

A Study on the Integration of Physical Education Dance Inside and Outside the Classroom for Students' All-round Development on Big Education Platform

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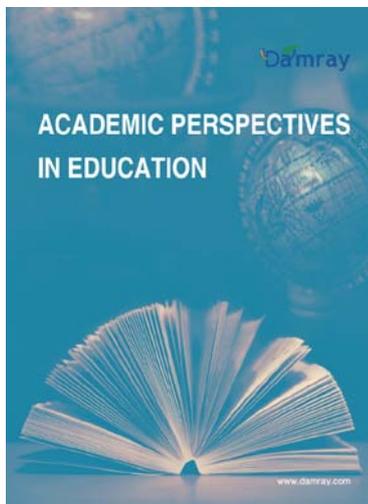
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Abstract

The physical dance course in colleges and universities can effectively improve the overall quality of students and promote their comprehensive development, while the limitations of the traditional teaching mode lead to the limitations of the audience of this course. In this paper, we will analyze the impact of curriculum reform on students' all-round development and the opinions and suggestions on the reform of integrated physical dance curriculum inside and outside the classroom through the results of questionnaires, combined with the exploration and practice of the teaching mode of physical dance curriculum in our school.

Keywords

Big Education Platform, Sports dance, Integrated teaching mode inside and outside the classroom, All-round development



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1. Introduction

Under the wave of Internet+ education and the development of the concept of large education, many new education methods have emerged. For university physical education courses, the practice and exploration of integration inside and outside the classroom under the large education platform can better achieve the goal of physical education courses: on the basis of sports exercise, scientific cultivation of students' physical functions, in the process of stimulating the physiological and psychological potential, and finally achieve the improvement of students' physical health and comprehensive development of moral, intellectual, physical, aesthetic and social aspects. This paper provides a more far-reaching impact on the research in this field through an empirical study on the integration of physical dance inside and outside the classroom, which has a theoretical value of general significance.

Under the perspective of the larger education concept, education is an open, multidimensional and integrated system, and its teaching objectives emphasize quality education, and the education model emphasizes practice, through the teacher-led, student-led, inquiry-based teaching mode. The big education concept actively advocates learning based on cooperation, "problem", practice, inquiry, individuality, dialogue and network, and the big education concept aims to open up a broader space for students' learning styles. The big education platform is based on the traditional talent training model, and uses modern technology to provide many online educational resources to support the reform of the new teaching model so as to achieve the transformation from "educator-centered" to "learner-centered" and the integrated teaching goal. This requires teachers to fully understand the teaching objectives and reform their own teaching perspectives in order to integrate the teaching practices between the curriculum and other teaching settings (Ma Yuanfang & Fu Youquan, 2009).

The Guidelines for Teaching Physical Education Courses in National Colleges and Universities clearly state that in order to achieve the objectives of physical education courses, classroom teaching should be organically integrated with extracurricular and out-of-school sports activities, and extracurricular physical exercise, out-of-school activities, and sports training should be incorporated into physical education courses in close connection with the school and the society to form a curriculum structure that is organically linked inside and outside the classroom and inside and outside the school. The "inside and outside the classroom integration" teaching mode is a purposeful, planned and organized expansion and extension of the physical education classroom, incorporating sports clubs, sports competitions and sports training into the program to achieve the purpose of enabling students to master a sports skill, exercise physical fitness and develop a lifelong sports concept.

The integrated teaching mode of physical education and dance inside and outside the classroom under the big education platform is designed to enhance students' competitive consciousness, physical fitness, and the spirit of hard work and endurance. Improve the dancing ability and coordination ability. Extracurricular activities help students communicate more, thus developing a sense of solidarity and collaboration, improving their creative ability, aesthetic appreciation, and relaxing their spirits after studying, so that they can focus efficiently on their studies and balance their time. The teachers can also pay more attention to the mental health of the students by using the background of the big education platform to enhance the unity of students' cognition, feelings, behavior and personality, and to strengthen their psychological quality so that they can form a sound and good personality.

