

The Physical Education Innovation Path of College Students in a Network Environment

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Abstract: *Under the new network environment, university student physical education enters the new wisdom development stage. The use of micro-class, multi-media and other intelligent teaching platforms will greatly enrich college students' physical education resources, and optimize the learning process for students to provide interesting and image learning resources. This article explores the innovation requirement of college students' physical education in the network environment first, and then through these several years' teaching experiences, we can easily find the problems existing in the physical education of college students in such environment. At last, we can conclude three innovation paths of college students' physical education under the network environment, such as improving the network teaching environment, purchasing high-quality network teaching platform for teachers to use, conducting training to enable teachers and students to use the platform proficiently, establishing online course resource package for students to choose, and investing more money to ensure network speed.*

Keywords: Network Environment, College Students, Physical Education, Innovative Path

I. INTRODUCTION

The network technology has already entered the fast development period, and the university campus culture dissemination channel also unceasingly innovates and develops. On the premise of the coexistence of various modes of communication, network communication occupies a large proportion, and the students have a high willingness to acquire the campus sports culture from the network. The use of WeChat, Teams, Dingling platform, etc. can present a more innovative means of communication so that the infiltration of the sports culture process is more convenient. According to Yang & Lu (2015), at the same time, integrating into the network environment is also to build a new and efficient teacher-student interaction system, so that teachers can more accurately and comprehensively collect students' learning desires, and promote comprehensive innovation in college students' physical education. This article takes the network environment as the research background, in view of the college student physical education present situation, and puts forward the related innovation suggestion.

II. THE MAIN RESEARCH

2.1. The Innovation Requirement of College Students' Physical Education under the Network Environment

Some teaching models are based on the comprehensive application of various models, some on the relationship between teachers and students, some on the relationship between students and students, some on the content of teaching, and some on the arrangement of teaching; some of them are based on skill learning and students' psychological development (Zhao, 2016). Different teaching modes also depend on different learning methods and teaching purposes. For example, from passive learning to active learning, from physical transformation to the cultivation of lifelong sports awareness, from learning to improving the level, teaching models will be selected. The variety of teaching mode shows that each kind of teaching mode has its own specific scope of application. Although these teaching modes are not perfect, they will play a more and more important role in the combination of physical education theory and practice. Teaching methods should be combined organically and applied flexibly to realize the modernization and diversification of teaching means, such as flexible training form and diversified training level structure, so as to adapt to the development of students' individuality. The teaching forms are collective teaching, divided teaching, circular teaching, prompt teaching, audio-visual teaching, group assessment, group formation, and theory teaching. Teachers should

consciously organize a variety of lively and interesting activities to infect students and stimulate their emotions, such as organizing students to watch relevant videos and movies, visiting sports stars, reviewing the history of the development of sports in China, etc.; it's good to inspire students.

The curriculum setting should develop from the single general teaching course to the optional course, the special improving course, the health physical education course and so on. In the future, the content of physical education will be transferred from "Taking sports technology as the center" to "Taking sports methods, sports motivation, sports activities and sports experience as the center". But this does not mean that the teaching of sports technology is denied. The specific teaching contents will be adjusted greatly according to the development of social sports, the individual needs of college students and the teaching conditions of the school. Competitive sport, entertainment and sports, and individual sport will be given greater weight. The scope of content will be broadened, including theory, technology, health care, quality and so on, showing a diversified trend. The content emphasizes acceptability, fitness, entertainment, life-long, practical, in order to attract college students to take the initiative to participate in sports learning and exercise.

2.2. The Problems Existing in the Physical Education of College Students under the Network Environment

From different versions of college physical education courses we can find the same teaching contents, such as ball games, gymnastics, physical fitness exercises, etc., but the sports that students like and have fashion and local characteristics are very few; it is no wonder that college students like sports but do not like physical education. The teaching content of college physical education is actually the simple repetition and copy of the teaching content of primary and middle schools, only the teaching mode, teaching method and teaching object are changed. The main reason for this phenomenon is that our country has not yet formed a perfect theory of college physical education. The theory of school physical education in physical education institutes is mainly based on the physical education in primary and secondary schools. The idea of health education was first put forward by some developed countries in Europe and America in the 1950s, and a new theory of physical fitness testing and evaluation was put forward, the other category is health-related fitness. The teaching content of college physical education includes two aspects: the practical course of physical activities and the theoretical course of health education. The outline stipulates that the teaching hours of college physical education should be no less than 4 hours per semester, although many colleges in China have listed the four-hour basic theory courses separately; they are not optimistic from the implementation situation. Some colleges and universities have not taken the indoor theory teaching at all, and have neglected the cultivation of the contents of college physical education and health education, a single outdoor physical activity.

