

An Analysis of School Physical Education Teaching Strategies under the Background of Living

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Abstract

This article analyzes the connotation and significance of physical education under the guidance of daily life, and comprehensively sorts out the impact of students. At the same time, the goal of physical education under the guidance of daily life is to change the lifestyle of students, meet the individual needs of students, and stimulate students' creative ability. Combined with the front-line teaching practice, a targeted teaching strategy is put forward, hoping to provide reference and reference for front-line physical education educators.

Keywords

Teaching; sports; innovation.

1. Introduction

Some scholars believe that the fundamental purpose of education is to live, and at the same time, life is also a way of education. In accordance with the requirements of quality education, fully respect the development needs of students and form a life-oriented education and teaching concept. For the reform of physical education classrooms, the Ministry of Education has made clear requirements for physical education teaching, and strives to make physical education classrooms return to real life and experience learning interests. Although from the actual situation, students are not interested in active learning, but their love of physical education is always the same. As a first-line physical education teacher, we must learn to use life experience, use the teaching method full of life to guide students to actively participate in physical education, dig new teaching methods, and realize all-round development of students, and integrate the life-oriented guidance concept with school physical education teaching strategies. .

2. The Concept and Significance of Physical Education

Physical education under the guidance of daily life, that is, physical education of physical education, refers to relying on real life and rebuilding a new teaching model to ultimately achieve all-round development of students. In a sense, the daily life of physical education is inseparable from real life.

Teachers simulate the scenes that are close to the life of students, and based on the students' existing cognitive structure, they can build a knowledge system, guide students to discover their inner experiences and experiences, and form their own knowledge system and life experience, which is also very beneficial to the future development of students. of.

The value of physical education is to help students exercise, achieve physical and mental health, improve personality, promote the development of physical and mental development and social development, and ultimately promote the comprehensive development of students and create greater value in society. This is the ultimate goal of physical education. Sports life-based teaching is helpful to maximize the value of physical education.

3. The Goal of Physical Education Under the Guidance of Life

The daily life of physical education is the development direction of physical education in schools in the future. It is a movement that relies on students' life experience to promote the all-round development of students. The goal is to improve the lifestyle of students. In the past, physical education teaching focused more on the direction of discipline, repeated explanations of simple exercise or use of equipment, exercise skills, and insufficient attention to student lifestyle. Physical education directly affects students' lifestyle. Under the influence of smartphones and the Internet, the influence of physical education on students has gradually declined. To enhance the influence of physical education, students must master their own value, be liberated from the dull and repetitive leisure mode, and invest in beneficial to physical and mental development. Coming from sports, this is also one of the goals of the daily life of physical education. The concept of daily life of physical education should cultivate students' awareness of sports, help students to establish good habits and understanding of life-long exercise, increase students' interest in sports, and let students learn to enjoy the process of sports.

Traditional physical education mainly implements teaching through collective sports, and does not pay enough attention to the individual sports needs of students. Sports life-oriented teaching organically integrates personal needs with sports teaching planning, so that students can enjoy the fun brought by sports, while relaxing. The purpose of sports life-based teaching is to realize the unification of physical education curriculum and extracurricular teaching, and to provide a platform for students to realize their self-worth. The teaching philosophy of sports life is to transform the sports of physical communication into the experience of widening interpersonal relationships and cultivate students' sentiment.

The life-oriented teaching of sports is to stimulate the students' independent innovation ability through the development of sports projects and the improvement of teachers. The philosophy of life-oriented physical education has stimulated the subjective initiative of students to actively participate in physical education and reduced the dependence between physical education and school teachers. Through the self-creation of students, it will promote the improvement of physical education teaching results. Judging from the current teaching situation, China's physical education teaching method is single, usually in the form of sports practice training and repetitive drills, and students are always passively receiving. By stimulating students' subject status, stimulating students to improve their ability and level of independent innovation, liberating students' consciousness of consciousness, urging students to connect real-life experience with physical education learning, applying what they have learned, and realizing students' life awareness and will training Highly unified.