2. Research subjects and methods

2.1 Research subjects

The study population was a total of 109 students participating in physical dance courses and physical dance clubs in the academic year 2020-2021 at China University of Petroleum (Beijing). There were 77 female students (70.64%) and 32 male students (29.36%) in the survey; 23 students (21.1%) in the first year of undergraduate studies, 61 students (55.9%) in the second year of undergraduate studies, and 25 students (22.94%) in the third year of undergraduate studies.

2.2 Research methods

2.2.1 Literature research method

By collecting and reviewing the literature related to the research fields of the big education concept, physical education dance curriculum, integrated teaching inside and outside the classroom, and students' overall development from the official websites such as China Knowledge, Wanfang, and Google Scholar, we organized and studied the literature to finally form the research topic about this thesis, which is the research on the integration of physical education dance inside and outside the classroom for students' overall development under the big education platform. The literature research method helps us to understand the relevant research fields comprehensively and systematically, which helps this paper to elaborate the research content and form the final research results.

2.2.2 Questionnaire method

This paper designs a questionnaire related to the assessment of the effectiveness of in-class teaching, aiming to evaluate the changes in students' comprehensive qualities in terms of mental outlook, mind, body, psychology, culture and comprehensive abilities in terms of organization, communication, coordination, thinking, practice and innovation before and after participating in the course. And evaluate the effect of integrated teaching practice inside and outside the classroom through the changes of students' comprehensive quality as well as their abilities. We designed a total of 18 questions in the questionnaire, focusing on the improvement of students' physical quality, mental outlook, aesthetic perception and creativity.

2.2.3 Teaching experiment method

Based on the integration of inside and outside the classroom, the physical dance curriculum and the theory of students' overall development, and based on the existing teaching reform, we develop relevant curriculum contents, assessment standards and teaching plans and other teaching documents, combine the management mechanism and training mode and content of student associations, and carry out a one-year teaching practice, and compare and analyze the teaching practice process and results, and finally modify and improve the teaching contents and methods.

3. Questionnaire results and analysis

The questionnaire consists of three main parts: the purpose of students' participation in the course, teaching outcomes and impacts, and course suggestions and opinions. Through the progressive research and analysis of the three parts, the aim is to grasp the effectiveness of the integrated reform of the physical dance course inside and outside the classroom, and the direction of subsequent progress.

3.1 Purpose of participation in the course

The survey results show that most students have almost no dance foundation before taking physical dance courses, in the state of zero foundation (accounting for 56.88%) and dance foundation within one year (accounting for 21.1%), a small number of students are 1-3 years (accounting for 11.93%) and more than 3 years of dance foundation (accounting for 10.09%); almost all students like physical dance (accounting for 93.57%), and Among them, 3.17% of students do not know much about physical dance, 49.54% know it in general, and only 12.84% know it very well; the results show that improving physical quality (71.56%), improving art appreciation (66.06%), relieving academic pressure (51.38%), and making more like-minded friends (44.95%)) are the main reasons why students choose this course. From the above data, we can see that even though most of the students have never been exposed to dance, they basically like and want to know about physical dance, and most of them choose physical dance course for the purpose of improving physical quality, relieving academic pressure, and improving their overall quality, which shows that students' cultural subject awareness is strengthening and they have further demand for their aesthetic quality.

3.2 Teaching Achievements and Impact

The teaching outcomes of the course and the students' evaluation of the improvement of their mental outlook are an important part of this paper's research and play a crucial role in the comprehensive evaluation of the physical dance course reform. The survey results show that students believe that their main gains in the physical dance course are physical and mental pleasure (89.91%), improvement of dance ability (76.15%), and physical fitness (68.81%), and that they have good physical and temperament (79.82%), coordination ability (72.48%), physical and mental health (66.06%), self-confidence (62.39%) and aesthetic appreciation ability (33.94%). Regarding the teaching content of the physical education dance course, 14.68% of the students said they could fully master it, and 62.39% of the students could basically master the teaching content of the course. Students gave extremely high evaluation to the teaching style and content of the teacher, and 100% of them said they were satisfied with the course, of which 99.08% were very satisfied. The above results show that most students can improve their overall quality and promote their overall development through the course. This conclusion is highly consistent with the results of the first part of the study "Reasons for choosing physical dance", which fully indicates that the current physical dance course meets the expectations of students and makes most of them highly approve of the course.