Although every physical education teacher in the classroom teaching will be responsible to complete the teaching task, the teaching effect may not be ideal. The reasons lie in the following: firstly, the teaching contents stipulated in the original syllabus run through a main line, which is to give priority to technical teaching; secondly, the teaching objectives and tasks of the physical education teachers in the classroom also lay too much emphasis on technology, neglecting the cultivation of students' interest and the idea of lifelong physical exercise, and having no motive for learning interests; the singleness of teaching content, teaching method and teaching mode cannot arouse students' enthusiasm for physical exercise, and the boring content of physical education teaching, repeated physical activities cannot achieve the desired teaching effect. With the continuous deepening of curriculum reform, college physical education has made certain development, but many teachers are influenced by traditional teaching concepts, unable to keep up with the trend of the times, and appear very backward in teaching. In the view of some teachers, it is one-sided and narrow-minded that PE teaching can achieve teaching effect through extracurricular practice after basic explanation.

In the course of college physical education, the examination is usually based on the results, and the teachers usually take the sports skills they explain as the examination content, and then make the standards according to the test skills, so as to grade the students' performance in the sports study. Although this kind of assessment method is relatively objective, it does not conform to the actual situation of students, in violation of the principle of differential treatment, there will be some deviation in the assessment process, resulting in the final test results and the actual situation does not match. Because of the unscientific way of examination, some teachers try their best to help students pass the examination in order to complete the teaching task, but they neglect the teaching of sports knowledge and healthy sports knowledge. In addition, due to the influence of unreasonable assessment mode, some students will choose the

course which they are not interested in but easy to pass in order to complete the course, thus, students' interests in learning are suppressed, which is not conducive to the healthy development of students.

In the network environment of physical education, the traditional teaching ignored the indoor theory teaching, the network environment teaching can lead our teachers to pay attention to the theoretical knowledge teaching, but the lack of enough space to carry out physical practice has become the educational problem under this background; in view of the lack of attractive courses in the completion of technology-based teaching tasks, physical education under the network background is lack of on-site interaction and there is a teaching problem of the students of insufficient interests in courses; in view of the traditional teaching problem that students choose courses they are not interested in simply for passing due to the testing standards set according to their skills, online physical education is faced with a new challenge of teaching mode innovation. Obviously, challenges are also opportunities. Here we see more problems faced by physical education in the network environment through exploration, which also proves that we can find more innovative and effective ways of physical education in the new network background.

2.3. The Innovation Path of College Students' Physical Education under the Network Environment

By making full use of the characteristics of the internet, such as fast-spreading speed, wide coverage and great influence, more college students will be edified by the sports culture, the participation of college students in sports activities will be increased, and the sports spirit of college students will be cultivated (Shi, 2011). According to local conditions, we should construct the sports activity mechanism with regional and school-based characteristics, and form the unique campus culture. The establishment of such a mechanism is not an overnight thing; it needs to find the right position, and after long-term practice to form a model, the choice of characteristic sports items should not only consider the participation of all students, but also pay attention to the promotion of sports competition results, so as to form the traditional and characteristic campus sports mechanism and innovate campus sports cultural activities.

The innovative spirit of teachers stems from their devotion to their posts, arouses the teacher's enthusiasm and brings into play the teacher's subjective initiative. It is not only the reform of educational methods and the increase or decrease of educational contents, but also a systematic social project. It is the re-examination and positioning of educational functions; it is the value tendency of education innovation and education development with all-around and structural nature. To achieve this goal, it is necessary to create the corresponding atmosphere and space, promote the system and mechanism construction of the sustainable development of teachers' innovative spirit, and ensure the implementation and popularization of teachers' innovative ideas in physical education teaching. Teachers' innovative spirit is the key to carrying out innovative education. The basis of carrying out innovative education for PE teachers is the reserve of professional knowledge, professional technology and theoretical knowledge and skills of related subjects. In particular, we will establish and improve the system of continuing education, training and training for teachers, strengthen the cultivation of teachers' ability to learn independently and improve their teaching ability by using modern network technology, and increase their enthusiasm for teaching research and academic research, promoting the improvement of humanistic quality of sports teachers. The same is true of physical education; only a few minutes of physical education classes can at best point out the direction and planning of systematic sports for college students, but cannot effectively play the practical role of sports.

