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Application Strategies of Hybrid Teaching Model in Physical Education Teaching in Vocational Colleges

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Abstract: To improve physical education in vocational colleges, a hybrid teaching model should be developed, taking into account local conditions, gradual progress, and deep integration. The process includes resetting teaching goals, optimizing teaching content, adjusting teaching segments, and improving teaching evaluation. Teachers can use video resources to interact with students before class, set up different student display projects during the course, encourage group cooperation and inter-group assessment, conduct in-class tests and knowledge competitions to reinforce students' sports skills, and suggest appropriate after-class activities. An online and offline self-study model can also motivate students to participate in sports.

Keywords: Vocational college; Physical education; Hybrid teaching; Application strategies

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1. Introduction

Under modern education theory, hybrid teaching usually refers to the mixture of online and offline teaching, that is, the organic integration of online teaching and offline teaching, breaking the time and space limitations of traditional teaching and allowing students to learn through more diverse channels and forms, thereby gaining knowledge and skills. The physical education teaching in vocational colleges under this model must be student-centered, teacher-led, supported by high-quality online resources, and focused on students' offline group cooperation to cultivate students' physical education awareness, ability, and innovation.

2. Application principles of the hybrid teaching model in physical education teaching in vocational colleges

2.1. Adjusting measures to local conditions

Objective conditions support hybrid physical education teaching, thus when applying this model, each vocational school must adapt to local needs. For example, the school's existing information-based teaching structure must be considered, from QQ, WeChat, DingTalk, Wisdom Tree, and Shaoxing. Appropriate learning

resource-sharing channels should be chosen from tools such as Xuedutong. Different software can also be chosen according to the requirements of new sports theory teaching, skill practice, and comprehensive application courses to issue notices before class, assign tasks during class, and conduct discussions or exercises after class. When teaching, students from vocational colleges should also be combined with thorough internships. For other arrangements, such as internships, different hybrid teaching methods that combine live broadcasts, recorded broadcasts, and live broadcasts and recorded broadcasts should be chosen to improve the quality of teaching without increasing the burden on students [1].

2.2. Gradual progress

When designing a hybrid teaching model, we must also recognize the growth patterns of students' physical education knowledge, skills, and literacy and create a pyramid-type teaching model, a gradual transition from the information level to the cognitive level, decision-making level, and execution level. Firstly, teachers should help students to change or improve their understanding of physical education subjects and physical education learning, and then encourage and guide students to participate in different online and offline physical education learning activities, thereby improving students' sense of experience and achievement in learning, and accepting and recognizing the value of the subject, thus turning awareness into active behavior. For example, before teaching, questionnaires, online theoretical exams, and physical tests are used to obtain academic information, and then significant data software is used to process these contents to form a learning model for each student, and students are divided into three categories according to primary, general, and outstanding. Each level has blended learning objectives from low to high. Taking basic-level students as an example, the pre-class preview tasks assigned by teachers should focus on watching sports-themed movies, sports event highlights, and sports star biographies to stimulate students' interest and promote changes in their cognition. Learning tasks that can be completed are arranged offline to increase sports confidence and sense of accomplishment, and master simple sports skills.

2.3. Deep integration

This principle emphasizes that hybrid physical education teaching should focus on simple mixing in class schedules and achieve an in-depth connection in teaching content. For example, teaching resources suitable for students are released before class, and students must submit the preview results. Teachers use the results to judge students' learning problems and regard the problems as the focus and difficulty of teaching in offline physical education classes. At the beginning of the lecture, students will share their issues or show preview homework to create a situation, and then students are allowed to conduct group discussions to provide opinions or suggestions for individual problem-solving to form a personalized learning plan. Teachers evaluate these plans as a starting point to demonstrate or explain actions and then let the students watch the explanation videos while performing group or customized exercises. After-class homework allows students to evaluate themselves or to differentiate between after-class tasks that can be completed. Students can master personal physical education and physical exercise methods by consolidating knowledge and answering questions encountered during the preview stage before class.

3. Application process of hybrid teaching model in physical education teaching in vocational colleges

3.1. Resetting teaching goals

Hybrid physical education teaching involves the combination of online platforms and offline teaching.

