Reflection of Constructivism Theory in Physical Education

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Abstract. Constructivism is a very important branch of modern cognitive learning theory. It is getting more and more popular in the world, and increasingly being applied in many fields. Through "Assimilation", "Adaptation," "Self-organization" and "Dialogue" constructivism can eliminate confrontations between subject and object, pay attention to students’ prior knowledge during cognitive processes, and promote cooperative group learning and targeted teaching. In addition, constructivism establishes multiple evaluation criteria. These can shed light on physical education.

Introduction

Over the years, the construction of ideology education by the attention, get more and more recognition of the theory of workers. Its doctrine of knowledge concept, has become one of the new curriculum standards development work important theoretical foundation pillars. Scientific concept of knowledge is extremely important significance for teachers. As a post-modern knowledge view Constructivism Knowledge View is based on the concept of traditional knowledge and critical look on. This knowledge Concept of teaching content, teaching methods, teaching process, teaching evaluation for a reasonable construction, our teaching practice provides a new idea.

The Basic Idea of Constructivist View of Knowledge

Constructivist theory mainly from Piaget and Vygotsky, and later constructivist from different perspectives to their theories were modified and expanded, forming many of today's constructivism genre. Each constructivist schools generally use an ultra-dualistic way of looking at knowledge, in order to avoid the endogenous and exogenous theory of Knowledge Concept cause physical and psychological separation.

Knowledge of Non-Deterministic

Constructivism said: "Knowledge is not the reality of purely objective response, any kind of load transfer of knowledge is not absolutely true symbol system performance it is only the people of the objective world an explanation, assumptions or hypotheses; the final answer is not the problem; it will with the awareness level of depth and constantly change, sublimation and rewritten, the emergence of new interpretations and assumptions."

Constructive Knowledge

Constructivism holds that knowledge is not spread, knowledge is constructed learners themselves. It has repeatedly stressed that learning is learners actively construct meaning in the process. "Learning is not simply by the teachers to transfer knowledge to students, but the process of construction of knowledge by the students themselves, learning is not simply passive recipients of information, but actively construct the meaning of knowledge."

Constructivism also stressed the learners during learning, his head never an empty vessel is ready to install knowledge, nor a piece of graffiti can be used on a whiteboard. But the structure of a pre-cognitive experience of students in their daily lives formed thereof. Teachers can’t ignore such pre-construction and these old experiences, but should the students existing knowledge and experience as a growing point of new knowledge, and guide students from existing knowledge and experience in the "growth" of new knowledge and experience.
Social Knowledge

Constructivism said: "learner acquisition of knowledge is learning the result of interaction between the individual and the environment, should pay attention to learning interaction." It noted that the process of constructing knowledge is not closed, but should be in the study groups, through cooperation learning, adjustment and completion of negotiation. Specifically, it includes: individual Construction (individual interaction with their learning environment), Construction (such as student-teacher interaction) between individuals, and under the construction of a larger social and cultural background of public knowledge.

Constructivism Knowledge View Enlightenment on Sports Teaching

Different view of knowledge can lead to many aspects of teaching content, teaching methods, teaching, learning and evaluation of different understanding. Constructivism Knowledge View is based on the traditional knowledge based on the concept of criticism, which today has a teaching practice constructive inspiration. Students have the right to look at the role of knowledge in the cognitive process. In traditional teaching, people tend to believe that students have the knowledge, the experience is fragmented, narrow, knowledge, experience, often in conflict with textbook knowledge; therefore, the teaching process should try to eliminate interference prior knowledge, experience. Constructivism Knowledge View believes that existing knowledge, experience is the foundation for the construction of generating new meaning. When the new situation and the cognitive structure consistent with any original knowledge, original knowledge to be consolidated and strengthened, assimilation is produced. The vast majority of cases, some of the cognitive structure of the Central Plains inconsistent knowledge and new situations, new situations with old knowledge and experience to produce a conflict, which need to adjust the original idea, to construct a new context to explain the meaning of this When conform it arises. In assimilation and accommodation, the students existing knowledge is the starting point of learning, the learning process is mainly to adjust the original knowledge and construct new meaning in the process, the result of learning is the formation of a higher level of knowledge and experience. From the entire process, the original knowledge, experience precisely the learning process processing, the object adjustment, denied prior knowledge, experience, is to deny the learning process. Therefore, in teaching should attach great importance to the role of prior knowledge, experience.

