

Research on the Current Situation and Countermeasures of the Online Physical Education Courses in China Under the Epidemic Situation

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Abstract. As a derivative of traditional physical education courses in the complex epidemic environment, online physical education courses, like traditional physical education courses, shoulder the task of enhancing students' physical fitness and improving students' health. It is precise because online sports courses are new products born to fight the epidemic, at present, there are some inevitable and urgent problems in online sports courses. This paper uses the literature survey method and analysis method to discuss the current implementation status of online physical education courses and propose relevant improvement measures.

Keywords. Epidemic environment; Online sports courses; Status quo; Countermeasures

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1. Introduction

Since the outbreak of the new crown pneumonia epidemic at the end of 2020, the curriculum of China's universities and primary and secondary schools has been affected. Among them, the physical education curriculum, as a school curriculum with physical exercise as the main means to enhance students' physical fitness and enhance students' health, has faced unprecedented teaching problems and challenges in the epidemic environment. Due to the epidemic prevention measures such as school closures and suspension of return to schools proposed in the fight against the epidemic, many schools, and their physical education teachers are actively exploring and solving the practical problems of difficulty in attending school physical education courses. In order to ensure that students can continue to exercise and maintain a healthy physique, many schools have launched online physical education courses. Although this initiative seems to meet the needs of physical education classes in the epidemic environment, there are also many obvious problems. Therefore, combined with the actual situation, this paper comprehensively analyzes the implementation status of online physical education courses in China's epidemic environment and corresponding improvement measures to improve the quality of school physical education courses in China under the epidemic environment.

2. The Current Situation and Problems of the Implementation of Online Sports Courses

2.1. Insufficient Online Teaching Comprehensive Ability of Physical Education Teachers

The teaching ability of physical education teachers includes the ability to conceive and design physical education teaching activities, the ability to organize physical education teaching activities, and the ability to evaluate physical education teaching activities[1]. When the classroom environment of physical education teachers changes from the playground to the electronic screen, the ability of teachers to design and organize activities will face a huge test, and many physical education teachers cannot exert their teaching ability in traditional physical education classrooms and achieve the teaching effect they should have. According to the survey, more than 85% of physical education teachers have taught online physical education courses for the first time in the epidemic environment, and some physical education teachers are not proficient enough in the operation of live broadcast hardware, software, and electronic products. Moreover, some physical education teachers believe that the online physical education teaching process lacks intuitiveness when attending classes face-to-face with students, and there is a delay in communication between teachers and students[2].

2.2. Students Are Not Motivated Enough to Participate in Online Sports Classes

According to the survey, only 36.2% of the 478 first- and second-year girls in some ordinary colleges and universities in Beijing are interested in physical education classes, and the proportion of girls who show indifference to physical education is as high as 42.7%, while the proportion of girls who are not interested in physical education classes has reached 21.1%[3]. Some students do not like to take physical education textbooks, which is a real problem faced by college physical education courses. The comfortable indoor environment, easy practice movements and the learning status separated from the screen of the physical education teacher make the online physical education class a "fish touching" class for this group of students. For the traditional physical education classroom, students have lost some enthusiasm due to the fixed class mode and learning form for many years. For online physical education classes, students in the first few classes will be attracted by the new online teaching model, but over time and with the more single class content than traditional physical education classes, students will gradually lose interest. Therefore, the problem of insufficient motivation of students to take physical education classes comes from the lack of awareness of the importance of sports on the one hand, and from the failure of physical education courses themselves to attract some students who do not love sports for a long time[2].

2.3. Limitations of Online Sports Courses

2.3.1. Limited Practice Space

The essential difference between online physical education classes and traditional physical education classes lies in the different teaching environments. Because the teaching content of the school physical education course is not only gymnastics, martial arts, and other projects that do not require a large area of personal activity space, there are also ball projects that have strict requirements for the teaching environment, such as basketball, badminton, table tennis, etc. As a result, Teachers are unable to teach students the content that has strict requirements on practice venues in online physical education classes.

2.3.2. Lack of Rich Teaching Content

Due to the limited practice space for online physical education classes, physical education teachers also have great limitations in the choice of classroom teaching content, resulting in the selection of teaching content depending entirely on whether students can complete the prescribed physical movements in the limited practice area. Therefore, the limited practice space and the single teaching content form a two-way vicious circle.