Therefore, the overall class teaching goals must be reset to make the goals clear, measurable, easy to achieve, and convenient for students to adjust their learning pace and methods. Generally, it should correspond to the "National General College Physical Education Course Teaching Guidance Outline" and other documents so that the goals cover the four major parts of sports skills: physical health, mental health, sports participation, and social adaptation. The implementation of plans should be expressed in verbs, including memory, understanding, application, analysis, evaluation, creation, and transition from low to high levels. For example, the overall sports skill goal is for students to be able to recognize and identify different technical movements, and to compare trends to explain their key points to practise applying knowledge to complete personal exercises, to actively analyze the causes of practice problems, to make systematic evaluations, and then find ways to improve the quality of learning and creatively solve problems according to the assessment result [2].

The class objectives should be refined and adjusted on this basis. For example, for the same sports skill objectives, the requirement for public aerobics classes is that students need to understand the theories and rules of aerobics, master the basic steps, prescribed movements, and the means and methods of aerobics practice, and students need to be able to understand music and create aerobics formations. Through these classes, students not only can exercise body flexibility and coordination but also develop the ability to appreciate and feel beauty.

3.2. Optimizing teaching content

With clear goals for online and offline teaching, teachers must also integrate teaching resources and reconstruct teaching content so that hybrid teaching materials are rich with sufficient capacity. For example, the class content should cover both subject knowledge and ideological and political aspects of the course, with sports knowledge and skills as the main line. The content includes theoretical concepts and sports classification, followed by the development characteristics, functions, competition rules, referee standards, and sports injuries of the sport. Plus, it also includes sports practice, including completing prescribed routines and performing physical exercises. When teaching this knowledge, ideological and political elements are interspersed or implicitly infiltrated, including traditional Chinese culture, folk sports, the spirit of athletes to win glory for the country, a sense of collective honor, teamwork, etc.

Since 2000, students are more interested in new technologies, new topics, and new games, teaching resources must keep pace with the times. For example, downloading online materials and integrating them into preview videos and in-class discussion courseware, or learning from the presentation methods of online resources to design preview tasks and offline challenge games.

3.3. Adjusting teaching segments

The three components of hybrid physical education teaching, namely pre-class, mid-class, and after-class, are interrelated, thus teachers must modify traditional teaching approaches to enhance student engagement and optimize learning outcomes.

For example, the pre-class part is divided into two parts: teacher preparation, and student learning and feedback; the mid-class part is divided into three parts: teachers organizing teaching, students internalizing knowledge, and concentrated feedback; the after-class part is divided into two parts: teacher reflection and summary, and student reflection and improvement. Each segment relates to classroom knowledge and students' learning problems as the main thread. To ensure a smooth process, teachers should take full advantage of the role of information technology. For example, during the online teaching stage before class, they should evaluate and give feedback on students' preview results and provide online action guidance when necessary. An information-based and integrated teaching platform is used in class to allow students to interact in two

ways. Students can send bullet comments to share staged learning results and questions. The teacher interprets the comments and extracts typical questions from them, thereby promptly teaching knowledge and explaining actions [3].

3.4. Improving teaching evaluation

Teaching evaluation is closely related to teaching quality, and the evaluation system also needs to consider the characteristics of the online and offline hybrid physical education teaching model. It must be more complete and concrete [4]. The form of evaluation should include oral and written assessment; the timing of participation should consist of process and summative evaluation; the subject confirmation should include teacher evaluation, student self-evaluation, and peer evaluation; and the evaluation content and items should correspond to the standards for physical education teaching covering five significant objectives.

For example, the teacher evaluates whether the class's knowledge, skills, and emotional goals have been achieved and how engaged the students are in the class. Students provide opinions and suggestions on teaching to teachers: whether they are interested in new teaching materials, whether they approve of the new teaching model, whether they think the pre-class preview questions are complex, and the type of after-class homework they prefer.

4. Application methods of the hybrid teaching model in physical education teaching in vocational colleges

4.1. Using video resources for tutorial interaction before class

Guidance interaction is the first stage of hybrid physical education teaching. Teachers should design exciting and attractive video resources and courseware at this stage and use different video technology resources. For example, teachers can share courseware links within the class group. The length of the video should be limited to 5–10 minutes, focusing on 1–2 knowledge points or technical movements. The guest speaker in the video can be an animated version of a sports star or teacher. After students click on it, they can watch the preview video step by step according to the tutorial list. After each video, they can do exercises or physical self-tests and movement exercises, take screenshots of the activities, record the practice process as a video, send it back to the class group, or submit it to the teacher one-on-one using WeChat, QQ, etc. Teachers use this feedback to judge students' preview results and send action breakdown videos to guide students. Alternatively, they can directly connect via video to comment on students' preview homework, suggest solutions for solving problems, and allow students to try again [5].