Constructivism Knowledge View of thought on Chinese theorists have a broad positive impact. Analysis The basic idea Constructivism Knowledge View and explore it learn from our language teaching has practical significance is. I believe that, inspired by its PE teaching at least in the following four aspects:

Truly Established "Students Are Learning the Subject" Point Of View

Constructivism promote students to actively construct meaning to learning, students are active constructors of meaning knowledge, emphasizing student-centered teaching, while not ignoring the guiding role of teachers in teaching. Instructional design process, should fully consider how to reflect the role of the student body, appropriate ways to promote students actively construct knowledge, meaning, so that students from a passive acceptance of knowledge to take the initiative to create and construct transformation of knowledge. In this perspective we look at education curriculum, the role of the status of teaching high school students about to happen some changes: to respect the status of individual students, emphasizing the individual practice. In learning mode, students receive knowledge from listening to recorded passively trained to active thinking, practice; from the focus on learning, the results of the exercise steering focus on learning, understanding, and practice of the process; from an emphasis on the accumulation of knowledge, attention to master the knowledge of the amount of proficiency and skill of self-discovery to an emphasis on knowledge, attention to quality control and the development of knowledge of the overall quality, so that they really become the subject of study. At the same time, should recognize that teachers are the organizers of the teaching process, mentors, teachers to students the significance of the construction
process play a catalytic role. In fact, every aspect of learning-centered instructional design (such as situational creation, collaborative learning, dialogue and the construction of meaning) if you want to achieve better learning outcomes are inseparable from the teacher's carefully organized and careful guidance. Student-centered, does not mean that mitigate and reduce the role of teacher responsibilities of teachers, on the contrary - both of which are teachers put forward higher requirements. In a student-centered instructional design teachers only by the court, "starring who" changed to off-site "mentor." In order to stimulate the main role of students, proper use of modern teaching media is a feasible and effective adjunct. Because computers and networks in favor of interactive teaching, students are no longer merely passive recipients of information and instructions, and can actively coding and processing of information, capable of learning styles and learning path choices and decisions. Which are conducive to the student body as a transition. Emphasis on students’ prior knowledge and experience is seen as the students learning a natural extension of the body.

Focus on Learning and Collaboration Comprehensive Learning Activities

Constructivism that "construction" of knowledge should be a group activity, should pay attention to the learning community, to encourage cooperation between learners, negotiation. Because the face of a knowledge, an individual's experience is limited. Different individuals from different angles cut, understanding of things will be relatively plump. When cooperative learning, should give full play to the students participate in interactive exchange of initiative and enthusiasm, so that each student participate in the interaction in the past, individual students should try to avoid interaction processes dominate the other students did not participate in the actual exchange process phenomenon. In the cooperative learning process, students not only to calmly reflect on and present your ideas, but also to look at and listen to the opinions of others in order to maintain mutual understanding differences of opinion, in order to explore collaboration in the form of problem-solving approach, which is a way of thinking of both self-maintaining an open mind is the basis for good personality structure formation. In cooperative learning, teachers should act as a "manager", "promoter", "consultants" and "participants" and many other roles. In physical education, cooperative learning, dialogue is a good method. Constructivism in accordance with constructive knowledge and social point of view, to carry out a comprehensive study sports, research study was great need. These activities not only allow students to enhance awareness of lifelong physical exercise, but also through contact with the community, personally practice, consolidate and deepen the knowledge. Moreover, in group activities to complete these activities, but also to enhance the students' awareness of cooperative learning, expanding the time and space in the main activities of students in the teaching, so that students develop personality, potential to be developed.

Implemented By the Weight of the "Results" Shift to Heavy "Process" of Assessment Methods

As mentioned above, according to the constructivist theory, scientific knowledge of a particular social development stages of course contains the truth, but not the ultimate answer means, it will be with the development of society proposed more realistic explanation. Physical education so as not to pre-determine the knowledge to teach students something that should not focus only on the "results" on the search for knowledge, but should pay attention to the "process." Physical education must now be implemented by weight "results" to divert heavy "process", should pay attention to guide students to the knowledge and understanding of the formation process of awareness, clarify it with other knowledge, skills, relationships, will lead to a more student the vast space of thinking, so as to nurture their spirit of innovation and creativity.

To Establish Multivariate Evaluation Standard

Constructivism Knowledge View in the learning process and the results of the student under the learning process and the results of traditional knowledge under the concept has a great difference, therefore, the evaluation of teaching also has its own unique character a. First of all, knowledge is
the students 'active construction process, in this process, students' initiative and enthusiasm is the construction of knowledge, meaning the inherent driving force, so that students in learning initiative and enthusiasm should be an important indicator of evaluation. Secondly, the knowledge is mainly done in cooperative learning, individuals involved in learning the process of co-construction of knowledge in different sizes, so the contribution of students in cooperative learning made in the evaluation must be considered. Finally, the study aims to construct around the problem situation to adapt to situations of significance, for this purpose whether or degree attainable indicators should also be evaluated. In order to ensure the evaluation to be objective, comprehensive and conducive to student development, evaluation methods can be taken against members of the Evaluation Cooperation Group and members of his own self-evaluation and the evaluation of teachers to combine the three. Of course, Constructivism Knowledge View just provides us with an understanding of the phenomenon of teaching perspective, as to how particular instructional design, which requires teachers to explore our practices based on different scenarios.

In short, as a new development of cognitive constructivist learning theory, the implication of teaching ideas are abundant, to update our teaching concepts, and comprehensively promote the curriculum reform will have a positive effect.

References