3.3 Course suggestions and comments

According to the survey results, 61.47% of the students expressed their wish to learn some simple and basic dance moves, 52.29% of the students expressed their wish to learn more difficult and informative dance routines in the course, and 45.87% of the students expressed their preference to learn interesting and fancy routines. This result indicates that the current course content is challenging, although most students can basically master it. However, students are more enthusiastic about physical education dance through the course, and most of them are willing to learn more informative and interesting dance routines. As for the final assessment form, most of the respondents preferred the debriefing performance and dance competition (43.12%) and the traditional pair routine assessment form (32.11%), while fewer students preferred the group assessment form (27.52%) and the one-on-one single assessment form (16.51%), indicating that students preferred the diversified final assessment methods. The results of the questionnaire on students' dissatisfaction with the physical dance course and the reasons for it showed that 34.86% of the students thought that the once-a-week scheduling was too little, 31.19% said that the teaching venue such as the form room lacked teaching facil-

ities, and 13.76% said that the class capacity could be adjusted appropriately. When asked what other suggestions they had for the physical dance course, some students mentioned that they wanted to classify the classes, so that different teaching methods and contents could take care of students with different dance foundation and physical quality. This shows that the physical education dance course should not only maintain and further develop the diversity and fun of the final assessment, but also address the lack of infrastructure such as physical education dance space as suggested by the students, and make efforts to adjust the class size and teaching content to ensure that students can love and master the physical education dance course.

4. Suggestions

This questionnaire is based on the students who participated in the integrated physical dance course inside and outside the classroom in their freshman, sophomore and junior years of our university. The data results shown reflect the impact of the current physical dance course reform on the overall quality of our students and the promotion of their overall development. In this regard, based on the above findings, we believe that the curriculum can be improved in the following three aspects.

Strengthening the basic teaching facilities in schools. For the problem of lack of teaching facilities and class capacity involved in the questionnaire (44.95%) is the hardware condition limitation in this curriculum reform, we can complete the hardware facilities required for physical dance teaching by strengthening the configuration of basic teaching facilities, such as replacing the teaching space with a larger space. Further improve the basic teaching facilities to solve the objective factors of the teaching reform, and try to bring the curriculum reform into maximum effect.

Maintain and enhance the diversified assessment mechanism by combining education and guidance. Nearly half of the interviewees said they would prefer the diversified assessment mechanism of debriefing performances and dance competitions, believing that this assessment method can effectively enhance students' spirit of unity and cooperation, class cohesion and students' innovative spirit, and in the dance competition, stimulate students' enthusiasm and fighting spirit for the competition through the reward mechanism, and exercise their sportsmanship of being willing to suffer, persevere and strive in training. More than half of the students said they would like to be tested in groups or one-on-one. These students said this type of testing method would reduce their own pressure and would not affect their collective performance because of their own poor performance. Some students even said that too many people were involved in the debriefing and dance competitions, which would make them nervous and intimidated, and prevent them from playing at their true level. In response to this problem, we will provide more opportunities for students to perform on stage in future courses, train and perform as a team, and give students enough time and space for training to improve their ability to work together and enhance their confidence and performance. Through the diversified assessment mechanism, we will do both education and guidance to promote the overall development of students.

Enhance the integrated teaching mechanism inside and outside the classroom, and do a good job of teaching students according to their abilities. For the in-class teaching content, it is hoped that more students understand and master physical dance, so instructors in the in-class teaching to the content of the basic, students can generally master the goal, which also led to some students with basic dance, strong coordination ability that the course is simple and not challenging. To solve this problem, we need to strengthen the combination of teaching mechanisms inside and outside the classroom, so that students who love sports dance have more room for development, and students with zero foundation can better master the basics of sports dance, and meet the demands of students who love sports dance for their own hobbies and personal health. We use the Sports Dance Association as an important carrier in the extra-curricular teaching link, with five separate departments (Figure 4.1), each of which has its own role and plays an important role in the daily activities training of the association and the continuous development of the association. In order to match with the in-class teaching, the association training adopts a tiered teaching system in classes to meet the demands of all kinds of students for physical dance and promote their comprehensive quality and reasonable balance between academic and life. And the association mechanism is set up as well as allowing students to act as association managers to a certain extent to enhance members' management, communication and coordination, teamwork and interpersonal skills.

