

College Physical Education Teaching Based on the Basic Principles of Sports Training

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Abstract: Objective: To explore the research of College Physical Education Teaching Based on the basic principles of sports training. Methods: The selected investigation object is the province sports professional basketball specialized course teaching content as the research object. The effective questionnaires for teachers, students and experts were 1-3 groups. There were 25 valid questionnaires for teachers, 141 valid questionnaires for students and 12 valid questionnaires for experts. By using the methods of literature, questionnaire and mathematical statistics, we observe the teaching objectives, the cultivation of students' ability and so on, and make logical analysis. Finally, the data were statistically analyzed. Results: The first is that "students have mastered the basic knowledge and skills of basketball" (95.7% of students, 88% of teachers and 91.7% of experts). Experts and students believe that the second important teaching goal is "competent for middle school basketball teaching". In the cultivation of students' ability, students think that the most important part of basketball professional course is sports skills (96.5%), teaching and training ability (92.2%) and professional theoretical ability (83.7%); teachers think that the top three are teaching and training ability (96%), sports skills (92%) and referee ability (68%); Experts believe that the top three are sports skills (96.5%), teaching and training ability (92.2%), professional theoretical ability (83.7%), sports skills (91.7%), teaching and training ability (91.7%), professional theoretical ability (75%) and referee ability (75%). Conclusion: teachers should pay attention to students' teaching ability, innovation ability and judgment ability in the process of training, and introduce more teaching practice into the classroom. Starting from the basic training, we should correctly guide college students' physical training.

1. Research Background

In college physical education, one pot teaching method pays attention to practice in the classroom, and the interaction between teachers and students is too little, which does not conform to

the characteristics of active thinking of college students. Teachers and students cannot produce resonance in the teaching process, thus affecting students' learning enthusiasm [1-2]. Jeli and other scholars put forward that in order to make college students form the consciousness of lifelong physical education and promote their all-round development of physical and mental health, we should improve teachers' innovative consciousness, construct diversified and innovative physical education teaching content system, use new methods and new methods, design diversified teaching evaluation methods, and put them in the reform and innovative education ideas of university physical education, Cultivate the integrity of College Students' innovative spirit, innovative consciousness and innovative ability [3]. Yongsheng and other scholars found that the "Research-based Learning" teaching mode not only puts forward requirements for teachers' teaching innovation, but also puts forward requirements for students' thinking ability [4-5].

At present, there are still some deficiencies in the research on the teaching ability of College Physical Education Teachers: there are different focuses on the research objects of teaching ability at home and abroad [6]. Domestic scholars focus on the positioning of teaching objectives, that is, students are the ultimate beneficiaries of teaching practice. In addition, there are similarities in the research of teaching innovation ability between College PE teachers and non PE teachers [7-8]. From the content of teachers' teaching innovation ability: mainly from the perspective of teaching process and teaching methods. Timon and other scholars have studied the innovation of teaching innovative thinking and concept, the innovation of teaching resources and environment, the innovation of innovative teaching objectives and contents, the innovation of teaching process and method, the innovation of teaching reflection and evaluation, the learning and guidance of innovative teaching, and so on.

In college physical education classroom teaching, although the teaching time is limited, teachers can reasonably allocate teaching time, optimize the teaching process and reduce unnecessary time waste. For example, swimming, as a required technical course for Physical Education Majors in Colleges and universities, can not only promote the development of students' physical and mental health, but also help students master survival skills in dangerous situations. Yue and other scholars have investigated the course content of physical education in Colleges and universities. Teachers can skillfully combine the tasks set by teaching contents to promote students' interest in learning tasks and strengthen students' ability to master knowledge and skills. Task driven teaching method can shorten the polarization between students, make good students make new progress in each class, and let slow students find their own shortcomings, to a large extent, improve their self-confidence [9-11]. Kasper and other scholars are influenced by the traditional teaching concept through social practice observation, and the traditional indoctrination teaching is still widely used in College Swimming Teaching [12].

