Application of Role Playing Method in Physical Education
Teaching in Colleges and Universities

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Abstract. With the deepening of teaching reform, various new teaching ideas and teaching modes have been spawned in our country. Physical education curriculum, as an important part of school education in China, has undergone many rounds of reforms. By combing the reform of school sports in our country, it is not difficult to find that the reform of school physical education curriculum is the key to the reform of the whole school sports. As an important part of school physical education curriculum reform, teaching method reform has always been the focus of reform and innovation in school sports field. The role playing method has made some progress in the teaching of some disciplines. Although the research in the field of physical education is not large and systematic, it shows the advantages and strengths of role playing. In order to better introduce the teaching method of role playing into the physical education process of Chinese universities, we must strengthen the research of the theory and practice of the role playing method.

Introduction

As for the definition and description of the specific nouns of “role play”, educational experts and scholars both at home and abroad embark from their research and have produced many representative views in combination with the actual situation in their respective fields. J. C. Richards regards role playing as a class activity similar to a theatrical performance. In the activity, a student acts as a different role in a situation and performs a typical event in that scene. Paulston and Bruder believe that in such activities, a fictional role is assigned to students, and they improvise the behavior that is consistent with other characters’ personalities. This seems to be the impromptu play with high value, and does not focus on the process of imitation to freedom. Chinese scholar Gao Fan believe that role playing is a kind of classroom activity that simulates real sports situations. Wang Huaizhen believes that role playing is a teaching activity simulating real situations. Students play different roles in activities, and express what may happen in that scenario by language and action. Xiao Weina believes that role playing is the teacher’s role in the group, setting the scene, making them personally on the scene and speaking as a role. Zhu Jingxian believe that role playing is a skill of applying role playing, a way to explore interpersonal relationship through the way of playing problem scenarios and discussing.

Functions and Principles of Role Playing

The main manifestation of the role playing method in physical education is to take the whole sports learning process as a platform for sports performance. According to their own characteristics, interests and teaching needs, students play different roles in sports learning activities, and turn PE learning into a comprehensive activity focusing on performance. We should weaken teachers’ role commitment in student sports learning process, highlight students’ subjectivity and initiative, and unite and cooperation ability, so that students can learn sports knowledge and skills in a relatively relaxed and independent environment. The main functions of the role playing method in physical education include two aspects, one is the function of evaluation, and the other is the function of training. In the course of teaching physical education by role playing, the following basic principles
should be followed: situational principle, commonality principle, interest principle and teacher leading principle.

**A. Evaluation Function**

The role playing method can evaluate students’ various sports abilities and sports intelligence more effectively based on their behavior in the course of sports learning. Meanwhile, according to the communication between students and teachers, we can understand and grasp each student’s sports interest, personality type and personal temperament and other psychological elements, as well as student’s management and organization ability, social interaction and adaptability.

**B. Training Function**

The essence of role playing method is to know and understand different roles of students in sports learning process, so that students can understand and perceive sports activities with different participants’ identities. This process is not only a simple learning process for students, but also a continuous process of training for students to fully fulfill their roles. By this special training process, the course of physical education completes the teaching task, realizes the teaching purpose, and thus trains the students’ various sports abilities.

**Basic Principles of Implementing the Role Playing Method**

**A. Situational Principle**

The so-called situational principle refers to the basic principles of stimulating students’ interest in physical education and improving their learning effect in the process of physical education. The students’ learning process in physical education can be regarded as a sports performance process. In this sports learning process, in order to enable students to better integrate into the classroom teaching, it is necessary to rely on the support of environment scene and material scene.

**B. Commonality Principle**

The commonality principle of role playing is mainly embodied in the fairness of the students in physical education. The whole course of physical education should let the students join together, inspire the desire of every student to perform “performance”, and let the students participate actively in the sports teaching activities.

**C. Interest Principle**

Interest is the charm of the physical education class. An important purpose of role playing is to stimulate students’ active learning, which requires the selection and design of the whole sports course content to fully display its entertaining and interesting aspects, to attract the attention of the students and to better mobilize the atmosphere of the whole class.

**D. Teacher Leading Principle**

Teacher leading principle is that physical education teachers should deal with all kinds of problems or participate in a certain role in the whole teaching activities, so as to better control and guide the whole physical education activities. Physical education teachers participate in classroom teaching, on the one hand, in order to ensure the standardization of physical education skills and ensure the correctness of classroom teaching. On the other hand, through the participation of physical education teachers, we can better activate classroom atmosphere, arouse students’ initiative and promote communication between students and students.

**Operation Process of Role Playing in Physical Education**

The operation process of role playing in the teaching of physical education can be divided into three stages: The first stage is the preparatory stage of the course. The second stage is the implementation stage of the curriculum. The third stage is the summary and feedback stage of the course.
A. The Preparatory Stage of the Course

At this stage, the physical education teachers should analyze the teaching materials carefully and prepare the lessons fully according to the syllabus or the teaching calendar. In particular, the whole teaching process should be designed and prepared in advance in accordance with the needs of role playing. According to the teacher’s arrangement, the students carry out the analysis of the self physical ability through the spare time and the extracurricular sports activities. At the same time, we need to know more about other students’ situations, communicate with each other, learn and talk about curriculum arrangements, so that they can get enough exercise in this process.

B. The Implementation Stage of the Course

The implementation stage of the course is the key to the whole role playing method, and the main tasks of this process include: First, the physical education teachers should explain and demonstrate the basic technical movements and tactical activities so that the students can form a perceptual knowledge of the correct technical and tactical movements. Second, we should arrange and allocate students’ roles according to the needs of the curriculum and the conditions and characteristics of each student, so as to arouse students’ learning enthusiasm and enthusiasm. Third, after students are decorated with different roles, they should actively carry out various teaching competitions, and allow students to engage in debates between different roles, so as to improve students’ sports ability. Fourth, after the competition or teaching activities, students should actively evaluate and communicate with each other, so that each student can fully understand their own and others’ learning situation, so as to produce certain incentive effect. Fifth, the physical education teachers should summarize the whole curriculum activities in time, summarize the experience and find out the shortage.

C. Summary and Feedback of the Course

Summary and feedback after the end of the course is a very important process. Physical education teachers should be strong in the management of students’ summary and feedback after class, consolidate the effect of classroom learning, and enhance their mastery of physical knowledge and skills through extracurricular sports activities and review exercises. At the same time, students should revise their learning direction of sports knowledge and skill according to the communication and evaluation in the course, so as to prepare for the next learning.

Conclusion

The essence of role playing is to break the traditional relationship between teachers and students, and to form a new relationship between students, and a new relationship between teachers and students. Through changing the organizational form of the whole sports class, we let every student change the passive position of the past in sports learning process through the form of role playing. According to the needs of their roles, they can learn relevant knowledge and skills actively, and understand the characteristics of sports technology and tactics from different angles, so as to lay a solid foundation for better understanding of all kinds of sports knowledge and skills. Teachers should weaken the dominant position in the students’ sports learning activities and become the “auxiliary personnel” for the students to carry on the sports study.

References