2.3.3. Differences Between Individual Students Are Difficult to Grasp

Under the traditional physical education classroom, physical education teachers can know the individual differences between students according to the way of visual observation and questioning of students, to arrange scientific and appropriate training volume and training intensity in the classroom.

Then in the online physical education classroom, it is difficult for physical education teachers to fully observe the differences between individual students through electronic screens, let alone adjust the intensity of exercise reasonably. Therefore, there are problems about the amount of training and training intensity in online physical education classes, for example, too small training volume and training intensity cannot meet the teaching goals of physical education courses, and too large training volume and training intensity increase the sports risk of students in online physical education classes. In addition, the sports safety of students in online physical education classes cannot be guaranteed, which forces physical education teachers to avoid the physical movements of people who need to be protected in gymnastics in the choice of teaching content[4].

3. Improvement Measures for Online Sports Courses

3.1. Strengthen the Online Teaching Ability of Physical Education Teachers

Under the new requirements of school sports, the construction of physical education teachers and teachers is a task that schools need to emphasize at present[5]. Expanding the teaching team of physical education teachers and improving the comprehensive ability of physical education teachers not only through the professional training of physical education teachers in colleges and universities, but also requires school units to conduct comprehensive ability training and assessment of physical education teachers in their schools. For the problem that teachers themselves cannot skillfully use the teaching platform or teaching software, the school should conduct professional training for the physical education teacher team before class; in view of the problems that some teachers think that online physical education courses are not intuitive enough, resulting in difficult teaching design and teaching organization, the school physical education teacher team should concentrate on learning the methods and means to adapt to the online teaching model, establish a sense of active learning, pool wisdom and efforts, and continuously improve the teaching methods of online courses, integrate traditional teaching methods, and organically integrate into online courses[6].

3.2. Establish Students' Awareness of Lifelong Sports

Let students deeply appreciate the importance of enhancing physical fitness and improving health, and establish a lifelong sense of sports, which is the fundamental way to change the attitude of some students to physical education classes and turn "cold" into "enthusiastic". The basic concept of "health first" is deeply rooted in the hearts of the people, for online physical education courses should pay more attention to the professor of health knowledge, at the same time, when teaching health knowledge to students, we can not only pay attention to how much teachers "talk", but pay attention to students", so as to gradually cultivate students' "health awareness", enhance students' ability to explore health issues, so that they become passive to active learning, so as to form an effective way of behavior[7], [8].

3.3. Reasonably Optimize the Venue and Fully Understand the Physical State of the Students Before Class

"Arranging sports venues before class, understanding students' physical state, and respecting individual differences between students" is the basic quality of each physical education teacher to perform teaching tasks. In the implementation of online physical education courses, many physical education teachers are unable to complete the work reasonably and effectively. Therefore, school units should give full play to their decision-making role, establish a communication bridge between physical education teachers and students, parents, and even the community, and the relevant departments of the school should take the lead in completing the investigation of students' basic conditions, and regularly conduct special situation checks of students to provide direct and effective help for physical education teachers to understand students' learning environment and physical development[9]. At the same time, schools should conduct ideological and moral, and behavioral level assessments for physical education teachers, promptly remind and intervene in irregular behaviors, and set up a reward and punishment system to avoid negative responses due to the increase in teaching tasks.

4. Conclusion

As far as the current situation of the reform of physical education courses in colleges and universities and primary and secondary schools to the online teaching model caused by the epidemic is concerned, there are several problems in online physical education courses, which are reflected in the insufficient comprehensive ability of physical education teachers to participate in online sports classes, the lack of enthusiasm of students to participate in online sports classes, the limited practice space, the lack of rich teaching content, and the difficulty of grasping the differences between individual students. With the normalization of the new crown epidemic and the trend of repeated outbreaks, at the same time, in order to achieve the effect and goal of traditional physical education courses, the teaching mode of online physical education courses needs to be improved urgently. As physical education teachers, we must strengthen our online teaching ability in special periods; build students' lifelong sports awareness. Schools should cooperate tacitly with physical education teachers to provide favorable assistance for physical education teachers to reasonably optimize the venue problem and fully understand the physical state of students and the individual differences between students. Only in this way can the teaching model of online physical education courses be continuously improved to meet the goals of physical education in the complex epidemic environment.

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