

Research on Online and Offline Mixed Teaching of Physical Education and Sports Training in Colleges and Universities

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Abstract:

With the development of information technology, the application of online and offline mixed teaching modes in higher education is more and more extensive. This paper discusses the necessity and feasibility of online and offline mixed teaching in the field of physical education and sports training. Firstly, the paper analyzes the problems of rigid teaching, single curriculum goals, and low interest of students in traditional teaching mode. Then, the paper proposes to optimize the teaching process by extending the teaching time, innovating the teaching form, and integrating ideological and political education into the physical education curriculum. Finally, the implementation plan of blended teaching is described in detail, and its effect on improving students' curriculum satisfaction and comprehensive ability is summarized according to the practical results.

Keywords:

College physical education
Sports training
Online and offline mixed teaching
Resource integration

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1. Introduction

With the progress of society and the development of technology, the traditional teaching model has been unable to fully meet the needs of modern education. Especially in the field of physical education and sports training in colleges and universities, the traditional teaching methods have many shortcomings, such as the single teaching method of teachers and the lack of diversity in curriculum settings. These deficiencies not only limit the overall development of students but also affect the quality of teaching. Therefore, exploring a new teaching model becomes an inevitable choice. In recent years, online and

offline blended teaching has attracted wide attention as a new teaching mode because of its effective integration of online resources and offline practice.

2. Disadvantages of the existing teaching mode of physical education and sports training in colleges and universities

2.1. Teacher's teaching is rigid

Traditional physical education teaching methods are often limited by teachers' personal experience accumulation and habit formation, resulting in excessive reliance on

established teaching processes and models in teaching practice and a lack of necessary flexibility and innovative spirit. Teachers tend to follow familiar teaching methods and seldom try or adopt new teaching strategies and means, which not only limits the diversity and novelty of teaching content but also limits the ability to teach. This also inhibits students' interest and enthusiasm for sports activities to a certain extent. Over time, this teaching method can cause students to get tired of sports courses and affect their enthusiasm and initiative to participate in physical exercise for a long time^[1].

2.2. Single curriculum objective

Traditional PE curriculum design tends to over-focus on specific sports skills training, ignoring the comprehensive care and development of students' physical and mental health. The curriculum structure is usually rigid and fails to fully take into account the individual differences and individual needs of different students. Such a single curriculum goal setting is not conducive to the overall improvement of students' comprehensive quality. Especially for those students who are not superior in sports skills, the lack of targeted support and guidance may lead to their frustration in sports activities, which will further affect their attitude towards sports activities and willingness to participate^[2].

2.3. Students have low interest

Given the above factors, many students show a low level of interest and participation in physical education courses, which directly leads to the decline of the teaching effect, and students lack sufficient learning motivation and internal driving force to actively participate in physical activities. In the long run, it will not only fail to achieve the expected educational goals but also weaken students' understanding of the importance of physical exercise. Furthermore, it will affect the formation and development of their lifelong sports concept^[3]. In this case, no matter how advanced the teaching facilities and conditions are, the enthusiasm of students to participate in sports activities cannot be fundamentally solved^[4].

3. Advantages of online and offline mixed teaching in physical education and sports training in colleges and universities

3.1. Extend teaching to make up for the shortage of class hours

By providing additional learning resources on the online platform, more independent learning opportunities can be created for students in addition to the limited class hours, thus effectively making up for the problem that teaching content cannot be fully developed due to a limitation in class hours. This teaching mode not only expands the time dimension of learning but also enables students to flexibly arrange learning plans according to their progress^[5]. This can achieve the effect of personalized learning to ensure that each student can fully master the required knowledge and skills and improve the overall teaching quality^[6].

3.2. Innovative forms to enrich teaching methods

The use of Internet technology can introduce modern tools such as multimedia teaching materials and virtual laboratories into physical education so that the teaching form is no longer limited to traditional teaching and demonstration. Video demonstration, three-dimensional animation, simulation interactive games, and other ways to increase interest and interaction in the learning process can attract students' attention, stimulate their interest in learning, and promote the close combination of theory and practice so that students can master complex sports skills and theoretical knowledge in a relaxed and pleasant atmosphere^[7].

3.3. Deepening ideological and political integration to sports people

Integrating ideological and political education elements into the physical education curriculum can not only promote the overall development of student's physical health but also cultivate students' good moral quality and sense of social responsibility through teamwork, fair competition, and other links in sports activities. This teaching mode combining physical education and moral education not only highlights the essential attributes of physical education but also strengthens physical

fitness and tempering will. In addition, the physical education curriculum is endowed with higher educational significance, making it an important carrier for shaping sound personality and promoting socialist core values^[8].

4. Construction and practice of online and offline hybrid teaching of physical education and sports training in colleges and universities

4.1. Specific implementation plan

4.1.1. Design of course teaching objectives

It is clear that the teaching objectives of physical education courses are not limited to skill training but also cover multiple dimensions such as physical and mental health education and the cultivation of teamwork consciousness. The aim is to promote the all-round development of students through comprehensive education programs so that students can not only master basic sports skills but also form good psychological quality and social adaptability. This also enhances the cooperation and communication skills of individuals in a team environment and their self-regulation and management ability in the face of challenges^[9]. This goal setting not only responds to the needs of modern society for high-quality talents but also imparts more educational connotation and value orientation to physical education courses, emphasizing that physical education is not only a process of physical exercise. It is also important for mental growth and personality shaping^[10].