In College Swimming Teaching, if students want to improve their swimming skills, they must learn the theoretical knowledge of various swimming styles. Technical action and theoretical knowledge are a whole, interdependent and co-exist [13]. Innovative teaching and learning guidance, teaching ideas and teaching ideas, innovative teaching resources and teaching situation. There are differences in age, teaching age, education background, professional title and so on [14]. Among them, the teaching innovation ability of college physical education teachers with long teaching years, high academic qualifications and high professional titles is higher than those with short teaching years, low academic qualifications and low professional titles [15].

2. College Physical Education Teaching Based on the Basic Principles of Sports Training

2.1. Innovative Teaching of Physical Education

The innovative teaching of physical education needs not only innovative teaching methods, but

also various characteristics and connotations of innovative teachers. First of all, teachers have their own advantages in personality and innovative spirit. They can choose teaching content and teaching materials, and can use this advantage throughout teaching activities, form a good interactive atmosphere with students, make use of favorable conditions, actively influence students, and play an active role in stimulating students' innovation consciousness [16]. Secondly, teachers with innovation ability can rely on their own innovation ability to innovate teaching. Using the new situation, new methods and new means to promote students' learning of the course is not only to achieve the teaching objectives, but also to innovate the teaching process. Only the concept of innovative education, good at absorbing the latest educational research results, improving the knowledge structure, and having a unique educational point of view and effective teaching methods, can college physical education teachers guide students' creative thinking and innovative behavior, so that college students can be more active and happily participate in learning successfully and creatively, so that their personality can be free and full play, so that their potential can be released to the maximum extent. The overall development of students' body and mind improves the quality of physical education teaching. It is necessary to cultivate teachers' self-innovation consciousness and improve their innovative ability. Finally, innovation is the driving force for one's continuous development and improvement. College physical education teachers also need to innovate and improve themselves in the process of innovation. Through teaching innovation, college physical education teachers can not only improve their teaching quality and professional ability, but also play an equally important role in the cultivation of College Students' innovative consciousness. From another point of view, the development of teachers themselves is an important guarantee to cultivate excellent talents and promote the healthy development of quality education. Therefore, teachers' own innovative attitude and spirit are often reflected in students [17].

There are differences in teaching age, age, education background, professional title and so on. From the perspective of teaching age, college PE teachers with different teaching years have different teaching innovation perspectives and contents [18]. The educational background of college physical education teachers and their teaching innovation ability, professional titles with high academic qualifications are generally higher. This is because the College Physical Education Teachers' highly educated sports theory not only has rich reserves, but also can examine physical education teaching from a new perspective. In the teaching process, using their own knowledge, from teaching ideas and ideas, innovative thinking will be achieved in all aspects of the teaching process, so as to achieve teaching innovation. The teaching innovation of physical education teachers in Colleges and universities, in addition to their own professional quality, is closely related to the overall atmosphere, management system and cultural background of colleges and universities. College physical education teachers have a harmonious relationship with their colleagues and students, and can win the recognition of students and get the support and help of colleagues. In this pleasant atmosphere, teachers can get more fun in teaching, so as to improve the ability of teaching innovation. The relationship between teachers and students is very important to teachers. Different types of students have different influences on teachers. Students' interest in learning, sports performance and teachers' praise are important sources to improve the teaching innovation ability of physical education teachers in Colleges and universities. The higher the leadership attaches importance to physical education and teachers, the better the campus cultural atmosphere of the school, the more harmonious and harmonious relationship between teachers and society; the greater the promotion opportunities of college physical education teachers, the more perfect the teaching infrastructure.