Therefore, more solid and effective physical exercise in fact is outside the classroom. Encouraging extra-curricular sports to fully complement the physical education classroom form is also a life-long sense of physical education in colleges and universities to innovate another point of strength. Carrying out extra-curricular sports can not only be the conscious practice of the individualization and individualization of college students, but also can be organized through the leadership of colleges and universities through the social games and periodic games among classes, grades and schools, in the form of competition to inspire more students to participate in the form of a team. If the conditions are met, the organization of more systematic and standardized daily training and competitions in the form of off-campus clubs and clubs is also an excellent form of off-campus sports. But this needs the university to contact the social institution and the organization more closely, attract the non-governmental funds, and the resources invest the university student's association or the club. Colleges and universities can try to attract private capital by sports associations or clubs, naming competitions and advertising by enterprises and institutions. On the one hand, this helps

to constantly expand the material base of extracurricular sports. On the other hand, once the scale effect is produced, college students' extra-curricular sports can also improve their awareness and ability of life-long physical education.

Track and field, gymnastics and other basic sports items that improve students' strength, speed, endurance quality and cultivate their courage and indomitable will have basically disappeared from the scope of physical education courses in colleges and universities. The proportion of aerobic and non-aerobic exercise is seriously out of balance, which causes the physical education cannot reach the effect of scientific exercise, and causes the decline of college students' physical health level year by year. The innovation education of physical education must start from the source of curriculum system, and lay stress on the development of basic sports on the premise of fulfilling the principle requirement of physical education syllabus. Whether the students' creative thinking is active or not depends on their initiative to participate.

Nowadays, most students are only children. As the pearl of their parents, their pure learning experience leads to their lack of life training, they cannot endure hardship, they cannot be tired, and their will is weak, in physical education class, the phenomenon of "Work without effort" is widespread. The realization of the goal of physical education depends on the mobilization of the teachers' interests and willingness to participate in the activities of students. In the course of teaching content processing, both sports load, and pay attention to technical, interesting, encourage students to combine their own technical characteristics bold practice. To give the college students the freest space to spread their thinking, to realize the sports innovation in the exploration, to enable the sports teaching to achieve the goal of mastering skills, improving physical ability and enjoying the body and mind, and to cultivate the students' good potential innovation quality.

As an important position of liberal education, extracurricular sports activities are an effective extension of physical education and an important supplement to the implementation of innovative physical education, and play a unique role in the cultivation of students' innovative quality. School leaders and relevant functional departments, such as the Ministry of Sports, the Youth League Committee and the Student Union, have their respective duties and responsibilities to jointly manage and support the extracurricular sports activities of college students, such as various sports clubs and sports associations, in terms of behavior and policy, organizational help, financial support. Physical Education teachers give on-site technical guidance in team building, activity design and process organization, and act as referees or arbitrators for important events, to ensure the smooth progress of students' extracurricular sports activities and sports innovation education.

III. CONCLUSION

Getting a reflection from Yan (2013), college sports culture is the campus sports spirit formed by the long-term development of sports facilities, sports teaching, sports activities and sports competitions. The stadium occupies the largest area among the buildings of the university, has great flexibility in architectural style, and has built a series of stadiums and sculptures that have the characteristics of the university and embody the spirit of sports, to be in one of the university students to bring visual impact, and then produce a psychological shock. Optimizing the teaching environment and teaching facilities is an important measure to create a strong learning atmosphere.

I will give several concrete measures to make the paths effective: Firstly, we can ask for more teaching facilities just like the advanced network devices and a more suitable teaching environment to let the teachers use. Secondly, we must ask more teachers to learn the skills to use the certain platform the school recommends. Thirdly, we will have some meetings to teach the students how to use the platform to review the materials, and how to communicate with teachers and classmates. Fourthly, we can build the online public elective course resource packages to let the students choose freely online. Therefore the students can choose the courses which they are interested in, which can improve the effectiveness of the network teaching. Lastly but the most important, we will ask the school to give more money to guarantee the speed of the network; every time when some problems occur, we can easily find some technical people to deal with the problems.

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