

# Analysis of the Application of Hidden Stratification Teaching in Boys' Physical Education and Health Class

## -- A Case Study of Beijing No. 4 High School

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### Abstract

Based on the physical and mental development characteristics of junior high school boys and the relative shortage of physical education teachers in schools, this paper analyzes the limitations of the implementation of explicit stratified teaching advocated in physical education and health classes, and puts forward the concrete operation and implementation strategies for the application of implicit stratified teaching perspective in physical education classes.

### Keywords

Physical education and health; Hidden layer; education.

## 1. INTRODUCTION

The physical education and health courses in the campus are taught in small classes for men and women, with only 24-26 person-time taught in each class, which not only enables each student to get more attention from teachers and create better results, but also enables teachers to devote more energy to teaching. Therefore, it is a good opportunity for PE teachers to make full use of the current high-quality teaching resources to improve the teaching quality by breaking the original "one-pot" routine teaching norm and innovating the teaching perspective and mode.

### 1.1. An Analysis of male Students' learning in Guangwai Campus of Beijing No. 4 Middle School

**Table 1.** Learning Situation table of individual items of male students in grade 1 of school District (n=75)

| project       | Physical health test criteria | Number of people | The highest score | The lowest grade | Maximum improvement | Minimu lift |
|---------------|-------------------------------|------------------|-------------------|------------------|---------------------|-------------|
| medicine ball | excellent 10.8-7.1m           | 27               |                   |                  |                     |             |
|               | well 6.9-5.3m                 | 37               | 11m               | 4.7m             | 6m → 8.3m           | 5m → 5.3m   |
|               | pass 5.1-3.7m                 | 11               |                   |                  |                     |             |
|               | fail 3.6-2.8m                 | 0                |                   |                  |                     |             |
| 1000 meters   | excellent 3'48-4'             | 13               |                   |                  |                     |             |
|               | well 4'06-4'30s               | 34               | 3'45s             | 6'20s            | 5'14s → 4'20s       | 6'0 → 5'59  |
|               | pass 4'34-4'50s               | 18               |                   |                  |                     |             |
|               | fail 5'-5'40s                 | 9                |                   |                  |                     |             |

In this paper, the key test items of the first grade are selected. See Table 1 for details. First of all, the sports test results of the boys in grade one of grade one in our school in the solid ball and the 1000-meter run are properly distributed, in line with the law of education and teaching, and students' grades are divided among groups. Secondly, there are obvious differences between individual students. The highest score of the concentrate-ball test is 11m, the lowest score is only 4.7m, the highest score of the 1000-meter run test is 3 '45s, and the lowest score is 6' 20s, which is far from the goal of sports skills in our teaching and is not conducive to having a positive impact on students' emotional attitude and values. In addition, there are also differences in students' ability to master the learning knowledge and ability in combination with the analysis of students' diagnostic evaluation and final evaluation at the end of the semester. Such as: the biggest solid sphere ascension can be increased from 6 m to 8.3 m, 1000 m run from 14 s progress to the 5 '4' 20 s, however, solid ball increases the smallest only increased from 5 m to 5.3 m, 1000 m only increase 1 s, teachers' teaching means and methods of the normalized visible as well as the evaluation standard can only promote the development of students, obtain certain learning effect, attention to each student. If students are internally stratified according to certain classification standards, different teaching methods and means are adopted, attention is paid to the horizontal comparison between students at the same time, increasing students' longitudinal self-evaluation can improve the teaching quality.

### **1.2. Shortage of Teachers and Equipment**

The campus is a newly established school. The construction and development of the campus are still in the running in, and the quantity and quality of the students are gradually improving. However, due to the different sources of students and the differences in the physical and mental development of individual students, the athletic ability is uneven. In addition, there are altogether 4 PE teachers and 5 practice teachers in this group. Cross-grade teaching and teacher substitute class tension are common, and there is no explicit hierarchical teaching condition.

### **1.3. Limitations of Explicit Hierarchical Teaching**

Stratified teaching is a product of individualized teaching under the background of new curriculum reform. It breaks the bottleneck of traditional teaching, pays attention to the actual needs of students at different levels, actively gives play to students' personality, promotes each student to develop fully, comprehensively and harmoniously, and promotes students to form a sense of lifelong learning [1]. At present, the feedback of explicit stratification teaching is good. However, students' self-esteem is depressed and teachers' level is a drawback that cannot be ignored. Therefore, the implementation of explicit hierarchical teaching mode has certain limitations in this campus.

