

Research on the Application of Project Teaching in College Public Physical Education

Qi Tonglin

Huanghe University of science and technology, Zhengzhou, Henan, China

Abstract: With the deepening of educational reform, the teaching mode of public physical education in colleges and universities is also constantly innovating and reforming. As a student-centered teaching mode focusing on practical and practical ability, project-based teaching has been paid more and more attention and applied in college public physical education class in recent years. This paper will discuss the application of project-based teaching in university public physical education, in order to provide reference and reference for the teaching reform and practice of university public physical education.

Keywords: Project Teaching; University; Public Physical Education Class

1. Introduction

Project-based teaching is student-centered, takes practical projects as the carrier, and combines theoretical knowledge with practical operation, which is helpful to improve students' comprehensive quality and ability. In the public physical education courses in colleges and universities, the application of project-based teaching can not only improve students' physical education skills, but also cultivate students' independent learning ability, cooperation ability and innovation ability, and contributes to the formation of lifelong sports concept and healthy lifestyle. Therefore, it is of great significance to explore the application of project-based teaching in college public physical education classes.

2. Project design: the Perfect Integration of Sports and Education

In the implementation process of project-based teaching, project selection is the primary link, which is directly related to the achievement of teaching objectives and the learning effect of students. The public physical education class in colleges and universities should be fully considered when choosing sports projects. In

terms of educational value, the selected items should contain rich educational elements such as sportsmanship, moral quality and teamwork, which can subtly influence students' values and behavior habits. For example, football programs not only exercise students' physical and technical and tactical skills, but also emphasize values such as teamwork, fair competition and respect for opponents. In terms of interest, the project should conform to the students' interests and hobbies, and can stimulate the students' enthusiasm and enthusiasm for participation. Colleges and universities can combine the actual situation of students and the trend of The Times, and introduce some emerging and fashionable sports projects, such as yoga, hip-hop dance, rock climbing, etc., to meet the diverse needs of students^[1].

Project design is the core link of project-based teaching, involving goal setting, teaching content, teaching methods and other aspects. In terms of goal setting, public physical education in colleges and universities should specify specific and measurable teaching goals, including explicit goals such as physical ability and skills, as well as implicit goals such as emotion, attitude and values. By setting a scientific and reasonable target system, to guide students to develop in an all-round way. In the teaching link, colleges and universities should pay attention to the innovative teaching methods and means, break the shackles of the traditional teaching mode, and adopt diversified teaching strategies. For example, situational teaching method can be used to let students learn and experience in real or near real situations by simulating competition scenarios and setting task challenges, or to use information technology means, such as multimedia teaching and online learning platform, to enrich teaching resources and learning methods. In addition, colleges and universities should also pay attention to cultivating students' independent learning ability and innovative spirit, and encourage students to actively explore and

innovate in project learning^[2].

3. Teaching Organization: the Transformation from "Teaching" to "Guidance"

In the implementation process of project-based teaching, the reform of teaching organization is the key to realize the teaching objectives and improve the teaching quality. In traditional physical education teaching, teachers often play the role of knowledge impartor, while students are in a state of passive acceptance. However, under the project-based teaching mode, the teaching organization has undergone a fundamental change from "teaching" to "guiding". Teachers have more often become the guide and promoter of students' learning, while students have become the main body and center of learning. Team building is one of the important links of project-based teaching organization. Through reasonable team formation, it can not only promote the communication and cooperation between students, but also cultivate students' sportsmanship in the cooperation. When building a team, teachers should give full consideration to the individual differences and strengths of students, adopt the principle of complementarity for grouping, to ensure that each team can have members with different skills and abilities. At the same time, teachers should make clear the goals and tasks of the team, and guide students to establish team spirit and cooperation spirit. In the process of team learning, teachers should encourage students to actively participate, support each other and make progress together, and experience the joy of success and the fun of cooperation by completing tasks together. In addition, teachers should also pay attention to cultivating students' leadership and communication skills, so that students can play different roles in the team and exercise their comprehensive quality. Process management is another important task in the project-based teaching organization. In project-based teaching, teachers need to pay close attention to the progress of the project to ensure that the project can be promoted smoothly according to the predetermined plan and goal. At the same time, teachers should also integrate the cultivation of physical literacy into the process management, so as to realize the dual consideration of project progress and physical literacy. In terms of process

management, teachers can use project management tools and methods, such as Gantt chart, milestones, etc., to monitor and adjust the project progress in real time^[3].

4. Evaluation System: Diversified Evaluation to Promote Comprehensive Development

In the implementation process of project-based teaching, it is very important to build a scientific, comprehensive and diversified evaluation system. This system can not only objectively reflect the learning effect of students, but also effectively promote the comprehensive development of students' comprehensive quality. In the public physical education class in colleges and universities, the design of the evaluation system should closely focus on the characteristics of project-based teaching, and pay attention to the organic combination of process evaluation and achievement display^[4].

Process evaluation is an important part of the project-based teaching evaluation system. It emphasizes the immediate feedback and adjustment of students' learning behavior, learning attitude and teamwork in the process of project implementation. Through the process evaluation, teachers can timely understand the students' learning progress and existing problems, and provide personalized guidance and help for students. At the same time, students can constantly reflect on their performance in the implementation of the project, adjust learning strategies in time, and improve learning efficiency. In the process evaluation, teachers can collect learning data through observation records, group discussion and peer evaluation of students and form a comprehensive evaluation report. These evaluation reports not only provide the basis for teachers to improve their teaching, but also provide students with self-improvement direction^[5].

Achievement display is the key link in the project-based teaching evaluation system. It requires students to show the project results in the form of sports, and to test their learning effectiveness through evaluation. In the presentation stage, students need to comprehensively use the knowledge and skills learned to complete innovative and practical sports projects. These projects can be sports competitions, sports performances, sports creative works, etc., aiming to show students' physical literacy, innovation ability and teamwork ability. In the evaluation process,

teachers should adopt diversified evaluation criteria and methods, and not only pay attention to the technical level and completion degree of the project, but also pay attention to the performance of students' sportsmanship, moral quality and social responsibility in the project. Through achievement presentation and evaluation, students can more intuitively feel their learning results and progress, enhance self-confidence and achievement, teachers can have a more comprehensive understanding of students' learning and development potential, and provide strong support for subsequent teaching.

5. Conclusion

In short, the application of project-based teaching in public physical education courses in colleges and universities has obvious advantages, which is helpful to improve students' physical education skills and comprehensive quality. In the process of implementation, colleges and universities should combine their own actual situation, actively explore and solve the existing problems, give full play to the advantages of project-based teaching, and make contributions to the cultivation of talents with comprehensive

quality and innovative spirit.

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