to scientifically answer the question of its effectiveness in implementation, i.e. whether the established teaching objectives have been achieved, whether the students are happy, whether the exercise load is up to standard, whether the master of motor skills. At the same time also answer the implementation of the cost of the teaching strategy, that is, site equipment and so on. A good teaching strategy should be able to achieve the teaching goal effectively, and the teaching field and equipment should be acceptable in the process of implementation. All of these need to be supported by real-world classroom experimental processes.

2.3. The teaching strategy based on the teaching experiment optimizes the use of real classroom experiment means to carry on the experiment analysis to the teaching strategy implementation situation, thus discovers the question which in the teaching strategy exists, seeks the solution to the question, put forward the countermeasures to improve the effectiveness of teaching strategies to improve the shortcomings of teaching strategies. Optimizing teaching strategy is not to find the best teaching strategy, but to find the most suitable teaching strategy under the specific teaching situation. Teaching strategies are not set in stone, and must be specifically analyzed according to specific teaching objectives, specific students, and specific teaching situations. The process must be analyzed and evaluated in a real classroom setting, to figure out what's wrong. Only through the comparative study of the real classroom, can be targeted to put forward optimization countermeasures to improve the effectiveness of teaching strategy implementation.

2.4. The teaching strategy based on teaching experiment shows a good teaching strategy, not only to let normal school students see the results, but more importantly, to be recognized and accepted by them. The Teaching Strategy Display based on the teaching experiment is to let each study group use the experimental means in the real classroom to display the implementation process of the classroom teaching, the change of the physiological and psychological index, the condition of the sports skill mastery directly, and through its explanation, comments, and ultimately achieve the understanding of various teaching strategies and objectives. Only through the students' real classroom experiment, can we make every student truly understand the essence of teaching strategy, and can we turn the theoretical knowledge in the books into the visualized concrete implementation scene of teaching strategy, thus strengthens the normal school student's study initiative.

3. The Main Means of Teaching Strategy Experiment

The teaching strategy experiment is a practical teaching activity which uses the pedagogy theory, the appraisal theory synthetically, in the real classroom, uses the Teaching Strategy Theory Knowledge in the textbook to carry on the demonstration research. It can help students master the key points and difficulties in the implementation of teaching strategies, and train students to change from book learning to practical learning, and to develop the ability of induction and speculation. The teaching strategy demonstration experiment is divided into the following four situations.

3.1. The design of teaching strategies the design of teaching strategies is the basis for good experimental lessons in real classrooms, based on careful analysis of the teaching objectives and characteristics of students, as well as the teaching contents, the design of steps and methods in the whole process of teaching. Through describing the classroom situation objectively, assuming the interaction between teachers and students, characterizing the influence of relevant factors on the execution of teaching strategy activities, predicting the teaching effect, and truly achieving the goal of teaching strategy design serving the teaching goal. Students must attend classes according to
well-designed teaching strategies, focusing on the implementation of classroom teaching strategies, depicting the dynamic changes in classroom atmosphere, and evaluating the effects of teaching strategy experiments. Teaching Observation Assessment focuses on the implementation of classroom teaching strategies, pays attention to the interaction between teachers and students in the implementation of classroom teaching strategies, and looks for the key factors influencing the implementation of teaching strategies, analysis of different teaching strategies on the achievement of teaching objectives and its impact on teaching results.

3.2. Discussion group discussion in study groups is an important means to ensure the design and implementation of teaching strategies. It is an effective process to give full play to students' initiative in learning. Discuss and explain the condition, result and influence factor of teaching strategy implementation, exert the wisdom of every student in the group, perfect and make up the deficiency of teaching strategy design.

3.3. The presentation of teaching strategies in class is the process in which each group selects representatives to present the implementation of teaching strategies. It is the teaching strategy designed by the students of each group, and it is easy for the students to understand and analyze it by showing the process and result of the teaching strategy. Teaching strategy display is divided into classroom dynamic display and explanation. Classroom dynamic display is to borrow classes in the practice base schools, using the teaching strategy has been designed to class, the abstract description of the teaching strategy into a visual dynamic evolution process. The explanation link is each group leader uses the pedagogy principle and the appraisal science knowledge to this group classmate's demonstration, carries on the analysis to the result. Through the dynamic display and evaluation of teaching strategies, every normal school student can truly understand the connotation and use of teaching strategies.

3.4. The integrated assessment of teaching strategies is the final key stage of the teaching strategy demonstration experiment. It is conducted in a quantitative and qualitative manner by teachers and teachers of the base schools, as well as some of the students who are responsible for monitoring, based on the design, dynamic display and evaluation of teaching strategy, this paper analyzes the feasibility, problems and measures of teaching strategy. According to the result of the teaching strategy experiment of each group and the evaluation and analysis according to the goal of the teaching strategy in the design scheme, it is the key link of the theory knowledge practice.

4. The Process of Implementing Teaching Strategy Experiment

The teaching strategy demonstration experiment generally needs to complete the organization implementation process in five steps: the Teaching Strategy Research, the teaching strategy design, carries on each experiment preparation, the Organization Teaching Strategy Experiment, the teaching strategy appraisal.