## **2. THE THEORETICAL BASIS AND CONNOTATION OF IMPLICIT HIERARCHICAL TEACHING**

Confucius, the forerunner of education in China, put forward that "teaching students in accordance with their aptitude" is an important principle of teaching and emphasized the importance of individual differences. On the basis of educator vygotsky put forward the theory of the zone of proximal development, the design of the physical education and health course teaching so that the students not only master the theoretical knowledge, know the movement skill development rule, as far as possible to help students from steering is about to reach the development level of existing development level, teachers' teaching is to promote students the potential to achieve athletic ability into existing sports ability, and continuously to a higher level of development. Therefore, in order to achieve maximum efficiency in the shortest time, teaching activities should enable students to complete the teaching goal of "proximal

development zone" [2].The above basis provides theoretical support for the discussion in this paper.

Implicit hierarchical teaching means that, on the basis of maintaining the original class structure, students are divided into homogeneous groups and adopt different teaching methods and teaching evaluation systems according to their interests and hobbies, sports abilities and the differences in basic sports quality assessment that are lacking in each project [3]."Implicit stratification" is compared with "explicit stratification". This perspective avoids labeling students with different levels, which not only protects students' self-esteem, but also ensures students' flexibility in teaching and learning in groups and promotes students' communication and learning among different levels.It is worth noting that the implicit stratification is reflected in the peacetime education and teaching activities. The stratification is an implicit activity of physical education teachers and an internal measure for teachers to evaluate students.

### **3. IMPLICIT HIERARCHICAL TEACHING IMPLEMENTATION STRATEGY**

#### **3.1. Pre-school Diagnostic Stratification**

Different from other courses, PE and health course is a comprehensive class integrating knowledge teaching and skill training.Therefore, students are diagnosed in different projects at the beginning of the semester, and the results of different project staff are different.In each project, the students have different levels of sports conditions, learning ability and physical quality, which are divided into three groups, ABC. After the stratification, the students at each level are carefully and comprehensively analyzed, and the tracking records are classified and filed, so as to implement learning practice for students' differences.

#### **3.2. Set Gradient Teaching Objectives**

Teaching objective is an important index to test the teaching effect.According to the recessive hierarchical teaching theory basis, ABC level 3 goals should be set up in the teaching goal, teachers on the teaching order follow from easy to difficult, guides the student to the collective to complete C target, understand the basic principle of action, laying solid foundation of each technology, cultivating sports interest), then B goal (to the matching of the technical movements or combination of action, and successfully completed action under the guidance of teachers, understand the unity cooperation), and have ability to challenge A goal (to deep understanding of technical action and achieve flexible use of various skills to participate in competitions, the sports ability of one instance), and the corresponding teaching content of hard easily also.So that each student can achieve the corresponding goals through efforts, harvest their own results.

#### **3.3. The Teaching Methods Are Flexible and Varied**

Under the guidance of implicit hierarchical teaching, teachers should teach knowledge and students' action exercises according to different levels of students, and there are differences in teaching strategies.For example, a-level students can use teachers to raise questions, students to explore, debate and other ways of teaching;The students in Level B are similar to those in Level A. The classroom fully reflects the subjectivity of the students, and inspires the students to think in practice. The teacher makes appropriate instruction.Aimed at C level students, they are learning new content, often have a certain inertia thinking or resistance, lack of confidence, in the teaching process, teachers should give more attention, observe whether the expression of students and attention from class or learning difficulties, if aware of the students have difficulty in learning, should slow down or take appropriate decomposition methods of practice, to ensure the quality of student learning, to let them experience the teacher in the learning process with and experience to complete a pleasure brought by the movement technology, increase his confidence to move independently and participate in the enthusiasm of the class.In

addition, when tracking the learning effect of students, it is necessary to timely adjust the students' groups, so that students can enter other groups to practice if they reach a certain level. At the end of the teaching content of a project, classroom teaching can increase the frequency of students' independent group or heterogeneous group practice, and promote the communication and mutual assistance among students to a greater extent.

#### 4. LANGUAGE

It is an effective way to practice the cultivation of the core accomplishment of physical education to carry out the recessive stratified physical education teaching. This teaching method is applicable to both theoretical courses and technical courses, especially in the teaching of specialized courses with stronger practicability [4]. On the premise of better protecting students' self-esteem, implicit stratified teaching enables students to effectively acquire sports knowledge, skills and emotional cultivation, paying special attention to the situation of students with insufficient learning ability. Therefore, the implementation of implicit hierarchical teaching is not only the product of the new curriculum standard and the guiding ideology of core literacy, but also a great progress of innovative teaching mode, which is worth trying and exploring. It is worth noting that the final learning goals of students at different levels should be consistent with the physical health test goals of middle school students, while students at Level C only learn slowly and carefully in the learning process, and the teaching methods and teaching practices adopted by teachers are relatively long, but the teaching goals eventually achieved should be consistent.

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