

PAD class Mode of Physical Education Course Teaching and Its Practice Research

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Abstract: By adjusting and optimizing the teaching process, the innovative teaching mode of the PAD divides the class into two parts as a way to fully mobilize and give full play to the initiative of teachers and students, and create a learning mode combining student' learning with thinking. In this paper, through the brief introduction of the core connotation of the presentation-assimilation-discussion (PAD) class teaching mode of physical education curriculum, the design and research of the PAD class teaching mode of college physical education curriculum, as well as the breakthrough and effect research of the PAD class teaching mode in the practice of physical education curriculum in university, the related topics are studied and discussed profoundly.

Keywords: Physical education curriculum; PAD class; Teaching model

1. Introduction

In the dilemma of classroom improvement in Colleges and universities, under the background of the national vigorously promoting the teaching reform, Professor Zhang Xuexin, a famous scholar of Princeton psychology and the discipline leader of psychology department of Fudan University, innovates the PAD class teaching mode. The essence of this mode is that the teacher controls half of the class time to teach the relevant course content, while the students use the rest of the class to discuss and interact with each other. The key control point lies in the interactive communication process.

2. Briefly Description on the Core Connotation of PAD Class Mode in Physical Education Curriculum

2.1. The structure of PAD class teaching mode

The PAD class is to divide the teaching process into three parts: the first part is the teacher's classroom teaching; the second part is the students' assimilation; the third part is the discussion. Therefore, we can find that the core idea of PAD class new teaching mode innovation is to divide the classroom teaching time into two parts, that is, half of the teaching time is given to teachers for classroom teaching, and the other part is given to students for interactive learning in the form of discussion. At the same time, the bisection process of PAD class can be divided into two ways: instant bisection in class and postposition bisection after class. In the process of designing the teaching plan of the PAD class, the teaching content that needs to be internalized and absorbed in the classroom is arranged as the instant bisection method

according to the needs of the course; and as for the relevant teaching content that needs to be internalized and absorbed after class, the method of postposition bisection after class is adopted.

2.2. Teaching part of PAD class teaching mode

In the class of PAD class mode, when teachers teach in accordance with the teaching plan, teachers neither ask questions nor organize discussions, but only take one-way teaching method to explain the framework, key points and difficulties of teaching content, and do not involve and cover the details. Next, the design of students' assimilation process is between classroom teaching link and student discussion link. The students are given one week to read the textbook and complete the homework related to the course. The purpose of this kind of teaching management is to give students enough time and space. According to their own interests and abilities, the students can understand the content deeply at the time and way suitable for themselves that is to set up a personalized way to promote the internalization and absorption of the course content. Moreover, students must complete the internalization and absorption of curriculum content independently, and cannot discuss and communicate with classmates and teachers. Therefore, the characteristic of this mode design is that classroom teaching and interactive learning are separated in time and space, which can give students enough time and space to absorb and internalize the teaching content of corresponding course, and give full play to students' autonomous learning ability. After that, according to the actual situation of students' internalization and absorption of the teaching content, the teacher will discuss the following teaching content and prepare the teaching plan.

2.3. The discussion part of PAD class teaching mode

When entering the classroom discussion link in the PAD class teaching mode, students are usually divided into four groups for discussion. The theme of the discussion is arranged by the teacher. The content of the discussion is to show the students' learning experience, harvest and difficulties after internalizing and absorbing the teaching content. Firstly, students should express their understanding of the content of the assigned chapter clearly in their own words; Secondly, in the process of discussion, students should consciously ask questions around the relevant contents of the course teaching, so as to further confirm the actual effect of students' mastery of relevant knowledge in the way of so-called "examination". Thirdly, in the process of discussion, students can also expose their own unclear knowledge points and invite students and teachers to help them.