4.1. Conducting research on teaching strategies conducting research on teaching strategies is based on the aim of experimental teaching, to carefully collect various versions of teaching strategies from teaching reference materials in groups, and to conduct research on learning to find out the characteristics, and artistically creates the convenient classroom teaching plan stage. This stage belongs to the connotation and extension stage of research teaching strategy, focusing on qualitative research, the research contents mainly include finding the characteristics of various teaching strategies, defining the gist of various teaching strategies, determining the implementation measures of various teaching strategies, and formulating the implementation plan of teaching strategies. On the basis of this, according to the need of the experiment of teaching strategy demonstration in the second stage, according to the different teaching contents, the paper studies the problems which may appear in the real classroom teaching, and puts forward the teaching requirements.

4.2. The design of developing teaching strategies the design of developing teaching strategies is that each group selects the contents of classes, determines the organizational form of classes, and defines the conditions and equipment for classes according to the objectives of teaching, students' situations, teaching contents and teaching environment, etc., the stage of designing teaching
strategy. This stage is mainly the planning stage, which combines qualitative research and analysis with optimal design to design the teaching strategy used to ensure the success of the class, to achieve a good classroom atmosphere, students participate in a high level of enthusiasm, a certain amount of exercise load, most students master the sports skills taught.

4.3. To carry out various experiments to carry out various experiments is to improve the procedures for students to go out for practical activities in accordance with the relevant regulations of the school, to contact the school of the internship base and to negotiate various matters concerning the loan of classes, the implementation of practical activities out of the funds, and according to the group design of teaching strategy, the implementation of security measures. The key of this stage is to implement the safety measures according to the teaching strategy designed by each group. It not only affects the success or failure of students' practical activities, but also affects the validity of the experimental results of teaching strategy argumentation.

4.4. Organizing Teaching Strategy Experiment Organizing Teaching Strategy Experiment is to carry out teaching strategy demonstration experiment according to the Teaching Strategy Scheme and related requirements designed by each group, and record the data in the process of various teaching strategy experiment, the group leaders are responsible for explaining the purpose and characteristics of the implementation of the teaching strategy. According to the requirements of classroom observation technology, the experiment records all kinds of information in the classroom to help the completion of the final assessment. After each teaching strategy demonstration experiment, Each group leader carries on the appraisal.

4.5. Teaching Strategy Evaluation Teaching Strategy Evaluation is the last stage of teaching strategy demonstration experiment. It is based on the experiment of Teaching Strategy Statistical Analysis and classroom observation, around the classroom teaching goal as well as the curriculum reform proposed each kind of idea carries on the synthesis analysis stage. In this stage, classroom observation technique is used to evaluate the teaching strategies designed by each group of students, combining with exercise load, qualitative and quantitative methods. Teachers and base school teachers comment, point out the problems in the design, and give the measures to optimize the perfect countermeasures.

5. The Basic Principles of Teaching Strategy Experiment

5.1. Pay attention to innovation pay attention to the artistic creation of teaching strategy demonstration experiment of college students. No reform of any teaching strategy, the implementation of intact will not produce good teaching results. Encourage students to study teaching strategies, The Silkworm, grasp the truth, bold practice, not only to check students' learning, but also to cultivate students' innovative spirit. Through the discussion, comment and display process of each group of students, the internalization of theoretical knowledge is finally realized. Strengthening the design of teaching strategy is an important process of teaching strategy demonstration experiment. Good design will surely bring good teaching effect.

5.2. The primary task of carrying out the teaching strategy demonstration experiment is to create the existing teaching strategy artistically, focusing on the well-designed teaching goal, strengthen the design of the teaching scene, the design of the teaching link, the design of the organization strategy, the design of the students' practice method, the design of the teacher-student interaction form, the design of the safety measures, the design of the exercise load and the design of the teaching scheme, in order to guarantee the authenticity and validity of the teaching strategy demonstration experiment.

5.3. The key link of teaching strategy demonstration experiment is to use classroom observation technology to analyze teaching effect comprehensively. No matter what kind of teaching strategy to let the students really grasp, all need to rely on the classroom observation technology as well as the middle school student's physiological index and the psychological phenomenon change situation to carry on the appraisal objectively and impartially, can Let the university student see clearly, understands and grasps.

5.4. Highlight the essentials of teaching strategy demonstration experiment is not to test the right
or wrong of teaching strategies in textbooks, but to enable normal school students to master the essentials of the implementation of various teaching strategies through the process of demonstration through experiment and practice, and through participating in the process of teaching strategy design, class demonstration, after-class evaluation, we find out the problems in the implementation of teaching strategy, including the understanding of the teaching strategy, the design of the problem, classroom display of the problem, and so on. Analyze the problems, highlight the methods to solve the problems and optimize the measures to achieve "doing" middle school, improve the sense of learning and teaching strategies for college students.

In a word, we should carry out the experiment and practice of teaching strategy, so that the normal school students can experience the process of classroom design, classroom implementation, classroom observation and evaluation by themselves. On the basis of increasing theoretical perceptual knowledge, it can improve their ability to implement instructional design and instructional strategies.

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First Author Profile: Li Hong (1982-), female, master, lecturer, Research Direction: Ideological and Political Education of college students and physical health promotion of teenagers. E-MAIL: 2739291812@qq.COM, Tel: 18081335853.

Corresponding author: Bei guang-Guan (1963 -), Male, professor, Research Direction: Physical Education Teaching Theory and Adolescent Health Promotion Research.

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