4.1.2. Course teaching content design

According to the set teaching objectives, the online and offline teaching contents are reasonably planned. The online part focuses on the teaching and understanding of theoretical knowledge, including but not limited to the popularization of exercise physiology, exercise psychology, and related health knowledge. The advantages of the network platform are utilized to provide various learning materials, such as video tutorials, interactive Q&A, and simulation tests. It is convenient for students to learn and explore independently, and the offline part focuses on practical operation and skill exercise, combining the characteristics of specific sports and designing a series of practice tasks from easy to

difficult. Under the guidance of professional coaches, students can gradually master the correct movement key points. At the same time, offline class is also an important place for teacher-student interaction. Solve the problems encountered in the learning process promptly to ensure that each student can receive personalized guidance and support, achieve the effective combination of online theory and offline practice, and improve the overall teaching effect^[11].

4.1.3. Curriculum teaching model design

“Observation” — the stage of online self-study before class. With the help of an online education platform, students learn the relevant content of upcoming courses in advance, including theoretical basis and basic concepts. By watching teaching videos and reading electronic textbooks, they can understand the knowledge points to be touched in advance and lay a solid foundation for subsequent offline practice^[12]. Under the guidance of teachers, students will apply the knowledge acquired by self-study before class into practical operation, deepen their understanding and mastery of motor skills through repeated exercises and simulated competitions, and “solid” — the online consolidation stage after class. Through online homework and interaction in discussion forums, students are encouraged to review what they have learned in class and share their experiences with peers. While strengthening memory, it can also stimulate in-depth thinking. In the “promotion” stage, students are encouraged to actively participate in various club activities and in-school competitions, and apply the skills learned in class to the actual competitive environment, which can not only test the learning results but also continuously improve their competitive level and comprehensive quality in the actual situation^[13].

4.1.4. Design of course assessment methods

The establishment of a diversified assessment system aims to comprehensively evaluate students' theoretical knowledge mastery and practical ability performance. In addition to the traditional written test and skill test, it also includes multiple evaluation dimensions such as daily homework, online test results, class participation, and team cooperation projects, to ensure that the assessment results can objectively reflect students' comprehensive

learning status. Daily homework and online tests are used to test students' ability to understand and apply theoretical knowledge, while class participation is measured by recording the number and quality of students' speeches in discussion sessions. Teamwork projects not only test students' motor skills but also pay attention to their sense of collaboration and leadership in teams. It not only promotes the initiative of students to learn, but also provides them with various platforms to show their self-ability, and further promotes the development of physical education teaching in a more scientific and reasonable direction ^[14].

4.2. Course practice effect

4.2.1. Students' course satisfaction rate has increased

Through a questionnaire survey on the students who have implemented the online-offline hybrid teaching mode, the results show that the vast majority of participants hold a positive attitude toward this new teaching mode. They generally believe that compared with the traditional single offline classroom mode, hybrid teaching not only increases the diversity of learning channels but also greatly enriches the forms of acquiring knowledge. Furthermore, the whole learning process is more in line with individual learning habits and preferences, thus significantly improving students' overall satisfaction with physical education courses. This phenomenon shows that the blended teaching model can better meet the diversified and personalized learning needs of contemporary college students, and bring new vitality to physical education ^[15].

4.2.2. Improvement of students' comprehensive ability

Based on the analysis of exam results and specific performance in various practical activities, it can be observed that students have made progress in various aspects of ability, especially in the mastery of motor skills, teamwork spirit, and self-management ability, which is mainly due to the more systematic and comprehensive teaching design under the mixed online and offline teaching mode ^[16]. Online links provide sufficient theoretical basis and preparatory knowledge to help students build solid basic skills, while offline practice provides a broad stage for the application of this theoretical knowledge, enabling students to test and improve their abilities in real situations. In addition, the

group cooperation projects introduced in the course have effectively trained students' communication skills and collective sense of honor. Finally, it achieves the purpose of comprehensively improving students' overall quality, which reflects the advantages of this teaching mode in cultivating compound talents.

4.2.3. The utilization rate of teaching resources is improved

After the implementation of online and offline mixed teaching modes, the utilization rate of teaching resources has been significantly improved. The online platform not only provides students with a wealth of learning materials, including video lectures, interactive tutorials, and online tests, but also can track students' learning progress and results in real time, so that teachers can adjust teaching strategies in time to adapt to students' learning status. At the same time, offline classes can be used more efficiently. Since students have mastered basic theoretical knowledge through online self-study before class, classroom time can be fully utilized for in-depth discussion, skill practice, and personalized guidance, which not only improves the quality and efficiency of classroom teaching but also enhances the interaction and cooperation among students. It has formed a good learning atmosphere ^[17]. In addition, the sharing nature of online resources also promotes information exchange and resource sharing between different classes and even different schools, expands the coverage of educational resources, makes high-quality educational resources benefit more students, and further promotes the dual improvement of educational equity and quality.

5. Conclusion

To sum up, the online and offline mixed teaching model provides a new perspective and development direction for physical education and sports training in colleges and universities. It not only overcomes the limitations of traditional teaching mode but also realizes the diversification of teaching content, the innovation of teaching form, and the optimization of teaching effect by integrating online resources and offline practice. The application of this model not only improves students' learning enthusiasm and participation but also injects new vitality into college physical education.

Disclosure statement

The author declares no conflict of interest.

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