

Research on the Application of Sports Education Model in College Physical Education Courses

Lingjun Hou^{1*}

¹ School of Physical Education, Xi'an Shiyou University, Xi'an, China

Email Address

1363377676@qq.com (Lingjun Hou)

*Correspondence: 1363377676@qq.com

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Abstract:

The “National Medium and Long-term Education Reform and Development Plan (2010-2020)” issued by the State Council in 2010 further clarifies the direction of education reform, including sports work, and places the student’s subject status in an important position in education reform. Its working principles indicate that students should be the main focus, with teachers taking the lead, fully leveraging students’ initiative, and making the promotion of students’ healthy growth the starting point and focus of all school work. In terms of reform and innovation, it aims to reform teaching content, methods, and means, promoting the reform and development of education in the new era. The sports education model aims to enhance students’ awareness of teamwork, interpersonal skills, and independent learning ability through creating real, student-centered, and equally participatory sports experiences and team teaching methods suitable for student development. In recent years, the introduction of the sports education model into regular colleges and universities has become a new focus and new approach in the research of university sports teaching.

Keywords:

Regular Higher Education Institutions, Sports, Creativity and Competition Ability; Sports Education Model

1. Introduction

Physical education is an important part of our country’s school education system, playing a vital role in improving the quality of education and promoting the comprehensive and individual development of students. Since the 21st century, with the continuous deepening of the reform of physical education in our country, the national society has increasingly high expectations for the goals of school physical education. This requires physical education workers to keep pace with the times, constantly adapt to the development and changes of education in the new era, and integrate into it.

In 2020, in order to implement the spirit of General Secretary Xi Jinping’s speech at the National Education Conference and further implement the “Opinions on

Comprehensive Strengthening and Improving School Sports Work in the New Era”, the Ministry of Education issued the “Guidelines for the Reform of Teaching in Physical Education and Health” (referred to as the “Guidelines”). The “Guidelines” is a guiding and guiding document for sports work in the new era, which points out that the overall goal of reform in sports education in the new era is to “enjoy the fun, enhance physical fitness, cultivate good character, and temper the will.” It emphasizes the increase of competitive elements such as games and competitions in physical education activities, allowing students to enjoy the pleasure of competition and performance in physical exercise, and achieve a deepening process from stimulating interest to forming aspirations and enjoying the fun.

In conclusion, the reform of sports education in China since the new era has upheld different but complementary ideas and concepts compared to the teaching philosophy of the sports education model: emphasizing the students’ subjective status, focusing on the cultivation of sports culture, awareness, and spirit, highlighting the significance of competition, and integrating education with entertainment. In light of this, the idea of applying the sports education model to the teaching of physical education courses has been developed in regular higher education institutions. By comparing and analyzing the teaching effects of traditional physical education teaching models in regular higher education institutions with those under the sports education model, the paper aims to provide reference and inspiration for the reform of teaching in physical education majors in regular higher education institutions.

2. Research Objectives

The sports education model, as one of the mainstream teaching models in Western physical education, has unparalleled advantages in cultivating students’ enthusiasm for sports, physical literacy, and athletic ability compared to other teaching models. Currently, many scholars in China have conducted extensive research on the introduction of the sports education model in areas such as basketball, football, volleyball, table tennis, badminton, boxing, martial arts, tai chi, and aerobics at universities. Building on past research, this study explores the teaching of physical education courses in ordinary universities under the sports education model, not only expanding the application of the sports education model but also providing new teaching mode references to enhance the depth and breadth of physical education teaching in ordinary universities. By demonstrating the application space and feasibility of the sports education model in physical education teaching in ordinary universities, restructuring the structure of physical education courses, and conducting experimental research, this study aims to address the problems existing in traditional teaching models, propose countermeasures in line with the current status of physical education teaching, and enrich students’ theoretical knowledge, improve their technical abilities, creative skills, and competitive capabilities.

3. Research on Physical Education Models

3.1. Concept of Sports Education Model

In the 1980s, Professor Siedentop from the United States first proposed the concept of the sports education model, which is based on the idea of “education through movement.” [1] Subsequently, in his book “Introduction to Physical Education”, Professor Siedentop defined the sports education model as a teaching method that uses sports as the basis for education, aiming to help students become participants

with the ability, literacy, and culture of sports, and to gain a real and enjoyable learning experience from it. [2] The sports education model is guided by the theory of game sports education, organized in the form of team learning and fixed groups, and uses role-playing as a teaching method. Throughout the teaching process, competition is the main theme, and the teacher continuously provides real and rich sports experiences to students with different levels of sports ability, ultimately enabling every student in the team to become a capable, well-mannered, and enthusiastic sports participant.

