

The Design and Implementation Strategy of Internal and External Integration Mode of Physical Education

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Abstract: In order to better develop college sports in Guangxi Science & Technology Normal University, the mode of “integration of class and outside” is used for teaching and training to improve students’ physical quality. The method of literature, expert interview, questionnaire survey, mathematical statistics and so on. The paper analyzes the operation mechanism of the physical education teaching mode in college of Guangxi Science & Technology Normal University, and finds that the teaching mode of “integration of inside and outside class” takes health first, quality education, lifelong sports as the guiding ideology, and the extracurricular sports are included in the usual scores of skills, including the participation of fun running activities and various competitions. There are also some problems in the practice process of this teaching mode, including: insufficient continuation of in-class physical education to extracurricular “perfect sports,” imperfect internal and external evaluation system of public physical education, and inappropriate supervision of extracurricular activities. Therefore, in view of the above problems, this study proposes to establish an incentive mechanism for participating in extracurricular sports activities, enrich the content and methods of internal and external evaluation of public physical education, and establish a sound supervision system for extracurricular activities, in order to help the development of the school’s physical education “integration inside and outside class” teaching.

Keywords: College sports of Guangxi Science & Technology Normal University; Integration inside and outside class; Teaching mode design; Implementation strategy

Online publication: November 22, 2024

1. Introduction

The teaching mode of “integration inside and outside class” of physical education in colleges and universities has been developing continuously for many years, from putting forward to exploring, and then getting different results in application and practice in various colleges and universities^[1]. Guangxi Science & Technology Normal University, as the only application-oriented undergraduate college in Laibin City, has been strongly supported by the district and the city. Its teaching environment and resources, as well as teaching software and

hardware facilities, can meet the teaching needs. Guangxi Science & Technology Normal University exerts great importance on the development of physical education, from the exploration of the establishment of sports clubs to the present construction and implementation of the integration of internal and external classes. It constructs the model of internal and external integration of physical education and establishes a curriculum system integrating physical education classroom teaching, extracurricular sports activities, sports training and competitions. By reading relevant literature, it was understood that the teaching mode of public physical education in colleges and universities in China, and combines the talent training goals and physical education teaching status of Guangxi Science & Technology Normal University with “learning, training, competition and evaluation” running through students’ college life, providing the theoretical basis and innovative development direction for the reform of public physical education internal and external integration ^[2].

2. The connotation and significance of the internal and external integration mode of physical education

Physical education’s internal and external integration mode emphasizes the organic combination of classroom teaching, extracurricular activities, and off-campus practice to form an interrelated and mutually promoting physical education teaching system ^[3]. The mode aims to break the limitation of traditional physical education, improve the teaching effect, promote the comprehensive development of students’ physical and mental health, and cultivate students’ comprehensive quality ^[4].

3. Guangxi Science & Technology Normal University physical education internal and external integration model design

3.1. Teaching model design

Guangxi Science & Technology Normal University’s physical education internal and external integration model design mainly includes the following aspects:

(1) Curriculum

College sports, as a compulsory subject for college students, has the setting of credits, a total of four semesters, one credit per semester, each credit 16 hours. College sports scores composed of (a) Participation in music running activities account for 30%; (b) Class attendance and performance accounted for 20%; (c) Process assessment (at least two assessment contents set by the teacher) accounted for 30%; (d) All kinds of competition scores accounted for 20%. The autumn semester is according to students’ physical test scores. The spring semester test is composed of a 15 m × 4 round trip run and a one-minute rope-jumping. The curriculum pays attention to the diversity and interest of the course, and introduces challenging and innovative course content to meet the needs of different students. At the same time, it also combined local characteristics, pushing the development of ethnic traditional sports with regional cultural characteristics of the physical education curriculum.