In the long run, a virtuous circle of "teaching and learning complementing each other" will be formed. The integrated teaching mode inside and outside the classroom takes the PE classroom evaluation as one aspect. In addition, students' extracurricular sports activities should be organized

in a planned way to form a new evaluation system to measure the comprehensive level of students' physical education. In this context, "integrated teaching inside and outside class" has been widely recognized and promoted, which provides a new direction for the reform and development of college physical education. On the one hand, in order to motivate physical education teachers, and stimulate their work enthusiasm, through salary, bonus and other activities to organize competitions to evaluate teachers' teaching activities, so as to reasonably arrange physical education courses, reduce workload, and prolong their career, mainly for the emotional development of physical education teachers, experience a higher level of spiritual pay, such as the old Teacher's job pleasure. Because of the spirit of losing independence, encouraging it can give full play to the enthusiasm. On the other hand, stable economic income and the basic conditions for people's survival, giving appropriate material payment can make the teacher's innovation enthusiasm higher, and can maintain his work enthusiasm and enthusiasm. In the past, the college and university did not take seriously university physical education teachers seriously, And their wages are very low, which leads to the frustration of strengthening professional university physical education teachers, leading to emotional exhaustion of university physical education teachers, and finally losing their enthusiasm for work, As a result, there are various problems in teaching, needless to say, innovative teaching. Therefore, on the basis of improving the income and water level of physical education teachers, it is more reasonable to give certain affirmation on the material basis. At the same time, we should also give spiritual encouragement while improving the salary system and economic level. It is never too old to learn new knowledge and master new technology. Complete teaching activities with the fastest efficiency and effect; To be able to find insufficient problems in the physical education classroom, to carry out scientific research on physical education teaching, to rely on my knowledge and ability to solve problems, to predict the future direction of development and possible adverse phenomena, in teaching should be brave in practice, college physical education teachers should be brave in time, and cultivate their own innovation and independent ability to solve problems in practice. In order to improve the time management consciousness of physical education teachers in Colleges and universities, according to different teaching tasks, fully grasp the law of classroom time, so that the consciousness of teaching time management runs through the whole classroom. Reasonable allocation of classroom teaching time is the key to time management. Continuous improvement in classroom time management experience leads to a good sense of time management. Teachers should reasonably organize the development and optimization of content, scientifically design teaching links, arrange appropriate teaching activities, and adjust teaching time according to the teaching content having a high sense of responsibility and paying attention to the all-round development of students is the further improvement of teaching concept and teaching ability [19-20].

2.2.College Physical Education

In the physical education teaching of colleges and universities, teachers' classroom implementation teaching method is an important part of college physical education teaching practice management [21-22]. Teachers through time management as the main body of this time, the knowledge system of physical education in Colleges and universities is the basis of public basic courses in Colleges and universities, which is decided by the state and the school together. Teachers and students on the allocation of time for physical education teaching and learning participation is relatively small, for teachers, teaching time is the guarantee of teaching effect, in the limited teaching time reasonable allocation of classroom, limited time to ensure the improvement of students' effect, but also to improve the quality and efficiency of teaching. Establish a reasonable concept of time, actively cooperate with teachers in class, actively communicate with teachers after

class, and successfully complete teaching tasks, so as to jointly promote the rationalization of teaching time management. According to the training plan of the school, teachers should grasp the key points and difficulties of teaching to organize teaching, and ensure the depth of teaching under the premise of time. From the student's point of view, the University's physical education curriculum is more inclined to the distribution of practical time. It can make the application technology in sports activities learn and understand, it can also make sports activities fully display, improve the efficiency of physical education teaching, and can achieve teaching objectives, so as to carry out higher physical education curriculum research. If students accept sports knowledge and skills passively, it will reduce students' enthusiasm in the classroom, thus hindering students' independent development and innovation, further restricting the progress of physical education teaching, which is not in line with the requirements of physical education reform. So far, to reform, advocate, independent cooperation and exploration of learning methods, students can actively participate in sports learning, put the overall development of learning in the first place, highlight the main learning purpose of students, and their dominant position in learning. Teaching is the forerunner. Through the teacher leading students to learn, walk into the learning path, discover, explore and innovate learning, cultivate students' discovery and Research on problems, solve problems independently, stimulate their interest in learning, make them fall in love with sports and become the ultimate body Education laid a good foundation [23-24].

