

# Research on the existing problems and improvement strategies of blended teaching mode of PE in universities

Zheming LIU<sup>1,2</sup>

1. Assumption University, Bangkok 10240, Thailand

2. Anshan Normal University Liaoning China, Anshan 114007, China

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**Abstract:** In recent years, the blended teaching model has been welcomed by the majority of educators, and the integration of information technology in teaching has brought new development opportunities for education. Physical education teachers in universities should also actively employ blended teaching model to address issues present in traditional physical education instruction at the university level. By utilizing the blended teaching method, students can gain diverse experiences in sports education, promoting their comprehensive development and contributing to ongoing innovations in college sports instruction. This paper primarily explores and analyzes the main issues within the blended teaching model in college sports education, offering discussions on improvement strategies. The aim is to provide some reference opinions for the reform of college sports instruction.

**Key words:** blended teaching model; college sports instruction; existing issues; improvement strategies

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## 1 Introduction

The blended teaching model is primarily an innovative instructional approach that integrates traditional and modern teaching methods, holding significant educational value for advancing teaching reforms. It possesses unique instructional advantages in the thorough advancement of university sports curriculum reforms. The introduction of the blended teaching model in college sports instruction can better meet students' practical learning needs, fully leverage students' self-directed learning abilities, and enhance teachers' instructional capabilities. By employing the blended teaching model, it becomes possible to promote the continuous improvement of students' comprehensive abilities and physical education literacy, thereby allowing college sports instruction to fully realize its educational value.

## 2 Main issues in the blended teaching model for college sports

### 2.1 Insufficient teaching competence

In the implementation of innovative blended teaching models for college sports instruction, the teaching competence of instructors plays a crucial role. The objectives of college sports instruction extend beyond imparting theoretical knowledge and athletic skills to students; they also aim to foster a spirit of lifelong physical exercise and promote health-related physical fitness.

The teaching competence of college sports instructors directly influences the efficiency and effectiveness of blended teaching. Achieving high-quality blended teaching requires sports instructors to possess advanced information technology

teaching skills. Younger college sports instructors adapt quickly to new developments, demonstrating strong capabilities in information technology teaching. However, older instructors may lack the same proficiency in information technology acceptance. While they excel in traditional teaching methods, their competence in areas such as online courses and data processing is limited, resulting in deficiencies in information technology teaching skills.

## 2.2 Insufficient self-discipline and low efficiency among students

In the process of implementing the blended teaching model for college sports courses, achieving high-quality teaching requires instructors to possess excellent teaching skills, and this also requires students to be highly cooperative in their learning behavior. College students are in the prime period of lifelong learning, characterized by a strong desire for knowledge exploration. However, students harbor both intense feelings of self-doubt and strong self-esteem. They possess rich emotions, and stable moods, and are particularly prone to excitement, presenting challenges in aspects such as sports education interest and cognitive learning [1].

Many students often perceive sports instruction as merely completing tasks assigned by teachers, with the sole criterion being to meet examination standards. They lack a correct understanding of the educational value of blended teaching in sports and exhibit insufficient interest in sports learning. During sports competitions, they lack a strong spirit of competition, unity, and initiative. In the implementation of the blended teaching model, students exhibit insufficient learning motivation, low interest in learning, and suboptimal learning efficiency and effectiveness.

## 2.3 Lack of teaching incentive mechanism

The introduction of blended teaching in college sports instruction not only innovates the sports teaching model, facilitating sports instruction reform, but also effectively enhances the efficiency and quality of sports teaching. It serves as a crucial support for smoothly advancing reforms in sports instruction. However, in actual teaching, college sports departments often lack innovative teaching incentive mechanisms when implementing the blended teaching model for teachers, resulting in a low enthusiasm among college sports instructors to engage in blended teaching, as well as insufficient emphasis on the implementation of blended teaching in sports instruction.

## 2.4 Imperfect supervision mechanism

During the implementation of college sports programs and public sports courses, various factors often affect them. The lack of specifically designated online teaching supervision points for outdoor sports instruction contributes to an imperfect sports teaching supervision mechanism. Sports instructors cannot obtain authentic feedback on the learning process and teaching effectiveness, leading to suboptimal learning efficiency and outcomes for students.

# 3 Strategies for improving the blended teaching model in college sports

## 3.1 Enhancing teachers' digital teaching competence

College sports instructors play a crucial role as the actual organizers and developers of curriculum content in the blended teaching model, serving as important leaders in the innovation and transformation of college sports instruction. To effectively guide reforms in college sports instruction, instructors must continuously enhance their teaching abilities. They should become familiar with and proficiently utilize online teaching platforms and related data software, seamlessly integrating them with traditional teaching methods. This integration ensures a high degree of compatibility between sports instruction and the blended teaching model, guaranteeing the full realization of the educational effectiveness of the blended teaching model in university sports instruction. In light of this, sports instructors should align with the characteristics of the current era, innovate teaching philosophies, actively embrace the influence of new knowledge and ideologies, and proactively enhance their information technology teaching capabilities. They should develop a deeper understanding and

recognition of the important educational value and significance of the blended teaching model in college sports instruction based on contemporary development features [2].

