



Exploration and Research on the Teaching Reform of Swimming Course in Colleges and Universities Based on OBE Concept

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Abstract: By using the methods of literature and logical analysis, this paper sorts out the practical difficulties in the teaching of swimming courses in colleges and universities. Among them, swimming courses lack the concept of "people-oriented"; pay attention to swimming skills, ignore the swimming consciousness; the single teaching method and the excessive emphasis on error correction are all important constraints restricting the teaching of swimming courses in colleges and universities. Reform path: student-centered-construction of student-centered, teacher-guided curriculum teaching mode; results-oriented-to build a curriculum teaching system in which students are responsible and teachers are responsible; based on the principle of continuous improvement, a teacher-student interaction and network-assisted teaching module is constructed.

Keywords: OBE concept, swimming course, teaching reform

1. Introduction

At present, the new model of "teaching" as the center in colleges and universities has returned to the level of curriculum teaching reform and development. Colleges and universities have issued discipline development and construction plans and curriculum teaching reform programs to deepen the reform of curriculum teaching in colleges and universities. For a long time, China's higher education lacks curriculum reform and innovation, and students' negative attitudes have become a group phenomenon. They are stretched in terms of innovative thinking, practical ability, and team combat ability training, which seriously affects the cultivation of top-notch innovative talents[1]. The OBE proposed by the teacher certification, which is guided by the learning effect of students, is an advanced teaching concept initiated by the reform of normal education in colleges and universities. OBE, which is guided by students' learning output, has become the main concept of normal education reform,[2] and has opened up new ideas for promoting the comprehensive reform of higher education. In view of this, this study integrates the OBE concept into the teaching of swimming courses, and carries out teaching reform and attempt to improve students' learning results. It aims to provide a theoretical basis for realizing the teaching reform in colleges and universities to truly become an important measure for the construction of " double first-class " disciplines..

2. Analysis of the Present Situation of Swimming Course Teaching in Colleges and Universities

2.1 Swimming course lacks the concept of "people-oriented"

"People-oriented" refers to taking students as the main body of teaching in the process of teaching, respecting individuality, giving full play to students' subjectivity in higher education, and taking students as the starting point and foothold of curriculum teaching. In recent years, students' drowning events are more than the casualties caused by traffic accidents. According to the survey, almost 80 % of students can't swim, and the proportion of girls can't swim is as high as 94 %.[3] The reality highlights the urgency of colleges and universities to carry out swimming teaching, and the inclusion of swimming courses in the compulsory ranks of college students has also become a timely demand. However, the differences in students' physical fitness and learning skills have added a lot of difficulty to the teaching of swimming courses. In the actual teaching of swimming courses in colleges and universities, teachers cannot take into account the situation of each student. Physical education teachers will dilute the "people-oriented" consciousness, only to complete the prescribed swimming teaching tasks.

2.2 Pay attention to swimming skills, ignore the swimming consciousness

With the proposal of "competitive sports, winning and educating people"[4], in the teaching of physical education in colleges and universities, the combination of skills and consciousness can avoid the fragmentation of project learning. The

traditional swimming course teaching mainly focuses on swimming skills learning. Most teachers set the goal of swimming course in the form of class, ignoring the cultivation of swimming skills. The value of swimming courses may be positioned as "cultivating swimming skills, ignoring swimming consciousness", and the phenomenon of emphasizing skills and neglecting consciousness has become normalized. For example, most colleges and universities do not pay attention to cultivating students' swimming consciousness and habits, which leads to the failure to fully reflect the lack of continuous swimming teaching process and function. As a result, most students lack the cultivation of good travel consciousness, forming the current situation of only "knowing" but not "understanding".

2.3 The teaching method is single, and the transition emphasizes error correction

At present, the number of students in swimming classes in colleges and universities is large, and the problem of less class hours is commonplace.[7] Students' motor skills need to be practiced repeatedly, forming a law from generalization to differentiation and then to automation. Obviously, a weekly swimming course causes the formation of motor skills to stagnate. At present, both teachers and students tend to focus on the learning and mastery of new actions, so that students with poor adaptability are separated from the teaching rhythm in the classroom, and the learning output is unsatisfactory. Therefore, the teaching of the course often appears that the teacher teaches the essentials, the students imitate the practice practice, and the teacher corrects the mistakes until the students master the action. At present, the teaching of swimming course in colleges and universities still continues the past mode; "teacher speaking-student listening-teacher demonstration-student practice" single teaching mode, highlighting the action error correction teaching mode, obviously can not effectively stimulate the enthusiasm of students' active learning, to a large extent, the teaching effect of swimming course.

3. The mode of teaching reform of swimming course in colleges and universities under the concept of OBE

3.1 Build a student-centered, teacher-guided curriculum teaching model

Taking students as the center, the teaching mode of "students as the main body and teachers as the guide" is formed. First of all, from the traditional indoctrination teaching mode to the dialogue classroom transformation. Vigorously promote the diversified teaching methods, teaching teachers mainly play a guiding role, different from the previous traditional model. Secondly, cultivate students' ability to think, ask questions and solve problems independently for swimming courses. For example, teachers formulate teaching content, let students study and judge the content, and analyze their own understanding of the teaching content of swimming courses; finally, according to the characteristics of students' differentiation, teachers should organize students to make their own swimming teaching content. Teachers should review and evaluate each proposed content, and timely grasp each student's expectations for the objectives, foundation and content of swimming courses.

3.2 Build a curriculum teaching system in which students are responsible and teachers are responsible

Guided by the results, a swimming teaching curriculum system with students' due diligence and teachers' responsibility is established with swimming projects as the starting point. First of all, it is necessary to take swimming management as the starting point, absorb the internal ideas of swimming teaching, and pay attention to the participation effect and comprehensive quality of students through teaching process management. Regularly organize students to expect oral or written swimming courses during or after class, enhance students' learning ability and adaptability to different environments, and improve students' learning enthusiasm. Secondly, organize students to participate in swimming competitions, carry out inquiry-based learning around the competition, stimulate students' enthusiasm for active learning swimming, and ensure the formation of a benign interactive cycle of teachers' guidance + guidance and students' learning + participation.

3.3 Construction of teacher-student interaction, network-assisted teaching module

Based on the principle of continuous improvement, network technology tools are used as a tool for curriculum teaching reform to construct teacher-student interaction and network-assisted teaching modules. First of all, with the support of Internet technology, the combination of offline teaching and online learning of swimming courses is implemented, and the form of scripted teaching is broken. Offline, teachers can make full use of rich network resources and other diverse forms to present knowledge content. Online, you can use the APP to interact with the whole staff, create a class swimming discussion area to communicate on swimming-related issues, and organize students to discuss swimming skills, awareness and related hot topics. Secondly, college teachers should design hierarchical teaching links in the teaching process of "Internet + swimming", and be the guide for students' autonomous learning and personalized learning.

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