In teaching, we advocate task driven teaching. Knowledge lies in application and can be improved in application. When students apply the knowledge they have learned into real life, they can not only improve their mastery of knowledge, but also play a positive role in improving their social skills. Exploring problems in real situations helps students to absorb knowledge and master skills naturally in subconscious. However, overemphasizing students' self-knowledge construction can affect the formation of the whole system. Therefore, we should consider the particularity of the student group and provide different systematic learning according to different students. Task driven teaching is the increase of students' desire to explore knowledge. Students should actively build their own internal knowledge system and constantly use new knowledge and experience to supplement and enrich the old knowledge and experience. Teachers combine problems with tasks, and guide students to participate in the system construction to stimulate students' knowledge exploration ability. With the help of teachers, they can actively explore technical operation, and obtain a sense of achievement through hands and brains, and fully stimulate their learning interest and thirst for knowledge, so that they can fully understand the process of learning technical action skills, and ensure the effect of completing technical actions [25].

2.3.Sports Training Safety

Physical education has always been an important part of college education. Whether physical education can be carried out smoothly is not only related to the whole teaching system of colleges and universities, but also directly related to the life safety of students themselves. Therefore, in the arrangement of college physical education teaching content and plan, we must first consider the safety problem. The probability of unexpected events in college sports activities has not decreased, but is on the rise, which not only seriously affects the normal teaching order of the school, but also runs counter to the concept of student-centered education. In order to ensure the normal teaching order of the school, prevent the occurrence of accidents in physical education teaching, so as to truly protect the vital interests of students; we must have practical methods to solve this problem. There are many factors that affect the safety of physical education teaching, including the difficulty of teaching content, the preparation of students before class, the current situation and management of venues and equipment. In the whole process of physical education, these factors restrict and

influence each other, which make the safety of physical education appear complex. At present, the responsibility of physical education is not clear after the division of labor. In the teaching process, once there is a conflict between teaching safety and teaching content, most teachers will choose to reduce the difficulty of teaching content to meet the needs of teaching safety. Although the teaching safety has been guaranteed, the contradiction of teaching safety is at the expense of teaching effect.

In recent years, the frequent occurrence of safety accidents in physical education teaching not only disturbs the normal teaching order, but also changes the prejudice of managers to physical education teaching. Therefore, the relevant departments should reform and adjust the teaching objectives in time. We can take the following measures: first, strengthen the implementation of school safety system, standardize the safety content of physical health test; second, take safety first as the main line, implement it into physical education teaching and students' sports participation, at the same time, establish and improve medical security, reduce the risk of sports safety; third, improve the safety awareness of physical education teachers and increase the frequency of safety training; third, improve the safety awareness of physical education teachers; Fourth, improve students' self-help ability and enhance their safety awareness. College students should be involved in the process of sports equipment replacement due to the uneven performance of sports equipment and equipment management. In the process of education and teaching, physical education teachers should constantly instill safety awareness, strengthen their professional learning and improvement, improve the handling skills of safety accidents and sports injuries, and reasonably organize classroom teaching; college students should enhance self-protection awareness, seriously treat pre class preparation activities, improve attention, enhance self-monitoring ability, and timely report their health problems to teachers.

3. Experiment Setup

3.1. Research Object

The selected survey objects are the relevant sports management personnel, some college physical education teachers and some college students in this province, and the optimization of teaching content of basketball professional course in this province is the research object.

Our province attaches importance to the construction of colleges and universities, increasing the investment in Colleges and universities, the number of colleges and universities is further increased. As the most basic course in the teaching system of colleges and universities, physical education plays an important role in improving students' comprehensive quality. The educational concept of "health education, happy education and quality education" is increasingly supported by parents and society. Physical education has its unique side in the whole school education. Through participating in games, organizing competitions, learning skills and other forms of sports activities, students can promote the healthy development of their body, and at the same time get happiness and satisfaction in spirit.

3.2. Experimental Plan

Literature method: make full use of the database and HowNet of the library, consult, analyze and sort out books, periodicals and special topics of "physical education" and "teaching content", provide theoretical support, design questionnaires, formulate interview outline and research topics.

