

Integrating Online Teaching into Public Physical Education – Taking Vocational Colleges in Chongqing as Examples

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Abstract: With China's comprehensive development of information technology, it is now widely used in the field of higher vocational education, and online teaching has emerged at a critical juncture. In the information age, there are challenges in meeting the actual needs of contemporary vocational students with traditional teaching methods, along with higher vocational training and school-enterprise cooperation and enrollment work taking place. Online teaching can stimulate students' interest in learning, break the limitation of time and space in conventional teaching, as well as improve the teaching efficiency. Therefore, taking higher vocational colleges in Chongqing as an example, this study explores the integration of online teaching into public physical education courses, in hope to provide some reference for higher vocational colleges.

Keywords: Online teaching; Vocational colleges in Chongqing; Higher vocational education; Public physical education; Teaching reform

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1. Introduction

The integration of online teaching into public physical education courses in higher vocational colleges is not only essential for addressing students' learning needs, but also the foundation for improving teaching quality, and an inevitable trend in the modern era of education. The public physical education course is a comprehensive subject based on practice, involving offline public physical education and online teaching. It is important to improve the quality of online teaching resources based on the actual needs of students for differentiated teaching designs, accurately grasp the teaching focus before, during, and after class, fully consider students' feedback, actively strengthen the construction of online public physical education courses, and promote the development of higher vocational physical education.

2. Problems existing in public physical education

2.1. Backward textbook content

The physical education textbooks used by some higher vocational colleges in Chongqing are relatively ancient, with excessive content and complex training forms. At the same time, no adaptations are made in accordance with the characteristics of higher vocational college students, making it difficult to effectively satisfy their needs; moreover, the guidance potentiality of the teaching materials is substandard ^[1]. Some textbooks do not keep pace with the times or include contents that possess the characteristics of the times, making it difficult for contemporary higher vocational students to gain better understanding of the

characteristics of the times, thus hindering their interest in learning and the orderly development of physical education courses.

2.2. Weak teaching staff

According to investigation and research, the overall quality of physical education teachers in higher vocational colleges in Chongqing is low; majority of them are from secondary vocational colleges or are fresh graduates who have been hired as physical education teachers. Their professional and technical levels do not match the requirements of higher vocational college students, and some teachers are not even qualified for the position of higher vocational physical education teachers. Some of the physical education teachers are not even professional graduates, with some having more than one job. Teachers are unable to motivate students to exercise in class, and physical education classes have become a leisure and relaxation place for both teachers and students, resulting in poor physical fitness and sports performance in higher vocational colleges.

2.3. Backward teaching method

Many higher vocational colleges in Chongqing are still adopting the traditional teaching method. In the traditional teaching method, physical education teachers focus more on teaching itself to promote students' development, rather than the students' physical and mental health, resulting in many students' athletic potential and awareness being underdeveloped ^[2]. In addition, some vocational physical education teachers neglect the practical explanation of physical education in the teaching process, without fully cultivating students' ability to combine theory with practice. This is not conducive to improving students' physical education level.

2.4. Insufficient attention to physical education

In most higher vocational colleges in China, public physical education is considered an auxiliary subject. Many students, even physical education teachers themselves, do not devote enough time to physical education, and instead focus their energies on professional courses. This concept has affected the development of higher vocational public physical education courses to a large extent. In recent years, although China has made efforts in the reform of public physical education in higher vocational colleges and has consistently increased the investment in this field, it is still a drop in the bucket when compared to actual demands, thus many physical education teaching facilities in higher vocational colleges still fall short in meeting the needs of teaching and the students ^[3].

3. Significance of integrating online teaching into public physical education

3.1. Needs of the current situation

Since 2020, the country has been dealing with the COVID-19 outbreak. Despite the country's careful management of the pandemic in recent years, the virus is not only evolving over time, but also has a long incubation period and a high level of concealment. Therefore, once transmission occurs, students will be subjected to home isolation to prevent widespread crossover and infection. Although this policy will have an impact on students' normal learning and development, it is intended to protect the students' and society's health and safety. In this situation, the development of online public physical education is crucial, as it not only strengthens students' physical health and improves their immunity, but also enriches life at home, relieves pressure, as well as promotes physical and mental development ^[4].

3.2. Requirements for teaching reform

In recent years, students are under great academic pressure; both primary and middle school students as

well as college students are facing great pressure, especially higher vocational students who do not only need to face academic pressure, but also employment pressure after graduation ^[5]. Therefore, in 2021, the state began to implement the double reduction policy, which is specifically for higher vocational college students. The state stipulated that we should focus on cultivating students' overall quality, improving their physical quality, and increasing their physical activity. In addition, physical education itself is a very practical course. It not only relies on theoretical knowledge to improve physical education levels, but also a certain physical literacy. Therefore, the respect for differential development is also one of the important requirements of physical education ^[6]. However, offline public courses are large class courses that do not provide differentiated teaching for students; thus, students' physical education level cannot be improved.

4. Integrating online teaching into public physical education in higher vocational colleges in Chongqing

4.1. Build and improve the online education platform

In order to develop online education, teachers should first build an online education platform in line with the actual situation ^[7]. With the development of online teaching in China, there are many online platforms in the market, in which their functions are more developed, and their online teaching resources are more abundant. Teachers should select appropriate network platforms based on the actual situation of physical education courses, such as Dingding, Superstar Learning, Wisdom Tree, and so on. All of these platforms are fully functional platforms. It would be beneficial to select a platform that is suitable for the school in order to offer teaching resources and online courses ^[8].