3. Research on the Design of PAD Class Teaching Mode in College Physical Education Course

3.1. The design concept of PAD class in college physical education course

The key to the construction of the PAD class teaching mode in college physical education class is to improve the effectiveness of the course, and accurately grasp the characteristics and core links of the PAD class, so as to achieve the purpose of enhancing students' physique and improving their awareness of lifelong physical exercise. Therefore, under the premise of following the teaching rules, we should not only emphasize classroom education, but also emphasize students' learning. The mode is based on teachers' classroom teaching, teacher-student interaction and students' internalization and absorption of teaching content after class. So it can give full play to the leading role of teachers in the teaching process and fully mobilize students' learning initiative and enthusiasm.

3.2. The design principle of PAD class in college physical education course

3.2.1. Teaching objectives of college physical education course

The remarkable characteristic of the PAD class teaching mode of the physical education course in university is that the design of the teaching goal must be clear and definite. Moreover, precise teaching objectives must be set for each teaching link. Its purpose is to achieve the teaching goal and create favorable conditions for students to internalize and absorb the knowledge they have learned.

3.2.2. Teaching process of college physical education course

The PAD classroom teaching process of college physical education curriculum mainly includes three core links: Teachers' classroom teaching, teacher-student discussion and students' internalization and absorption. Therefore, in the design process of the mode, we must strengthen the subjective initiative of teachers and students, and also strengthen the interaction process between teachers and students. Its essence is to make students directly and actively participate in the teaching activities. On this basis, students are more able to identify the key and difficult points in the teaching content. What's more, in the teaching process, which knowledge points are more likely to be questioned? At this point, it is possible to design the focus of classroom discussion more accurately and also related knowledge points in the teaching scope still needed to master after class by self-learning.

3.2.3. Teaching evaluation of college physical education course

The evaluation teaching effect is also a key link in the PAD class teaching mode of college course. At the same time, in the process of management, teaching evaluation must be scientific and timely. Only in this way, teachers can accurately analyze and judge the teaching plan according to the corresponding curriculum evaluation results. Moreover, only according to the evaluation results, teachers can reasonably and scientifically adjust and revise the follow-up teaching content. At the same time, students can also summarize and analyze their own learning achievements according to the relevant curriculum evaluation results, so as to enhance the previous deficiencies and improve learning methods.

4. Research on the Breakthrough and Effect of the PAD Class Teaching Mode in College Physical Education Course

4.1. The breakthrough point of the PAD class teaching mode of college physical education course in practice

4.1.1. The construction of communicative and interactive teaching concept based on the PAD class mode

The traditional teaching mode emphasizes the combination of learning and thinking, so the traditional teaching mode focuses on the teaching of theoretical knowledge, that is, teachers impart knowledge and students receive knowledge. Under the traditional teaching mode, the process focuses on the imparting of knowledge, but ignores the interaction between teachers and students around the teaching content. traditional teaching mode only pay attention to teachers' teaching and students' passive listening, ignoring students' thinking process, so it leads to the separation of learning and thinking. Therefore, the PAD class teaching mode emphasizes the students' initiative in

the learning process and the interactivity of teaching situations, and constructs a close connection between teachers' teaching and students' learning and thinking. At the same time, physical education curriculum has the characteristics of dynamic and personalized content, so it is more necessary to strengthen the interactive content between teachers and students.

The basis of physical education teaching theory is that facing the unified teaching theory, each student will construct his own and differentiated teaching understanding. Therefore, if we ignore the cognitive process and essence of students' self-construction, we will form one-way knowledge infusion in the teaching process, resulting in lower learning effect. Therefore, especially in the process of physical education teaching, we must break through and change the traditional teaching method of one-way instillation, adopt the PAD class innovation mode, organically integrate the three teaching links together. Through the interaction of knowledge, thinking and emotion between teachers and students, students can acquire the learning and sublimation of intelligence, attitude and emotion, and realize the teaching goal of combining learning process with thinking.