As social people, students do not exist in isolation. Students' emotions need to be vented. Students of different age groups have different emotional demands, such as the desire for teamwork and the sense of honor. Sports life teaching can meet the emotional needs of students. At present, many students are afraid of failure and have poor ability to resist setbacks. Once they enter the society, it is very unfavorable to students' own development. Team sports are conducive to cultivating students' spirit of unity, cooperation, and hard work. Through sports-based teaching, students can cultivate the spirit of not being afraid of difficulties and being brave enough to challenge students. They have an important positive effect on society in the future.

4. Physical Education Teaching Strategy Based on Life Guidance

4.1. Establish the Correct Teaching Concept of Sports Life

Physical education teachers must update and establish the correct sports life teaching concept in time, find teaching materials from real life, realize the close combination of teaching content

and real life experience, guide students to have a clear understanding of the nature of life, and constantly improve their learning methods in order to promote Students create conditions for all aspects of development. In the teaching process, physical education teachers are both teachers and friends. They have changed the traditional teaching method of instilling knowledge, implemented a teaching mode of interactive and equal teacher-student interaction, respected the student's subjective status, analyzed the development needs of each student, and cared about the growth of each student. And development. Physical education teachers should help students establish correct physical exercise habits through physical education activities, exercise students' will quality, and be brave enough to accept challenges. On the one hand, physical education teachers should pay attention to imparting sports skills, on the other hand, they should train students to grasp correct values and outlook on life, guide students to learn to observe society and life, grasp the essence of physical education, and promote the development of physical education in depth. At the same time, schools must implement a new evaluation system for physical education teachers. Instead of simply using physical education teaching results as the standard for evaluating teachers, they must improve the comprehensive quality of students as the evaluation standard. Encourage physical education teachers to carry out life-based teaching. The school must provide physical education teachers with Necessary training opportunities to guide teachers to master the teaching concept of sports life, and to be able to implement the ground to promote the development of sports teaching.

4.2. Constructing a Campus Environment with a Living Lifestyle

On the one hand, the teaching environment of sports life should provide the necessary training grounds and equipment, on the other hand, it is necessary to establish a health file to incorporate the physical functions and health status of students into sports life. Some female students who are keen to lose weight should be guided in time to stick healthy height and weight standards to guide students to establish a healthy growth concept. It is necessary to guide students to love sports through a series of activities, through slogans, classroom exercises and other forms, to encourage students who love sports, and to actively guide students who do not love sports all year round.

It is necessary to establish a comprehensive campus culture system, such as holding campus sports culture festivals, sports knowledge competitions, and health lectures, in order to broaden the scope of students' knowledge and cognition. Through the construction of the environment, the realization of sports behaviors becomes students' conscious behaviors. School physical education should focus on cultivating students 'daily exercise, and often organize different forms of activities, such as walking, Taijiquan, ball snatching, etc., to form an atmosphere of sports love on campus, so as to improve students' acceptance of practical knowledge and skills .

The traditional teaching mode of passive acceptance of students is changed, and the enthusiasm and initiative of students in physical education are realized by constructing an atmosphere such as the life of teachers, so as to implement the effect of physical education teaching strategies under the guidance of living. Teachers should take the initiative to lay down, communicate with students actively, understand students 'views on physical education, record students' methods for improving physical education, and answer questions encountered by students in physical education in a timely manner to achieve effective communication between teachers and students. .

4.3. Enrich and Improve the Content of Physical Education

Physical education is inseparable from spiritual life. Based on real life experience, physical education teachers must continuously improve the existing physical education curriculum system, and guide students to experience life and experience their thoughts and emotions through the simulation of actual life situations. Physical education teachers should pay

attention to discovering classroom resources from students' real life, and provide more resources for physical education teaching by studying students' real life situations. First-line physical education teachers should be good at discovering and using teaching environment resources to create a good physical education environment for students. Traditional physical education classroom teaching focuses on developing students' sports skills and does not pay enough attention to the development of sports culture. By simulating a life-like physical education environment, students can reduce stress and resistance, and allow students to express their emotions freely. The life-based teaching of physical education classrooms should rely on the content of classroom teaching, create reasonable life-like plots, and integrate the content of classroom teaching into the context. Language organization is used to guide students' thinking development, and at the same time to find the right entry point between the living situation and teaching knowledge to achieve the integrity of the teaching process. For example, when learning obstacle running, you can use the theme of an outing life. Teachers identify different objects on different obstacles and guide students to complete obstacle running by climbing, brisk walking, jumping, and other ways. So as to achieve good teaching results.