4.2. Setting up different student display activities in class

In-class display is a critical link between before, during, online, and offline classes. Teachers should design display activities based on students' preview situations and sports foundation [6]. For example, teachers can directly share a student's preview video homework, let other students comment on whether the actions are standardized and whether the transformation and application of knowledge are correct, and then let the students who gave the evaluation demonstrate the steps. The teacher uses summary, comments, corrective actions, and other methods to cut into the teaching process. Teachers can also randomly call a student to summarize his pre-class learning, including what problems he encountered, whether the problems were solved, and what help he hopes to get from the teacher or peers. If he thinks his preview effect is good, he can show it immediately and take a moment to do a few key actions. The teacher can use the student as an example to explain the knowledge of this lesson.

4.3. Promoting group cooperation and evaluation among students

Group cooperation can create a familiar and comfortable learning environment for students and help to mobilize students' learning initiative. Therefore, in online and offline teaching, teachers should promote group discussions and exercises and let them learn from others' learning wisdom to increase their sports knowledge and skills [7]. In the early stage, teachers can use significant data software to analyze students' preview results, combined with their daily physical learning performance, to divide study groups according to the standards of heterogeneity within the group and homogeneity between groups. Typical problems encountered by students in the preview can be given directly in class, and the groups can be asked to discuss the issues together [8]. During the process, students can use tablets and other devices to access courseware in class groups, physical education resource libraries, and applications. They can obtain arguments to support their opinions and propose hypothetical solutions to problems. Under the group leader's leadership, group members verify the feasibility of the plan through one-by-one exercises or individual presentations, and ultimately obtain consistent learning results for the group. The group then sends a representative to present the work, while the groups evaluate and the teacher summarizes the work.

4.4. Using in-class tests and knowledge competitions to consolidate skills

Using in-class tests and knowledge competition activities for all participants can provide students with opportunities to deepen their knowledge. For example, a testing system that uses the form of a video game to compile sports theoretical knowledge requires students to complete the tasks of each level in groups. The group that successfully meets the story within the specified time wins. A small-scale knowledge competition can also be prepared. The teacher randomly raises theoretical questions or gives specific action requirements. Students use the Xuetong application downloaded on mobile phones, tablets, and other devices as answering machines to answer correctly within a limited time. The system will score activities with 1 point. At the end of the game or competition, the scores of individuals or groups will be tallied, and there will be corresponding rewards and punishments. According to the classroom teaching arrangement, students can participate in several rounds, and students who do not participate will be judges, or they can complete several more rounds of activities to deepen students' impression of knowledge, skills, etc. [9].

4.5. Choosing an appropriate online and offline self-study model after class

Using self-study model to complete practical sports activities can cultivate students' sports habits and correct their learning attitude. Teachers can reasonably arrange online, offline, and online + offline self-study modes based on the overall learning plan and needs of vocational college students, or students can choose independently [10]. For example, students can film practice videos in groups within the class and upload them to the study group. The teacher can shuffle the order of these videos and send them randomly to the students. Each student is a "teacher" who must grade their partners' homework and write comments. After the videos and comments are sent back to the students, they must conduct the second round of exercises and record their learning experience, or open an online discussion section. After sorting out the self-study evaluation form, students can speak freely in the discussion, such as making suggestions for the teacher's teaching in class, answering other students' messages, and creating a fun and interactive online self-study space.

5. Conclusion

The reform and innovation of physical education teaching in vocational colleges should be based on accurate

technology and the actual situation of the college, and to be based on reality and focus on the future; this kind of innovation can also rely on the development of information technology to realize hybrid teaching reform in order to improve classroom teaching and the quality of learning. Teachers must put students at the center when creating hybrid physical education classes. Whether it is previewing courseware and questions released before class or offline classroom teaching models and practice tasks, they must be attractive to students and motivate them to think, practise, and use their hands, brains, and eyes.

Disclosure statement

The author declares no conflict of interest.

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