

The impact of university sports online courses on teachers and students during the COVID-19

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Abstract: Affected by the COVID-19, China's 2020 spring courses have been postponed, and then switched to online courses. In the reform of physical education teaching, many scholars have been committed to the implementation of online teaching of physical education courses. Therefore, during the epidemic, studying the influence factors of online teaching of physical education courses on teachers and students will help promote the teaching reform of physical education courses. Enrich the teaching system of teachers and improve students' learning enthusiasm. According to the statistics of the online questionnaires of physical education teachers and students, both teachers and students have an understanding of online courses, and both accept the online teaching mode, but due to the particularity of physical education courses and the teaching system of sports online courses are not yet mature and limited. Sex, the online teaching of physical education courses did not have a significant positive impact. Therefore, teachers need to have a deep understanding of the online teaching system, enhance their own awareness of online teaching, promote the combination of online and offline, and ensure the quality of students' learning through rich teaching methods.

Keywords: COVID-19; online teaching; physical education; college students

1. Introduction

At the beginning of 2020, the new coronavirus swept the world and caused a huge impact on the politics, economy, and culture of countries around the world. In order to stop the epidemic from reaching campuses and ensure the safety of teachers and students, the Ministry of Education of China issued a notice, deciding to postpone the start of school in spring and implement online classes through "no suspension of classes" to reduce the impact of the epidemic on students' academic studies. As an important part of college courses, college physical education has its relative particularity. Therefore, more attention should be paid to the application of online courses.

"Suspension of classes without stopping school" is not only a "good medicine" for the education sector during the epidemic, but also a demonstration of the educational achievements of various schools.

According to the requirements of the school, the Physical Education College of Hunan University of Humanities, Science and Technology strengthens the quality of university sports online courses, promotes the excellent demeanor of physical education teachers, and fully mobilizes the enthusiasm of students in sports online courses, so that students develop a good habit of listening carefully online and studying independently.

With the implementation of university sports online courses, various problems have followed one after

another. For example, the network is stuck, the live broadcast software is easy to crash, and some teachers and students are not deeply involved in online teaching and are not proficient in operating the software. Therefore, in the face of these situations, what is the experience of the students in the physical education online class? For this reason, the author took the teachers and students of the School of Physical Education as the subjects of investigation, and conducted a survey on the experience of sports online courses in the first semester of 2020.

2. Survey content

In response to the content of this survey, the author adopted an online questionnaire survey. The questionnaire was based on the Likert Scale, on "teacher and students' perception of online courses", "teacher and students' attitudes towards online teaching of physical education courses" and "The impact of online classes on physical education courses" and so on, conducted online surveys on teachers and students of the Physical Education College of Hunan Institute of Humanities, Science and Technology, which received 12 valid questionnaires from teachers and 232 valid questionnaires from students.

3. Results and analysis

(1) Teachers and students' awareness of online teaching

Table 1 Teachers and students' awareness of online courses

	Know very well	Better understand	To understanding	do not know much	Don't understand
teacher	21.70%	19.50	58.80	0	0
student	34.50%	24.80	40.70	0	0

From the 0% of teachers and students who “do not know well” and “do not understand at all” in Table 1, it can be known that in today's society, teachers and students have some understanding of online courses. Among them, 21.70% of teachers have a good understanding of online courses, 19.50% have a better understanding, and 58.80%. It can be known that physical education teachers have a certain understanding of online courses and have paid attention to online teaching. 34.50% of students have a very good understanding of online courses, 24.80% and 40.70%. It can be seen that most students have a deeper understanding of online courses, and through comparison, it is found that students' understanding of online courses generally exceeds teacher. Therefore, physical education teachers should deepen their understanding of online courses, so that they can better teach online.

(2) Attitudes of teachers and students to online teaching of physical education courses

Table 2 Attitudes of teachers and students towards online courses

	Strongly Agree	Quite agree	Doesn't matter	Disagree	Strongly disagree
teacher	50.30%	19.50%	14.40%	8.80%	0%
student	30.40%	38.60%	18.80%	9.50%	3.20%

A survey of teachers and students' attitudes towards online courses found that most teachers and students still hold a positive attitude towards online courses. Among them, 50.30% of teachers “very agree” with online teaching, 19.50% “relatively agree”, 14.40% “indifferent” and 8.80% “disagree”. It can be seen that most sports Teachers agree and are willing to implement online teaching. Only a small number of teachers disagree with online teaching. The main reason for analysis may be that these teachers are too old and are not familiar with online teaching, and prefer the traditional "hands-on" teaching. Among the students, 30.40% “strongly agree” with online teaching, 38.60% “relatively agree”, 18.80% “indifferent”, 9.50% “disagree” and 3.20% “strongly disagree” %. It can be seen that most students also have a positive attitude towards online teaching, and only a few students are reluctant to accept online teaching. The main reason for analysis may be that the students are relatively young and have low awareness of physical education courses.

