



# **An Experimental Analysis of Dynamic Hierarchical Teaching Mode in College Physical Education**

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**Abstract:** With the continuous development of my country's education, the positive role of college physical education in college education has been paid more and more attention. Under the requirements of the new teaching reform, all major colleges and universities in our country are undergoing active reforms. This article mainly conducts an experimental analysis on the application of dynamic hierarchical teaching in physical education, in order to provide some new teaching ideas and methods for college physical education.

**Keywords:** Dynamic Hierarchical Teaching; College Physical Education; Teaching Reform; Experimental Analysis

With the continuous advancement of new curriculum reforms, traditional college physical education methods can no longer meet the current educational needs of colleges and universities, and targeted teaching reforms should be based on the current society's needs for college students. Combining many years of college physical education experience, the author analyzes the practical application of dynamic hierarchical teaching mode in college physical education from the actual teaching situation, highlighting its unique and effective teaching effect, and hopes to promote the dynamic hierarchical teaching method. The application in university physical education has made continuous efforts to cultivate more high-level university talents.

## **1. The status quo of college physical education**

Quality education has always been an important goal of the education reform of all classes in our country. Nowadays, after years of development in university physical education, there have been significant improvements and enhancements in quality education, but it is affected by many aspects and still exists in actual teaching. A variety of problems, mainly manifested as the following:

### **1.1 Physical education teaching objectives are not clear enough**

Many university physical education teachers are still affected by the traditional test-oriented education concepts, and have not made positive changes in their educational concepts. They have not fully understood the meaning of university physical education. They one-sidedly believe that university physical education is only to improve the physical quality of students. , Which leads to the formation of effective teaching goals in actual teaching. Therefore, in the course of college physical education classroom teaching, it is difficult for teachers to innovate in content, and their teaching enthusiasm cannot be improved.

### **1.2 Physical education classroom teaching is too rigid**

With the advancement of the new curriculum teaching reform, various disciplines in colleges and universities have carried out reforms and innovations in teaching methods, as well as college physical education. However, in the specific implementation process, many teachers did not change their teaching methods in the first time. The teachers' teaching concepts were too conservative and the overall classroom performance was too rigid, which made the learning

atmosphere in the physical education classroom extremely boring and students were very boring. It is difficult to feel new ideas in the process of physical education, and the enthusiasm for learning is naturally not improved. Therefore, if there is no effective improvement, it is difficult to ensure the teaching effect of college physical education.

### **1.3 Single outdated physical education teaching methods**

Traditional physical education teaching methods are very popular among physical education teachers because of their simple methods, strong curriculum rhythm, and low teaching requirements for teachers. Coupled with the influence of long-term traditional education concepts, it is difficult to quickly correct them. The traditional teaching method mainly consists of pre-class warm-up, teaching content explanation, classroom teaching activities, and teaching content testing. Although it can complete the teaching task well, it largely ignores the role of students in the classroom. Classroom activity is very limited, there is also a lack of effective communication between teachers and students, and the overall teaching efficiency is not very high.

## **2. The application strategy of dynamic hierarchical teaching mode in college physical education**

### **2.1 Perform scientific stratification**

The core of dynamic stratification teaching is to carry out scientific and reasonable stratification of students. In the stratification process, teachers cannot only classify students' physical fitness in traditional teaching. They should also classify students' physical fitness and physical education. The level of knowledge mastery, personality characteristics and sports ethics concepts are divided into more detailed levels. In addition, in the process of specific stratification, teachers should also consider whether there is consistency in the personality characteristics of students at the same level, and try to divide students with the same personality characteristics into the same group, so as to target the teaching content and teaching methods. Sexual adjustments can meet the requirements of individualized and hierarchical teaching of sports to the greatest extent. A typical stratification method is to conduct a questionnaire survey. After the questionnaire survey is conducted, students need to be observed for a period of time. A comprehensive evaluation of the students is made based on the students' daily learning situation, and the students' situation is further defined. In summary, to ensure the effectiveness of layered teaching.

### **2.2 Clarify the teaching objectives of the course**

The goal of college physical education is to let students have good physical qualities, cultivate students' correct sports values, and let students temper their will in the process of sports, and improve their comprehensive abilities. However, in combination with the methods and characteristics of dynamic hierarchical teaching, teachers should further refine the teaching goals for students of different levels to meet the individual development of students. For example, according to the level of students' physical fitness, students with better physical fitness can appropriately increase the amount of activity, while for students with poor physical fitness, they can appropriately reduce some activities within the scope of basic requirements. In order to meet the requirements of students at different levels for sports, and to improve their physical fitness.

### **2.3 Increase the emphasis on dynamic development**

In the hierarchical teaching method, students at different levels are not static. Many students may have been greatly improved after a period of exercise. The original level of evaluation can no longer meet the learning needs of students. Therefore, teachers should not be regular To re-evaluate the personal development of students and re-divide students into different levels, so that the overall teaching method presents a dynamic development, which greatly improves the effectiveness of university physical education, and to a certain extent stimulates the enthusiasm of students in learning. This improves the effectiveness of university physical education and promotes the dynamic development of students. For example, teachers can formulate certain assessment standards. If students feel that they have made significant progress, they can apply for advanced assessment. After meeting the assessment requirements, they can re-stratify students to achieve dynamic development of teaching effects. Improve and motivate students to participate in sports.

### 3. Conclusion

All in all, the dynamic stratified teaching mode in university physical education is a supplement and innovation to the traditional physical education teaching methods. Schools and teachers should face up to the various shortcomings in traditional teaching, combine the requirements of the new curriculum teaching reform, and continuously improve the comprehensive quality of students , Actively implement scientific hierarchical teaching, further clarify the goals of physical education, formulate personalized teaching methods for students of different levels, and attach importance to the dynamic development of students to improve the quality and efficiency of college physical education.

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