

Innovative Teaching of College Physical Education under the Perspective of Project Teaching

Li Li

Huanghe University of Science and Technology, Zhengzhou, Henan, China

Abstract: As a new teaching mode, project-based teaching has been gradually applied to various disciplines, including physical education teaching. This paper takes the innovative teaching of college physical education under the perspective of project teaching, and aims to explore the application of project teaching mode in college PE teaching.

Keywords: Project-Based Teaching; College Physical Education; Innovative Teaching

1. Introduction

The project-based teaching mode emphasizes the main body position of students and pays attention to the cultivation of students' practical ability and innovative ability, which is consistent with the goal of physical education teaching in colleges and universities. Therefore, the innovative teaching of college physical education under the perspective of project teaching has become the focus of the current education field.

2. Project Orientation, the Construction of "Sports+Project" Composite Curriculum System

Project-based curriculum design should follow several core principles, aiming at accurately achieving teaching objectives and improving teaching quality. At the beginning of the design, it is necessary to closely focus on the core qualities of sports discipline, such as physical fitness, skills, tactical awareness and psychological quality, and skillfully integrate the essence of project management, so that sports knowledge and skills can be practiced and deepened in the real project tasks. This design process emphasizes the central position and active participation of students, and advocates the interactive mode of group cooperation, role playing and so on, to stimulate students' independent exploration and practice spirit, and then cultivate their teamwork ability,

communication skills and problem solving ability. In terms of the design process, taking the football league as an example, the project demand analysis stage makes it clear that the goal of improving students' football skills, tactical understanding, teamwork and psychological quality as the goal, while taking into account students' interests and actual situation^[1]. In the task design stage, the diversified tasks related to the league, such as team construction, tactical planning, daily training, friendly matches and formal matches, not only cover the basic elements of football, but also integrate the deep values such as teamwork and leadership cultivation. Through the establishment of fun competition rules and reward mechanism, such as the best shooter, the best player and the best player selection, the students' enthusiasm for participation and competitive motivation are further stimulated. In terms of resource preparation, the school has provided complete football facilities, professional coaches, and organized systematic physical and skill training. During the implementation of the project, teachers not only pay attention to the improvement of students' skills, but also pay more attention to their psychological changes and teamwork performance, and timely invite experts to give professional guidance to broaden students' horizons. In the evaluation process, students will be guided to conduct profound self-reflection, summarize growth experience and lay a solid foundation for subsequent development, based on competition performance, skill performance and team development^[2].

3. Ability Training, the Implementation of the "Skills+Literacy" Dual-Track Teaching Method

In the framework of traditional physical education teaching, skill teaching often occupies the core position, while the cultivation of students' comprehensive accomplishment is relatively marginalized. The rise of

project-based teaching mode has found a new balance between the two, treating skills and literacy as an indispensable two-wheel drive in physical education. From this perspective, teaching should closely focus on the actual needs of the project, emphasize the practicality and practicality of skills, and promote the qualitative leap of students' skill level through continuous practice and competition practice. At the same time, the improvement of comprehensive literacy is placed in a more core position, and is regarded as the key to the all-round development of students. In project teaching, the cultivation of comprehensive qualities such as teamwork, leadership, communication skills and psychological quality is skillfully integrated into skill training. Through interactive methods such as group cooperation and situational simulation, students can learn, feel and grow in practice^[3]. To achieve this balance, teachers need to carefully plan their teaching programs, arrange their teaching time flexibly, and adopt diversified teaching methods to meet the learning needs of different students. The integration of personalized guidance can ensure that every student can move forward steadily on the two-way track of skills and accomplishment and achieve balanced development. For example, basketball courses under the project-based teaching mode not only focus on students' mastery of basic basketball skills such as dribbling, passing and shooting, but also regard teamwork as the soul of teaching. Through the hierarchical and phased teaching arrangement, combined with the actual combat drills and competition experience, the students' basketball skills have been significantly improved. At the same time, teachers can carry out a series of basketball games, team outward bound training and other activities, so that students can deeply understand the importance of teamwork in practice, and further strengthen their sense of collective honor and team spirit. This teaching mode of "skills+literacy" not only improves students' level of sports competition, but also lays a solid foundation for their personal growth and social adaptability^[4].

4. Integrate Science and Technology, and Explore the New Teaching Mode of "Wisdom+Sports"

As a deep integration product of information technology and sports discipline, smart sports

technology covers many fields such as smart wearable devices, virtual reality (VR), augmented reality (AR), big data analysis and so on. In project-based teaching, these technologies are widely used in curriculum design, teaching implementation, effect evaluation and other links, which greatly enhance the interactivity, interest and effectiveness of teaching. First of all, smart wearable devices can monitor students' exercise data in real time, such as heart rate, speed, distance, etc., to provide teachers with accurate feedback of students' exercise status. This helps teachers to adjust the teaching plan according to the actual situation of students and realize personalized teaching. At the same time, students can also check their own movement data, better understand their movement state, stimulate interest in exercise, improve the exercise effect. Secondly, virtual reality (VR) technology brings a new immersive experience to physical education. By building a virtual sports scene, students can personally participate in various sports activities and feel the charm of different sports events. In swimming teaching, VR technology can simulate the real swimming pool environment, so that students can experience the fun of swimming in a safe environment, while learning the correct swimming posture and skills. This teaching method not only reduces the teaching cost, but also improves the safety and effectiveness of teaching. Finally, the big data analysis technology provides scientific data support for physical education teaching. By collecting, analyzing and mining students' sports data, teachers can find the characteristics and rules of students' sports ability, skill mastery, physical development and other aspects, and provide a strong basis for teaching decision-making. At the same time, big data analysis can also help teachers to optimize the teaching content and methods, and improve the teaching effect and quality. In traditional swimming teaching, it is often difficult for students to obtain sufficient practical opportunities and feedback due to the limitations of venues, equipment and other conditions. The introduction of virtual reality technology has broken this bottleneck. In the swimming teaching program, teachers can use VR technology to build a virtual pool environment. After wearing VR helmets, students can feel as if they are in a real swimming pool, feeling the physical effects such as water flow and buoyancy. At the same time,

the system can also give real-time feedback and guidance according to the students' movements, to help the students correct the wrong posture and master the correct skills. In addition, VR technology can also simulate swimming competitions with different difficulties and scenes, so that students can conduct actual combat drills in a virtual environment to improve their competitive level and psychological quality. Through the practical application of virtual reality technology, the swimming teaching project not only solves the problem of resource limitation such as site and equipment, but also greatly improves students' interest and participation in learning. The immersive experience and practical opportunities that students get in the virtual environment lay a solid foundation for their subsequent practical swimming training^[5].

5. Conclusion

In short, the innovative teaching of college physical education under the perspective of project teaching is an important direction of the reform of college physical education in the new era. Educators should conduct in-depth research and exploration, actively promote and practice, and make contributions to the training of more high-quality sports talents.

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