It can be seen from Table 1 and Table 2 that teachers and students have a good understanding of online teaching and generally accept online teaching. Therefore, they have the prerequisites for developing physical education courses online.

(3) The impact of online classes on physical education courses

(1) The influence of online courses on the teaching of physical education teachers

Table 3 The influence of online courses on the teaching structure, teaching content, teaching methods and teaching methods of physical education teachers

	Very positive impact	Relatively positive impact	No effect	Less positive impact	Very negative impact
Teaching structure	13.50%	21.40%	38.40%	26.70%	0%
Teaching content	23.60%	20.30%	37.80%	18.30%	0%
teaching method	9.40%	14.70%	43.10%	32.80%	0%
Teaching methods	9.80%	22.50%	32.50%	35.20%	0%

Teaching structure includes teachers’ cognition and understanding of teaching goals, teaching process, teaching evaluation, etc.; teaching content will have a certain impact on students’ knowledge construction; while the rational use of teaching methods and means will directly affect students’ learning effects And progress. Therefore, it can be seen from Table 3 that 34.90% of teachers believe that online courses have a positive impact on their teaching structure, 38.40% of teachers believe that online courses have no effect on their teaching structure, and 26.7% of teachers believe that online courses have a positive effect on their teaching structure. The structure has a negative impact; 43.90% of teachers believe that online courses have a positive impact on their teaching content, 37.80% of teachers believe that online courses have little effect on teaching content, and 18.30% of teachers believe that online courses have a negative impact on teaching content.

In terms of teaching methods and teaching methods, only 24.10% and 32.3% of teachers think that online courses have had a positive impact. It can be seen that teachers believe that the positive impact of online classes on the structure and content of physical education is relatively limited, and in terms of teaching methods and methods, teachers who believe that online classes have a positive impact are almost the same as those who do not have a positive impact. The main reason for the phenomenon may lie in the particularity of physical education courses and the difference between theoretical and practical courses.

(3) The influence of online courses on college students' physical education

Table 4 The impact of online courses on college students' interest in and attitude towards physical education

	Very positive impact	Relatively positive impact	No effect	Less positive impact	Very negative impact
Learning interest	10.34%	21.55%	42.24%	20.26%	5.61%
learning attitude	8.19%	26.72%	35.78%	23.28%	6.03%
Learning Content	9.05%	13.79%	54.31%	15.51%	7.34%
learning environment	5.60%	8.19%	28.87%	55.60%	1.74%

Learning interest and learning attitude have a direct impact on the quality of students' learning. Only when students are interested in physical education and have a positive attitude can they learn physical education courses well. The learning content and learning environment can guarantee the learning effect of students. It can be seen from Table 4 that 31.89% of students believe that online classes have a positive impact on their learning interest, 34.91% of students believe that online classes have a positive impact on their learning attitude, and 22.84% of students believe that online classes have a positive effect on their learning. The content has a positive impact, and 13.79% of students believe that online courses have a positive impact on their learning environment. It can be seen that the positive impact of online courses on college students' learning of physical education courses is limited. On the one hand, the main reason for this phenomenon may lie in the particularity of physical education courses, because most of the physical education courses are practical courses, which affect the venue, equipment, There are certain requirements for the number of people and teaching methods, and online lessons cannot meet these needs; in addition, there may be no previous experience in online teaching with physical education teachers, so the quality of their teaching is affected to a certain extent.

4. Conclusions and recommendations

(1) Conclusion

1, At present, most teachers and students have some understanding of online courses and hold a positive attitude towards online courses. Therefore, online teaching has a good "mass foundation" and is suitable for use in physical education.

2, Although the current online teaching restricts the development of physical practice courses to a certain extent,

teachers can enrich the teaching of practical courses through the combination of online and offline mode; for theoretical courses, online teaching is definitely necessary for teachers' teaching. It has a positive influence to the degree, so it is worthy of further development. The teaching quality of theoretical courses can be enhanced through network teaching, and the students' knowledge of sports theory can be further improved.

3, At present, the online teaching has a limited impact on students' enthusiasm in the course of physical education. This may also be related to the fact that the online physical education is still in the exploratory stage and the teaching system is not yet mature. Therefore, everyone needs to work hard to develop and improve the physical education curriculum. The network teaching mode, while enriching the teaching mode, improves the enthusiasm of students.

(2) Suggestions

1, As some physical education teachers do not have a thorough understanding of the network teaching model, their teaching quality is limited to a certain extent. Therefore, it is necessary to hold regular training of online teaching to improve teachers' awareness of online teaching and increase the innovation rate of their teaching methods and methods.

2, Continuously enrich the coverage of physical education curriculum content knowledge in online teaching, combine physical education curriculum with multiple subject knowledge, promote the comprehensive understanding of sports knowledge of students of various majors, and increase students' enthusiasm for sports knowledge learning.

3, Strengthen the teaching mode combining online and offline, comprehensively promote the reform and development of practical and theoretical courses in physical education, and enrich the teaching system of physical education.

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