5. Conclusion

The integration of physical education and dance inside and outside the classroom is a teaching mode that promotes students' independent exercise and cultivates the concept of lifelong physical education by integrating the teaching resources inside and outside the classroom under the *Guideline for Physical Education Curriculum Reform of the National Ordinary Higher Education Institution*, and realizing students' organized and guided physical education training inside and outside the classroom. The main purpose of this questionnaire survey is to gain an in-depth understanding of the impact of the integrated teaching mode of physical education and dance inside and outside the classroom on stu-

dents, whether it is effective in promoting students' overall development and cultivating their lifelong physical education concepts. The results of the survey mainly reflect the undergraduate students' participation in the course, their mental outlook and their suggestions and opinions on the subsequent reform of the course. The results of the questionnaire show that the multi-dimensional, all-round and flexible organization of the teaching mode can promote the richness of students' extracurricular life and the construction of campus culture; at the same time, it can effectively promote the overall development of students' comprehensive quality and realize the sustainable development of physical dance in college physical education.

Table 4.1. Integrated teaching content inside and outside the classroom

研究对象	教学目标	组织形式	课程内容	考评方法
本科生一年级至三年级学生	强健体魄	课内：必修课（每周一次，共16周）	体育舞蹈基本舞步教学，根据基本舞步进行自主创编，提升身体素质，思政教育与课程紧密融合	考勤
	健身意识			身体素质测试
	协调能力			汇报展示
	综合素质	期末考试		
	竞赛组织	课外：体育舞蹈社团，体育舞蹈队（每周一次）		参加竞赛
	竞技精神			
	缓解压力			

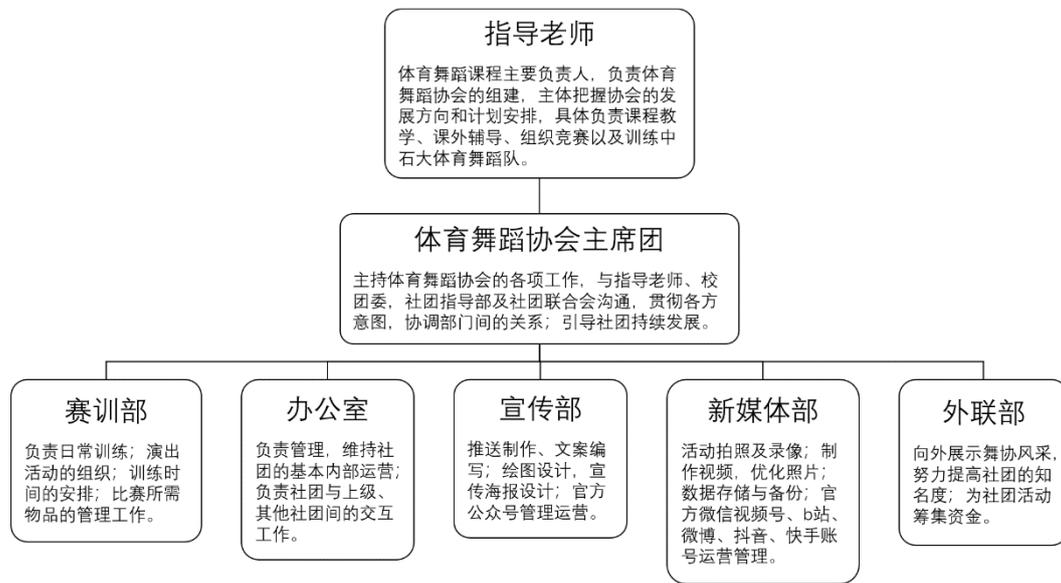


Figure 4.1. Integrated model of physical dance inside and outside the classroom.

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