Questionnaire survey method: the questionnaire was designed according to the research needs. In order to ensure the validity of the questionnaire, we should follow the basic requirements of questionnaire design in sports science research. At the same time, combined with the opinions and suggestions of experts and tutors, the questionnaire was revised repeatedly. The contents of the

questionnaire are as follows: 1. Do you like basketball professional courses? 2. What is your motivation to choose basketball as a professional course? 3. What do you think the teaching goal of basketball major should be? 4. What career direction do you think the students of basketball major tend to cultivate? 5. What abilities do you think the students should have? 6. Are you satisfied with the teaching materials? Do you think the proportion of practical and theoretical courses is reasonable? 9. What kind of teaching materials are used in your school's basketball major? 10. What are your current teaching methods?

Validity test: the validity and accuracy of the information obtained by the questionnaire can be guaranteed by consulting some experts. Please review the structure and content of the questionnaire, and revise and supplement the questionnaire repeatedly according to the opinions and suggestions of experts. The validity of this questionnaire is high. **Reliability test:** retest method was used to test the reliability of the questionnaire. In order to ensure the reliability of the questionnaire, the method of trial survey was used for the investigated population, and the method of random sampling was used in the questionnaire survey. **Questionnaire distribution and recovery:** 30 questionnaires were distributed to teachers and 27 questionnaires were recovered, with a recovery rate of 90.0%, including 25 valid questionnaires, with an effective recovery rate of 82.6%; 160 questionnaires were distributed to students, and 150 questionnaires were recovered, with a recovery rate of 93.75%, of which 141 were valid, with an effective recovery rate of 94.0%. A total of 12 experts were valid. The effective questionnaires for teachers, students and experts were 1-3 groups.

Mathematical statistics: use Excel, SPSS and other data processing software to sort out and analyze the collected questionnaire to ensure its scientific nature and provide data support.

4. Experimental Results

4.1. College Physical Education

(1) Understanding of teaching objectives

Table 1. Understanding of teaching objectives

Classification	Group 1	Group 2	Group 3
Teaching students	40%	49.60%	33.30%
Master the foundation	88%	95.70%	91.70%
Correct demonstration	76%	85.80%	66.70%
Stimulate interest	40%	67.30%	41.70%
Master the rules	32%	55.30%	58.30%
Be able to teach	68%	90.10%	75%
Master scientific research skills	36%	34%	41.70%

According to the statistical analysis of the data, as shown in Figure 1 and Table 1, whether students, teachers or experts, the first three goals of basketball professional course are: students master the basic knowledge and skills of basketball; to adapt to the needs of middle school basketball teaching, teaching students teaching methods, correct demonstration and steps. Among them, the first is "students have mastered the basic knowledge and skills of basketball" (95.7% of students, 88% of teachers and 91.7% of experts). Experts and students believe that the second important teaching goal is "competent for middle school basketball teaching". In addition, a large part is to master the rules of basketball game and stimulate students' interest in basketball.

(2) On the cultivation of students' ability

According to the statistical analysis of data, as shown in Figure 2 and Table 2, students think that the most important parts of basketball professional courses for students' ability training are sports skills (96%), teaching and training ability (92%) and professional theoretical ability (83%); teachers

think that the top three are teaching and training ability (96%), sports skills (92%) and referee ability (68%); Experts believe that the top three are sports skills (96%), teaching and training ability (92%) and professional theoretical ability (83%), sports skills (91%), teaching and training ability (91%), professional theoretical ability (75%) and referee ability (75%).