(2) Teaching organization and methods

PE teachers should make use of the opportunity to impart skills to students, give full play to their professional standards, personality charm and professional quality, and adopt a variety of teaching methods such as heuristics, inquiry, and cooperation to stimulate students’ learning interest and initiative ^[5]. In the indoor venues, where badminton and air volleyball, martial arts and aerobics are taught, should be rationally utilized and arranged in advance to avoid empty or crowded venues. Teachers should improve the teaching

process and improve the efficiency of classroom teaching^[6], focus on students' participation and practice, and improve students' hands-on and teamwork ability^[7].

(3) Evaluation system

Universities should establish a diversified evaluation system, focusing on the combination of process evaluation and outcome evaluation^[8]. At the same time, the introduction of student self-evaluation, mutual evaluation, etc. can promote students' self-reflection and growth^[9].

3.2. Practical cases

Take Guangxi Science & Technology Normal University as an example, the school has successfully implemented the internal and external integration of the physical education teaching model. Specific practices include offering diversified physical education courses, innovating the curriculum content, and developing courses that include different sports, such as yoga, dance, martial arts, outdoor sports, etc., to meet the interests and needs of different students. Besides, the university also introduced emerging sports, such as Frisbee, roller skating and rope jumping, to increase the fashion sense and challenge of the courses. In combination with health education, courses such as nutrition and sports, and sports injury prevention are offered to help students establish a correct concept of health^[10]. At the same time, in combination with local characteristics, courses with regional cultural characteristics such as ethnic sports in Guangxi, bamboo pole dance, back basket hydrangea, the dragon and lion dance are set up. In terms of teaching mode, it introduces the flipped classroom mode. Through WeChat, QQ and Learning Pass and other tools, students can learn theoretical knowledge through video before class, and focus on skill training and practice in class.

(1) Implement extracurricular sports activities

The school holds various sports competitions and more than 80 sports activities every year. School-level sports activities include sports events held by various sports associations, track and field meets, physical fitness test challenges, etc.^[11] The class activities mainly focus on fun sports games. Students are required to run kilometers each semester, which is recorded by the application Le Run, and the students' usual scores are scored. Extracurricular sports activities provide a platform for students. When students participate in various sports activities, they can get corresponding points according to their participation degrees, and complete the credits of the competitive sports section of "Complete Education." In terms of sports training, the school currently has training teams for football, basketball, volleyball, track and field, table tennis, badminton, tennis, martial arts and other events. The coaches of the training department and the teachers of the Physical Education Department are respectively responsible for the daily training work. For students who have a certain athletic foundation and are interested in sports, this can improve their athletic skills, cultivate their interests and hobbies, and help them find a sense of belonging^[12]. At present, there is a lack of systematic and scientific guidance for voluntary physical exercise in schools^[13].

(2) Strengthen cooperation with society

The school has established cooperative relations with Laibin City Gas Volleyball Sports Association, table tennis association, clubs and other organizations, and held sports culture exhibitions, lectures and other activities to show the school's sports history and cultural achievements and promote the spread of sports culture. Besides, the school also set up sports training courses for college sports students, such as gas volleyball referees, basketball referees, football referees, table tennis referees, and sports management courses, to provide professional training and qualification certification. At the same time, professional coaches and athletes are invited to the university for guidance and exchange, to improve the level of physical education in

the school, to improve the level of physical education theory knowledge of college students ^[14].

4. There are some problems in the development of the integrated model of physical education

4.1. The continuation of in-class physical education to “complete physical education” after class is not sufficient

Through investigation, the study found that the continuation of in-class physical education to after-class “complete education” is not sufficient. For example, students learn table tennis in class but rarely participate in activities related to table tennis after class. Another example is the basketball learning in class. Although there are basketball activities and competitions outside class, some students are unable to participate in club games or other competitive activities due to a lack of ability. Under the influence of exam-oriented education and high-score goals, some students only practice a single technical movement in the course of class learning, ignoring the integrity of sports items and hindering their participation in after-school sports ^[15]. The practicability of knowledge learned in class, the uniformity of technology and the independence of extracurricular competition activities make the internal and external integration of public physical education lack continuity and systematism.