3.2. Characteristics of Physical Education Models

The main features of sports education are seasons, teams, formal competition, culminating event, keeping records, and festivity.

a. Seasons. Seasons are the core of the entire sports education model, typically divided into early, middle, and late stages, with different teaching tasks arranged for each period. The tasks in the three stages are interconnected and coordinated.

b. Teams. Before the start of the sports season in the sports education model, students are divided into several teams based on certain elements, and these groups are maintained throughout the season. Team members cooperate to develop learning and competition plans, create a team's cultural characteristics, and compete with other teams, greatly enhancing the collective honor and cooperation awareness of team members.

c. Formal Competition. Competitions are the main focus of the sports education model. There are various forms of formal competitions, such as round-robin matches between teams, competitive matches, and even individual competitions. The specific competition format can be determined based on the characteristics of the project, teaching conditions, time, and learning situation during the teaching process.

d. The final championship. The final championship reflects the learning outcomes of the season. The championship can be designed to have multiple rankings such as overall champion, runner-up, etc. The design of the championship is diverse, including team competitions, individual finals, and so on. The final championship further enhances the classroom atmosphere, allowing team members to share the joy of success.

e. Performance Records. Throughout the entire sports education model, teachers will record and save the performance of each group of students. Performance records can also be designed based on the actual teaching situation, such as scoring methods, to motivate students to learn independently.

f. Celebration Activities. The celebration is the final part of the entire season. It serves as a reward for the groups that have won the competition during the season. The celebration activities generally include award presentations, video recording, performances, and praise from teachers for outstanding team performances. Through celebration activities, the post-competition atmosphere is created, increasing students' enthusiasm for participation and cultivating their sports culture literacy.

3.3. Research on the Practice of Physical Education Models at Home and Abroad

Yuan Zuli et al. applied the "sports education" model to college public physical education basketball classes in their research "Application of Sports Education Model in Basketball Teaching in Colleges and Universities - Taking Shanghai Jiaotong

University as an Example,” and found that the sports education model can improve students’ physical fitness and sports skills. [3]

Xiong Yan et al., in their study “The Impact of ‘Sports Education Model’ on Students’ Exercise Intensity,” observed the changes in heart rate of ordinary college students under traditional physical education and sports education models through random sampling. They investigated the differences in the proportion of time students spend in different intensity exercises and found that the sports education model can improve students’ exercise efficiency and intensity, thus promoting the improvement of students’ physical health. [4]

Michael W. Metzler believes that the sports education model’s sports season spans the entire teaching unit, with the sports season divided into five stages: preparation stage, pre-season stage, mid-season stage, post-season stage, and final celebration activities. [5]

In the book “Complete Guide to Sport Education”, Sidentop, D. Hastie, P. Hans VanderMa clearly explained the theoretical knowledge of the sport education model, including the theoretical basis, teaching objectives, operational procedures, implementation conditions, and teaching evaluation. They used more examples to demonstrate how to design the implementation plan of the sport education model in different sports programs, providing theoretical basis for the development of this model. [6]

Both foreign and domestic scholars have conducted extensive research on the sport education model. The research system from the sport education model to practice is very rich abroad. After introducing the sport education model from abroad to China, domestic scholars, while affirming the positive role of the sport education model, also remind future researchers to pay attention to the localization of the research. It is necessary to combine the characteristics of domestic students, sports projects, equipment, etc., in order to exert the theoretical value.

3.4. Challenges of Physical Education Programs in Regular Colleges

In our country, the sports majors in regular colleges and universities started relatively late due to historical reasons. In recent years, after more than a decade of teaching practice and experience accumulation, significant progress has been made in teaching methods and student development. However, influenced by traditional sports models and teaching concepts, there have been shortcomings and deficiencies in the teaching of sports in regular colleges and universities, such as the dominance of teachers over students, the emphasis on imparting skills over improving overall quality, and the focus on results-oriented evaluation over process-oriented evaluation. Specifically:

Firstly, there are deficiencies in the teaching model. In the traditional teaching model, after the teacher demonstrates and explains the techniques to be taught in class, the students practice uniformly or freely, continuously repeating the actions until they are proficient, and finally earn credits through participation in the final assessment. Over time, students only imitate and repeat the teacher’s actions and skills, lacking innovation and competitive abilities.

Furthermore, whether for students majoring in academic disciplines or in sports, a crucial indicator of external recognition is their performance and level in competitive sports. However, the “survival of the fittest” selection mechanism has been in place

since students enter the college. Only a few “excellent” students can represent the school or college in high-level competitions each year, leaving scarce opportunities for the majority of students. Consequently, the overall level of a major can only rely on a few outstanding students, which obviously goes against the original intention of the major’s establishment.