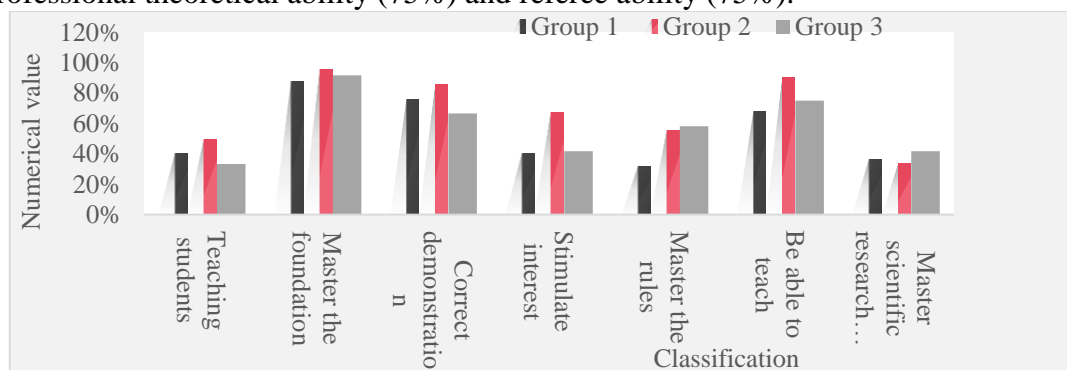


Figure 1. Understanding of teaching objectives

Table 2. On the cultivation of students' ability

Classification	Group 1	Group 2	Group 3
Motor skills	0.92	0.96	0.91
Professional theory	0.6	0.83	0.66
Teaching and training ability	0.96	0.92	0.91
Scientific research ability	0.6	0.65	0.75
Self study and innovation ability	0.48	0.47	0.58
Communication and cooperation ability	0.44	0.55	0.58
Judging ability	0.68	0.74	0.75
Moral education ability	0.24	0.58	0.41

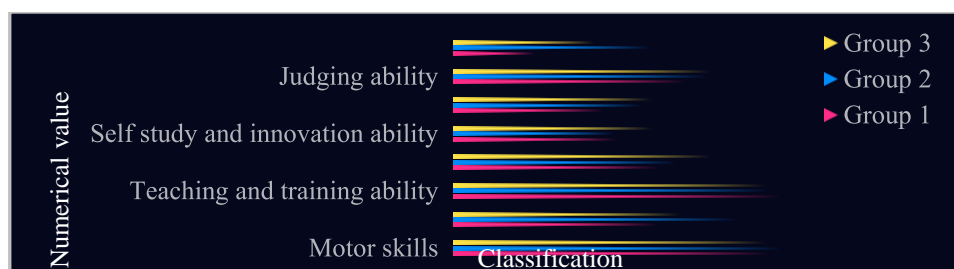


Figure 2. On the cultivation of students' ability

4.2.Sports Training

(1) Cultivation orientation

According to the statistical analysis of the data, as shown in Figure 3 and Table 3, 88% of the surveyed students think that the training orientation of basketball professional courses for students is to cultivate social sports instructors with basketball skills, ranking first; 85% of students think that the training of primary and secondary school teachers is the second. The author thinks that the orientation of basketball professional course in students' training is to train physical education teachers in primary and secondary schools, accounting for 76%, ranking the first; 56% of people think that training social sports instructors is the second. The position of basketball professional course in the cultivation of students is to cultivate primary and secondary school physical education teachers, accounting for 83%, ranking first; 66.7% of people think that the next is the cultivation of

social sports instructors.

Table 3. Cultivation orientation

Culture type	Group 1	Group 2	Group 3
Physical education teachers in primary and secondary schools	0.76	0.85	0.83
professional player	0.16	0.24	0.25
Basketball coach	0.44	0.67	0.5
Basketball referee	0.48	0.54	0.5
Social sports instructor	0.56	0.88	0.667