4.1.2. The PAD class mode deepens the teaching evaluation reform and strengthens the participation of students

As for the evaluation of curriculum teaching, we think it not only plays a role in judging the teaching effect, but also is an important factor to encourage students to participate in learning. Under the traditional teaching mode, the examination of physical education course is composed of the usual score and the paper score of final exam. For this reason, students usually take the final exam as a surprise point, but ignore the daily classroom learning. Therefore, similar to the summative evaluation model, it makes the performance of students in the teaching process become the evaluation blind spot, which is not conducive to the students' accumulation of good learning habits and the improvement of learning enthusiasm. At the same time, this traditional evaluation model cannot effectively evaluate students' thinking ability and communication ability. But the PAD class teaching mode has subverted the traditional education and curriculum evaluation method, combining the process evaluation with the stage summary evaluation. Therefore, students' course scores not only include their final exam scores, but also their daily homework scores, that is, students' scores of each assignment are directly included in the students' scores of the course. In this way, for students with strong learning ability and excellent homework content, they can obtain higher homework scores; while students with poor learning ability can obtain the most basic homework scores as long as they can complete the homework.

At the same time, according to the actual situation of students' participation in the group discussion, the group members will get the corresponding evaluation results. Such evaluation can not only cover the students' knowledge, but also test the students' thinking, communication and learning ability. Therefore, we can see that the change of teaching evaluation method will greatly improve students' deep participation in the learning. Starting from the teaching stage of teachers, through the carding and elaboration of the relevant key points between teachers and students, the organic connection between teachers' teaching content and homework and discussion process is established. Guide students to realize the importance of teaching from the teaching mechanism, therefore, it strengthens the students' enthusiasm and initiative in classroom learning, and in the process of stimulating students' learning enthusiasm, students' analytical ability and problem-solving ability are constantly enhanced.

4.2. The effect of the PAD class teaching mode of physical education curriculum

4.2.1. PAD class mode improves students' learning enthusiasm and self-confidence

Through the organic integration of classroom teaching, internalization and absorption, and discussion and communication, the PAD class teaching mode encourages students to be clearer about their learning objectives. With the help of interactive learning mode, students are willing to think and diligent in thinking, forming a learning mentality of self-confidence because of understanding, and they are more willing to participate in learning and promote a virtuous cycle of learning state, so that students continue to gain a sense of achievement in learning. Therefore, it will enable students to acquire and master the teaching knowledge, at the same time, gain more self-confidence, pleasure and the good learning effect in their life.

4.2.2. PAD class mode constructs equal relationship between teachers and students

The PAD class mode is established based on affirming the value and significance of both teachers and students. In the actual application process, the interaction platform is built for teachers and students because of homework and discussion. Therefore, the teaching process will be formed by the mutual interaction between teachers and students. Under the PAD class mode, the teaching process defines the division of roles of teachers and students' rights, responsibilities and obligations. In this atmosphere, teachers and students will form an equal relationship of mutual assistance and cooperation.

4.2.3. PAD class mode promote teachers' professional development

Under the PAD class mode, the teaching requires that physical education teachers should strengthen the in-depth study of the course content and refine the key points of teaching. Based on the textbook and the students' foundation, the corresponding homework and discussion questions can be designed. Therefore, to change the mode, teachers should not only study the teaching theory, but also study the practice of physical education more deeply. Only in this way can we guide the students' theoretical study and practical application. Therefore, such a benign interaction will certainly improve teachers' theoretical research depth and teaching guidance ability greatly, and constantly practice the educational concept of teaching benefits teachers as well as students.

5. Conclusions

The significance of the PAD class innovative mode lies in that it will become an important means of cultivating innovative talents and the path and method of classroom teaching reform and innovation. The innovation of PAD class mode provides a set of effective operation methods for breaking the traditional cramming and exam oriented education mode. In this way, we can further deepen and explore the classroom teaching mode in line with the background of the new era.

6. Acknowledgment

Project funding: higher education teaching research and reform project of Guangdong Province in 2018, Project No.: 372

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