4.2. The internal and external evaluation system of public PE classes is not perfect

Guangxi Science & Technology Normal University uses two methods in the evaluation of physical education. The first way is the evaluation of PE teaching in class. The teaching evaluation is 50% of the regular grade and 50% of the final grade. It can be seen that the in-class teaching evaluation system has not been combined with the extracurricular “complete education,” and the evaluation system is not perfect. The in-class evaluation system does not set up process evaluation for students’ in-class performance. The scores in the special technology account for a large proportion, which is easy to affect the enthusiasm of students with weak special foundations. In the extracurricular evaluation system, the school has no requirements for the kinds of activities that students participate in and only requires their scores to reach 60 points. As a result, some students choose more relaxed lectures and spectator activities, rather than choose physical activities.

4.3. The supervision of extracurricular activities is not strict

In extracurricular activities, the participants of some competitive events can better achieve the purpose of physical exercise, and the organizers can learn the sports knowledge of related events and exercise their organizational skills. But for the students who just want to get all the credits, they just want to clock in and get the points. As the relevant system is not perfect, some participating activities are not strictly supervised, and the phenomenon of punching in at will. At the same time, when choosing activities, some students deliberately choose easy projects with high credits, rather than following their interests. For students’ self-organized sports activities, such as running, jumping rope, walking, etc., the school has not set a corresponding monitoring mechanism, which makes it easy to ignore the recognition of these students’ extracurricular activities.

5. Implementation strategies and suggestions

5.1. Establish an incentive mechanism for participating in extracurricular sports activities

Universities can give students participating in extracurricular sports activities to set up extracurricular sports

awards, such as “sports star,” “sports talent,” etc., a certain credit reward or comprehensive quality evaluation of extra points, improving the enthusiasm of students to participate in extracurricular sports. The classes, teachers, and counselors who actively organize and participate in extracurricular sports activities will be commended and rewarded for creating a good atmosphere for extracurricular sports activities.

5.2. Enrich the content and methods of internal and external evaluation of public physical education classes

Universities should introduce student self-assessment and mutual assessment mechanisms. Students have a clear understanding of their learning, and then classmates evaluate each other. To increase the comprehensiveness of teachers' evaluation, teachers use fun running and participating in school competitions to evaluate the extracurricular performance, for students' final exams, pay more attention to the performance of students in the learning process, try to put technical performance and process practice in the same important position, to avoid students too much attention to technical results, do not train well when practicing. For classroom performance, it can include attendance, participation, learning attitude, etc. Process evaluation and final evaluation should be combined, and diversified evaluation methods should be adopted. In addition to traditional exams and tests, project reports, group presentations, sports journals, and other methods can be used.

5.3. Establish a sound supervision system for extra-curricular activities

Universities should formulate detailed rules and regulations for extra-curricular activities, including regulations on the time, place, content, participants, and safety precautions, establish an attendance system, record and assess students' participation, strengthen safety education and discipline education for students, and improve their safety awareness and self-restraint ability. In the process of implementing the integrated teaching model of physical education inside and outside, the subject status and personality differences of students should be fully respected. Pay attention to cultivating students' independent learning ability and innovative consciousness, so that students can get more sense of achievement and self-confidence in the process of participating in sports activities.

6. Conclusion

It is of great practical significance and academic value to design and implement the model of internal and external integration of physical education in Guangxi Science & Technology Normal University. The implementation of this model can not only improve the teaching effect and promote the overall development of students' physical and mental health but also cultivate students' comprehensive quality and innovation ability. Therefore, all colleges and universities should actively explore and practice the integrated teaching mode of physical education to make greater contributions to cultivating high-quality talents with innovative spirit and practical ability.

Funding

University-level Research Project of Guangxi Science & Technology Normal University in 2024 (Project No. GXKS2024YB066); 2024 Undergraduate Teaching Reform Project of Guangxi Science & Technology Normal University (Project No.: 2024GKSYG31)

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