When introducing online teaching, teachers should make clear the content of online teaching, such as the importance of warming up, the scientific methods of carrying out physical exercises, and other theoretical information. These materials are intended to assist students in carrying out practical exercises, so they must be simple to comprehend. These materials can be utilized in online classrooms. As they do not require practice, applying them in online courses can help students save time by eliminating the need for offline classroom practice, thus allowing them to devote more time to physical activities ^[9]. The second point is class content. For example, when learning basketball, some students have minimal knowledge of the sport and are unable to participate in direct teaching activities. The rules in basketball are more complex; therefore, teachers cannot rely on students to recall them during classes by reciting them. In this context, teachers can include them as online educational content. Using video tutorials, it allows students to replay the videos over and over again, thus helping them to retain information more easily. It will not only improve efficiency, but also help teachers and students save time. Other than that, in order to demonstrate certain contents, teachers can record videos of radio calisthenics, rhythmic exercises, etc. in advance, so that students can learn through amateur practice, while teachers can directly assess, coach, and correct the students, if necessary, which will effectively improve classroom efficiency ^[10].

Therefore, when selecting a platform, teachers should consider these to ensure that online teaching activities are carried out effectively. Teachers can use various platforms such as Dingding to better manage their classes as well as for check-ins, assessments, and distribute tasks; WeChat and QQ can be used for group chats and to upload videos or materials, while Douyin can be used to conduct live broadcasts. Only in this way can teachers build an ideal online teaching system. Online teaching is to prepare students for classroom practice. Teachers can utilize these platforms to sign-in, ask questions, discuss, and arrange group cooperation. This will not only effectively stimulate students' interest in learning, but also improve the quality of teaching ^[11].

4.2. Establish a sound online teaching system

After determining the online learning platform, teachers should then establish online curriculum resources

according to the corresponding curriculum attributes and standards. The establishment of online curriculum resources should be completed before class, which is the basis of online teaching. Teachers can use the online platform to design the course content and establish the course modules according to the offline classroom objectives ^[12]. In addition, teachers can also upload relevant teaching materials, courseware, and other forms of resources based on the actual needs of students, so as to truly enhance their learning initiative and provide a free learning space for students. In order to effectively carry out online teaching in public physical education, teachers should ensure a good curriculum design, practice overall management before class, during class, and after class, as well as accurately grasp the key points of different teaching links. First, teachers should improve the teaching quality of pre-class links ^[13] by fully respecting the status of students, using teaching tasks to further improve students' sports knowledge, providing students with sufficient time to learn, and encouraging them to participate in online learning using computers, mobile phones, and other mobile terminals. At the same time, teachers should also actively encourage students to ask questions and join in the online group discussion, so that students can better complete the preview content and effectively improve their knowledge system. Second, teachers should strengthen students' ability to master skills in classroom teaching, uphold the "people-oriented" philosophy, and effectively improve the quality as well as efficiency of online teaching by means of teaching while reviewing, students' mutual evaluation, and teaching with practice on the premise of handling previews well between classes ^[14]. Finally, teachers can attach the focus of teaching in their videos and publish them onto the resource database, so that students can watch them anytime and anywhere, thus consolidating their skills and knowledge. Teachers can also design various tasks for students to accomplish in order to motivate them to perform regular physical activity.

4.3. Design teaching based on the personalized needs of students

There are several sports to choose from, and not every sport requires students to be skilled in or master, so in addition to basic training, teachers should incorporate students' personalized needs into their teaching design ^[15]. For example, in basketball training, after explaining the rules and basic idea of the sport, teachers can upload the requirements and specific training categories of forward, center, and guard on the class group, so that students can choose according to their preferences and physical fitness, in addition to the suggestions made by the teachers. This method respects the actual needs of students, and teaching activities can be better carried out ^[16]. Interest is the best motivation for students. It is possible to develop the role of physical education by respecting students' personalized needs and allowing them to choose sports based on to their own preferences, so as to develop their sports interests and hobbies, while improving their physical fitness and reducing their academic pressure ^[17].

4.4. Carry out online summary and analysis to achieve closed-loop education

Online education is based on offline education. Summary and analysis are important aspects in sports classroom and practical classroom ^[18]. Therefore, after physical education practice, teachers can use the interactive function of online teaching to summarize the problems existing in the practice class, analyze the causes of the problems, and propose solutions in time. This method can help achieve closed-loop education, effectively improve students' physical level, and their physical quality ^[19]. For example, in long-distance running training, teachers should first explain to students matters needing attention in long-distance running, such as the warm-up requirements, the skills needed for long-distance running, and the breathing requirements, through online education, so that students may understand the sport in a comprehensive manner; following that, teachers can then carry out exercises and training to assess students' performance in class. Teachers should also record the offline teaching practice and use the online teaching time to conduct detailed analysis and summary, so that students will be able to identify their own problems and

find solutions for them. In that way, students will be able to make timely rectifications and adjustments in the following practice. Teachers should focus on analyzing students' physical education knowledge level, mastery of physical education skills, assignment completion, and other aspects. Reasonable online teaching can provide better feedback on students' learning situation and characteristics ^[20]. In addition, the interactive function of online teaching can be rationally utilized to make online teaching a good link between teachers and students as well as to enable teachers to accurately adjust their own teaching direction. Based on the learning rules of sports and the actual needs of students, online teaching can be further improved.

5. Conclusion

In a word, compared with the traditional teaching method, online teaching has more advantages. Carrying out online teaching for public physical education in higher vocational colleges can stimulate students' interest to a large extent, strengthen their initiative to learn sports, and promote the development of physical education in higher vocational education. Therefore, higher vocational colleges should build an ideal online education platform, while teachers, on the other hand, should provide good quality online teaching resources, design teaching based on the personalized needs of students, and carry out online summary and analysis, so as to provide a reliable guarantee for the construction of public sports undertakings in China.

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