When making physical education teaching plans, physical education teachers must grasp students' life stories, psychological activities and life experiences, and find available teaching materials from these elements, so as to achieve emotional resonance between teaching content and students. Because students' general life experience is monotonous, in the actual teaching process, teachers need to create more scopes and enhance students' understanding. On the one hand, teachers need to realize the organic integration of the past, present, and future from the perspective of time. On the other hand, teachers must make full use of multimedia technology to display a wonderful world in a three-dimensional objective form, broaden the cognitive field of students, and provide physical education provide conditions.

Physical education teachers should show the connection between sports and life through practical display, multimedia, and other methods. For example, organize students to watch walking competitions and let students observe the movement posture of walking athletes to show the connection between sports knowledge and real life. The competition rules lay the foundation for the comprehensive development of future students.

4.4. Improve Physical Education Teaching Model

The physical education teaching model should be restructured and integrated with the students' actual experience, specifically including the following aspects.

The physical education of physical education should realize the organic unity of teaching content and real life, teach students according to time and place, cultivate the enthusiasm and initiative of active learning, cultivate students' ability to find and solve problems, and fully encourage students to use their own experience to find solutions. Countermeasures for problems. In the actual teaching process, frontline physical education teachers use the life case as an entry point to increase students' awareness of physical education content. For example, when teaching the essentials of scrolling, you can use multimedia technology to play a video of the rock and roll to the students. Through the method of video, let the students have a clear understanding of the scrolling, so as to guide students to combine sports postures with video content. Develop students' ability to find problems.

The goal of physical education teaching is to solve the problems in real life, realize the organic integration of knowledge by carrying out different forms of activities, and guide students to actively think about how to use their knowledge to solve problems. For example, when teaching rollover knowledge, you can experience physical education by simulating an emergency in real life. You can set up an obstacle and students can solve how to overcome the obstacle by themselves. Before the actual operation, teachers should focus on teaching rollover knowledge, guide students to think of other scrolling work, develop good habits of brain and hands, and

achieve dual promotion of knowledge and emotion. By overcoming obstacles in real life, students have mastered the knowledge of rollover by themselves, and have a new understanding of the application of knowledge, which is also very helpful to improve the overall quality of students.

Sports life-oriented teaching should realize the knowledge association of students, realize the close connection between sports knowledge and teaching content, and guide students to apply skills. Through physical education teacher simulation, demonstration and other methods to improve the learning activity system and broaden the scope and depth of students' knowledge. For example, when explaining the essentials of basketball layups, physical education teachers should explain the technical action essentials, guide students to actively try, distinguish between basketball moves and real life moves, stimulate students' initiative by watching basketball games, and increase students' technical skills. Understanding and awareness. PE teachers should be good at using the community-based teaching model. Traditional physical education focuses on collective sports and ignores individual sports needs. Adopting a community-based teaching model is conducive to allowing students to get a sense of joy from sports, change the rigid and conservative teaching method in traditional physical education, and realize the combination of teaching and games. For example, students like to join interested clubs, such as basketball clubs, football clubs, etc. However, because these sports clubs lack professional guidance, it is difficult to develop student sports skills. Physical education teachers can use games, confrontation and other forms to improve students' technical and tactical levels, mobilize students' enthusiasm in physical education classrooms, change students' impression of traditional physical education teaching model, improve students' enthusiasm for joining clubs, and exercise their will quality.

5. Conclusion

Physical education teachers should follow the diversified and inclusive teaching ideas to realize the construction of a multi-level teaching model, avoid empty and lively teaching content, constantly update teaching concepts, and abandon backward teaching methods and concepts. First-line physical education teachers should establish an equal and mutually beneficial teacher-student relationship with students, avoid formalization and hollowness, guide students to actively think and solve problems, and realize the combination of theory and practice. Teachers should fully respect the needs and feelings of each student, set up teaching scenarios in a targeted manner, and build a platform for promoting the life of physical education.

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