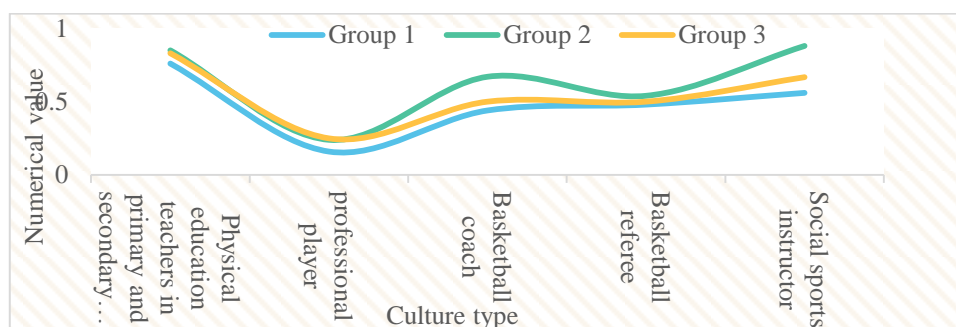


Figure 3. Cultivation orientation

(2)Curriculum survey

Table 4. Curriculum survey

Classification	5 / 5 unreasonable	Unreasonable is 4 / 6	3 / 7 is unreasonable	3 / 8 is unreasonable	Reasonable	Total
Frequency	1	2	3	3	16	25
Percentage /%	4	8	12	12	64	100

According to the statistical analysis of the data, as shown in Figure 4 and Table 4, 64% of the teachers think that the allocation of class hours for basketball major courses and practical courses is reasonable, which basically meets the needs of the school; 36% of the basketball teachers think that the allocation of class hours for basketball professional courses is not scientific. For a long time, the academic circles have paid close attention to the research and standard establishment of the time allocation of basketball theory and practice courses for sports majors, but there is no universally accepted unified allocation standard.

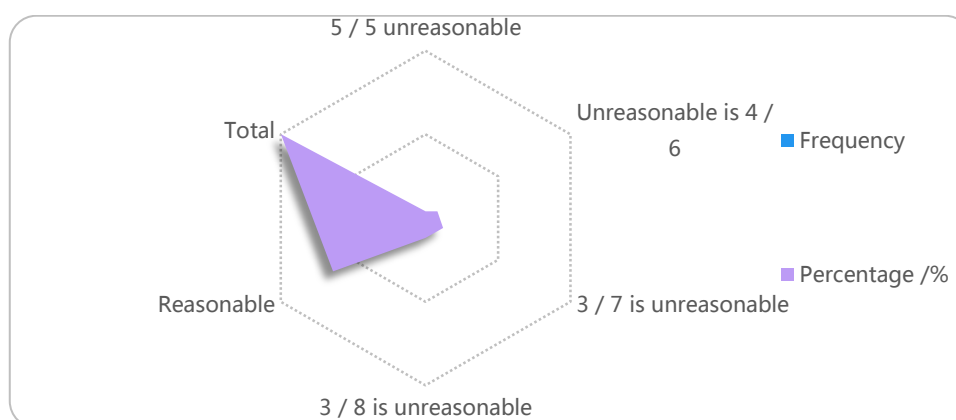


Figure 4. Curriculum survey

5. Analysis and Discussion

5.1. Analysis of Experimental Results

In the understanding of basketball teaching objectives, different groups are often consistent. However, there are some differences in different angles. For example, due to the needs of employment, to a certain extent, students pay more attention to whether they have the ability to teach basketball in middle school, and teachers pay more attention to students' mastery of correct teaching methods. In the process of cultivating students' ability, the most important ones are sports skills, teaching and training ability and referee ability. All along, in the teaching of basketball professional courses, the above ability is the most conventional professional ability. With the diversification of social development, the demand for talents presents a diversified demand. Scientific research, theory and other capabilities are equally important. Both students, teachers and experts believe that the training of basketball professionals is to cultivate primary and secondary school physical education teachers, is the training of social sports instructor basketball skills. Among them, the traditional orientation is to train primary and secondary school physical education teachers. In recent years, due to the increase of employment pressure and the deepening of basketball curriculum reform, social sports instructors with basketball skills emerge as the times require. In the aspect of training students to become professional athletes, the views of students, teachers and experts are more unified. In the case that students have not been exposed to basketball for a long time and their basketball foundation is weak, it is impossible for them to become professional athletes by studying basketball professional courses. Therefore, the training of primary and secondary school physical education teachers and social sports instructors with certain basketball skills is the main training direction of basketball professional courses in our province.