In this process, teachers must change traditional educational ideologies, actively participate in training and learning, and continuously enhance their physical education abilities and online teaching skills. They should avoid making online sports instruction become a formality or engaging in online teaching without adequate preparation, as this may fail to achieve the optimal teaching effectiveness of the blended teaching model. Schools should organize training sessions for physical education instructors or invite relevant sports experts and scholars to exchange experiences on the blended teaching model, progressively enhancing teachers' online teaching skills. This approach ensures that college sports instructors can achieve better teaching results when applying the blended teaching model, and the integration of online teaching and traditional sports instruction can be fully realized, achieving a complementary teaching effect. The rich educational resources of online teaching can be seamlessly integrated with the practicality of offline teaching, maximizing the effectiveness of the blended teaching model [3].

### 3.2 Installing intelligent teaching equipment to enhance students' self-directed learning abilities

In the implementation of the blended teaching model in college sports, it is essential for schools to provide excellent teaching equipment to ensure the quality of the blended teaching model. Currently, college students have low interest and efficiency in sports learning. To change this situation, schools should first equip college sports instruction with sufficient information technology teaching facilities, which creates a conducive online teaching environment for students, freeing the blended teaching model from constraints of time and space. Additionally, college sports instructors should leverage the unique advantages of sports instruction to continuously stimulate students' interest and confidence. For instance, through the establishment of competitions and performances for sports activities on the campus public sports network platform, as well as the promotion of video materials from national and international sports events, the college sports instruction resources become more diverse. This approach not only enriches the learning environment but also enhances students' enthusiasm and confidence in sports. It encourages students to actively participate in sports activities, fostering a strong autonomous learning capability within the varied and colorful spectrum of sports projects [4].

### 3.3 Strengthening teacher-student communication

When college sports instructors employ the blended teaching model, they should prioritize communication with students. Online teaching platforms enable timely feedback on students' sports learning situations, progress, and achievements. Additionally, these platforms facilitate prompt feedback on students' opinions or suggestions related to sports instruction. The online teaching platform streamlines communication between teachers and students, allowing various issues in teaching and learning to be addressed promptly. Teachers can provide clarifications and explanations for students' uncertainties, and students' feedback can help instructors adjust teaching models promptly. This continuous exchange helps enhance teachers' information technology teaching skills and allows students to improve their sports learning and exercise methods promptly. Consequently, this contributes to the improvement of the teaching efficiency and effectiveness of the blended teaching model in sports instruction.

### 3.4 Establishing a teaching incentive and penalty mechanism

To enhance the effectiveness of the blended teaching model in college sports, instructors need a more sophisticated incentive and penalty mechanism, which can motivate both teachers and students to implement the activities of the blended teaching model more effectively. Simultaneously, a certain of penalties encourages reflection among both teachers and students on their teaching and learning activities, fostering active improvement of deficiencies and shortcomings in the teaching and learning processes. Therefore, in college sports instruction, the establishment of a reasonable teaching

incentive and penalty mechanism is essential. It involves appropriately penalizing errors and incidents in teaching and learning to better enhance the effectiveness of the blended teaching model. This approach contributes to the creation of an efficient sports classroom [5].

### 3.5 Building a comprehensive and three-dimensional online supervision, evaluation, and feedback mechanism

Currently, the evaluation methods in college sports instruction are relatively monotonous, primarily consisting of summary evaluations. However, aspects such as students' character, mastery of theoretical knowledge, and the development of independent abilities are not fully included in the assessment scope. Such sports evaluation goals are evidently incongruent with the educational objectives of sports in universities. The application of the blended teaching model in college sports instruction allows students to develop good lifelong exercise habits. By adopting a comprehensive development perspective, a well-rounded online teaching platform can be constructed, integrating with practical offline courses to form a blended teaching model. This model can encompass more diverse aspects of students' physical and mental health, mastery of sports skills, strength of will, and the integration of ideological and political education into sports courses, then a more comprehensive and objective assessment system for college sports education can be established that includes a wider range of content, creating a more refined and effective assessment system to ensure the teaching efficiency and effectiveness of the blended teaching model in college sports instruction.

## 4 Conclusion

In conclusion, in college sports instruction, instructors should prioritize the active application of the blended teaching model, developing a deeper understanding of its significant educational value. They should adhere to modern teaching philosophies, breaking free from the constraints of traditional sports teaching models. By employing the blended teaching model, various issues in sports instruction practice can be addressed, steering college sports education towards an innovative and developmental direction. Simultaneously, the blended teaching model allows college students to access richer and more diverse sports knowledge, fostering a heightened awareness of physical exercise. Students can become familiar with and master a broader range of sports skills, finding joy in sports learning and gaining practical experiences, which lays a foundation for lifelong sports engagement in the future.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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