Lastly, due to the aforementioned issues, a more serious consequence arises: many students, due to the lack of opportunities to participate in competitions or activities, gradually develop a sense of “professional nihilism.” This not only diminishes their interest in fundamental sports knowledge but also dampens their enthusiasm for practice and creativity. It may even lead to increasingly tepid relationships with teachers, students, and peers, which is detrimental to the cultivation of modern sports professionals and the achievement of new educational goals. Therefore, it is particularly important to explore new models of sports teaching in the new era to fill the gaps in traditional teaching methods and enrich the existing sports teaching models and methods.

4. Recommendations

In 2020, the Ministry of Education issued the “National General Higher Education Physical Education Curriculum Teaching Guidelines” (hereinafter referred to as the guidelines), which set five goals for physical education classes: social adaptation, psychological health, physical health, sports skills, and sports participation. The sports education model is based on the concept of learning through play, with game theory as the main approach for students to learn physical education courses. It also emphasizes the cultivation of students’ psychological health and competitive cooperation awareness. By grouping students, it aims to improve communication and coordination among them, practice dance techniques, expressiveness, and sense of rhythm, enhance a sense of responsibility, improve communication and social adaptation abilities. In line with the goals of talent cultivation in physical education majors at general higher education institutions, these goals correspond to the characteristics of the sports education model, aligning with the requirements of the Ministry of Education for the teaching guidelines for physical education courses at higher education institutions.

At the school level, schools should increase the emphasis on talent cultivation goals, incorporate the completion of talent cultivation goals into teacher assessment indicators, implement incentive mechanisms, encourage teachers to innovate boldly, innovate teaching content and methods, provide opportunities and financial support for teachers’ further education, and invite experts in the sports education model to conduct teacher training activities within the departments. On one hand, this guides teachers to deepen their understanding of the sports education model, improve their control over it, enhance teaching efficiency, and ensure teaching quality. On the other hand, it can also provide clarification for teachers and students, prevent them from taking detours, and effectively achieve the mutual promotion of teachers and students.

At the teacher level, teachers should proactively learn the relevant theories and practical operations of sports education models, actively participate in related training and academic exchange activities, integrate sports education models with the characteristics of physical education majors, localize them, reasonably divide teaching structures, set teaching content, and pay attention to gender differences. In teaching, teachers should clearly explain the specific requirements and implementation methods

of sports education models to students, as well as the specific responsibilities of each role in role-playing, so that students can adapt to the transition of teaching models more quickly when engaging in teaching and practical activities. Emphasize students' cooperation and communication in team activities, strengthen the cultivation of students' sports spirit, and help students establish correct competitive relationships. In short, teachers should continuously improve their understanding and application of sports education models in the teaching process, continuously improve teaching through practice and reflection, and achieve the goal of comprehensive student development.

At the student level, students should maintain a positive attitude towards learning, maintain an open and inclusive attitude towards the introduction of new models, especially maintaining a spirit of curiosity and research. In teaching, they should actively participate in teaching activities, fulfill their roles in team training, be familiar with and perform their role functions well, brainstorm during creation, apply the knowledge they have learned to enhance their creative abilities, and maintain a mindset of prioritizing friendship over competition during competitions. They should focus more on improving their competition abilities through observing from multiple perspectives and experiencing judging and scoring, and enrich their professional theoretical knowledge, improve their skills, creativity, and competition abilities through learning at various stages. After teaching, organize team post-class exercises to transform from quantity to quality and develop good habits of independent learning.

5. Conclusions

Currently, the teaching of physical education courses in universities generally follows a traditional mode, prioritizing final exams over cultivating students' competitive awareness. Obviously, this approach cannot fully achieve the goal of cultivating talents in physical education at the university level. To achieve the goal of professional talent cultivation, it is necessary to reform the teaching of professional courses, comprehensively implementing changes in curriculum structure, content updates, innovative means and methods, and the reconstruction of evaluation mechanisms. The author conducted research on students from two classes of the 2020 level of the physical education major at a certain university using literature review, expert interviews, questionnaires, teaching experiments, and statistical methods, and based on the research data, the following conclusions were drawn: (1) The implementation of the sports education model in the teaching of sports courses in universities starts from the semester structure, following the three stages of skill learning, skill improvement, and skill application. (2) Through the intervention of the sports education model in the teaching of sports courses in ordinary universities, new teaching forms such as team creative activities and competition scenarios have been introduced. (3) The application of the sports education model in the teaching of sports courses in ordinary universities can enrich the means of classroom teaching, liven up the classroom atmosphere, enhance mutual communication among students, and improve students' cooperation and competition awareness.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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