In Physical Education in Colleges and universities, teachers can guide students to work independently or organize themselves. By providing clues to solve problems, combined with existing skills and clues provided by teachers, teachers can explore solutions to problems. In the process of teaching, we can arrange targeted, colorful and interesting learning tasks according to the technical movement links and students' physical and mental characteristics. Through the assignment of tasks, students' interest in learning can be fully aroused and their learning enthusiasm can be improved. In training and learning, students can get a certain sense of achievement and satisfaction after completing the task, stimulate their thirst for knowledge, and gradually form a virtuous circle of perceptual psychological activities, so as to avoid negative and depressive psychology and affect the teaching effect. The establishment of tasks should also pay attention to the individual differences of students, so that students can try to diversify tasks and take care of each student according to their abilities, Give full play to the advantages of each student, and strengthen their weaknesses to stimulate students, so that each student's potential for progress. In the process of teaching, teachers should strengthen the evaluation and feedback of tasks. After completing each task, students should give feedback on the completion of the task, so that students can have a correct understanding of the knowledge behind the task. The content of teacher's evaluation should be as comprehensive as possible and diversified as possible. It is not easy to unify the evaluation methods and standards. Otherwise, it will not stimulate students' enthusiasm in learning physical education and is not conducive to the development of students' personality.

5.2. Discuss

In the traditional physical education teaching mode, teaching pays more attention to the content of teaching. Because the students are mainly watching the teacher explains and demonstrates the technical action, passively absorb the skill knowledge, mechanically imitate and practice. This has

greatly affected students' learning enthusiasm, restricted their thinking, and led to students' listening fatigue, resulting in poor skills learning and incomplete understanding of technical principles. As far as swimming is concerned, in the daily teaching process, basic knowledge and common sense will be infiltrated into the classroom, so there is no significant difference between the two kinds of basic knowledge. In the process of physical education classroom teaching, students should better improve their self-awareness, promote teachers' effective teaching, and actively cooperate with teachers' classroom arrangement, so as to effectively improve teaching efficiency. The value pursuit of students determines the teaching effect to a great extent, so that students can grasp the teaching content, better reflect the maximum of teaching content, realize the correct value pursuit of students, better cooperate with teachers' teaching, complete teaching tasks and reduce the waste of time, so that students' physical education and physical quality can be further developed and improved Teaching quality and efficiency.

In the physical education classroom of colleges and universities, teachers can effectively mobilize the classroom atmosphere, stimulate students' interest in learning, further improve the learning effect, strengthen the time management of physical education courses, and achieve the highest teaching quality and efficiency. To improve the quality of teaching is the focus of physical education reform, but also the common goal of teachers and students. The efficiency of teaching is closely related to practice. Only by reasonably arranging the limited teaching time, carefully designing each class and achieving a clear understanding of each teaching link in the classroom, can the teaching effect of physical education be improved. Teachers should teach more and practice more, and reasonably allocate the proportion of time in physical training, sports skills and sports load according to the actual situation, so as to ensure the time and intensity of students. In physical education, teachers can change teaching strategies, reasonably allocate the time of teaching each link, and increase the time of physical training, Encourage language should be used in the classroom, so that students often participate in sports activities. After class, teachers should be actively guided as the forerunner of teaching. Limited teaching time should be grasped to make full use of the time in class to improve the efficiency and quality of teaching.

6. Conclusion

(1) Teachers should pay attention to students' teaching ability, innovation ability and judgment ability in the process of training, and introduce more teaching practice into the classroom. Reasonable arrangement of teaching time and improvement of teaching quality and efficiency will further improve the quality of physical education in Colleges and universities.

(2) According to different sports, adjust the time of physical exercise, make the sports load meet certain requirements, and improve the physical quality of students. Combined with large-scale sports activities, let students learn theory and practice, so as to improve the enthusiasm of students to participate and promote the overall development of students.

(3) The security of school physical education teaching is inseparable from the cognition of society, school, teachers and students. Only through the joint efforts of these four aspects can we avoid the occurrence of school physical education teaching accidents.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this

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Conflict of Interest

The author states that this article has no conflict of interest.

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