

Chapter 50

Research of University Athletics and Teaching Reform

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Abstract Athletics has been for the people's favorite form of exercise. It has been stressed in normal university Athletics teaching. Then, since the reform has physical education for many years, the sport has been changed, and Athletics has met the challenges from other forms of exercise. How to improve the Athletics teaching. It is our responsibility to study it. This article looking forward to the prospects of the Athletics teaching in Normal Universities, and track and field teaching the future development of countermeasures in Normal Universities.

Keywords General · Athletics teaching · Countermeasures

50.1 Introduction

Athletics has been developed by human in social practice for a long time. It includes more than 40 single items and all-round sports which resulted from these items. Since the first ancient Olympic Games in 776 B.C., Athletics sport has been the major item in the following Olympic Games. Track-and-field sport plays an important role in all kinds of athletic sports items. Athletics could promote the metabolism of organism. And improve the function of inner organs of body; also develop and enhance the quality of body. In other word, the sport has the feature with formal diversity, simplified sports site and instruments [1]. And it is the best feature that is not limited by time, age of people, or even sex [2, 3].

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50.2 Developing History of Athletics Teaching in the High Colleges in Our Country

We have been following the education system of the former Soviet Union in our country, after the foundation of People's Republic of China. The Athletics teaching is the necessary lesson in physical education teaching. It include running, jumping, throwing, and other skilled items. The teaching requires the skillful ability, in general, it has been completed by teacher's instruction, showing, and guiding, but it is short of communication between teacher and students. The item examination of Athletics occurs great proportion. Since 1980s in twentieth century, the reconstruction of guide idea in physical education has become an important field. For it is exposed to be a rigid way of thinking, dull content, being short of method, and over-skillful rules. The instructing way is being transformed from measures to aims. Someone puts forward "all-life physical education", "happy physical education", it is a kind of teaching and practice reformation in physical education. By the end of the twentieth century "Health is the first" has been the instructing thinking on the base of the theory and practice achievement in twentieth century on physical education [4]. And also begin to study the installing curriculum. In this background, Athletics, this results from traditional educational system, highlights in the reformation of physical education [5, 6].

50.3 The Present Situation and Analysis of Athletics Teaching in the High Colleges

50.3.1 The Present Situation of Athletics Teaching in High Colleges of Our Country

Now Athletics teaching is meeting the challenge from the diversified, selective courses of other sports. According to the study of Zhang hua and Zhang Zhi-xin, some high colleges in Beijing also give Athletics selective courses besides the general selective courses. Among them, but only 20 % colleges can give Athletics selective courses regularly. The others do not give this course either for few students to take part in or without any reasons. As a basic course, it would choose three or four from the six items: sprints, middle and long running, hurdles, shot put, long jump, and high jump. Each of them is limited five study hours [6, 7]. You can know this from the questionnaire. Only 15.60 % students like Athletics course, but 50.99 % students nonlike; 48.35 % students nonlike the course but enjoy taking part in; 70.77 % students disagree to keep the course 2 [8, 9].

In Shang Zhi-qiang questionnaire on the present situation of the high colleges in Zhejiang province: only one college gives Athletics selective course regularly, occurs ratio -8.3 %; there are eight colleges not to give such course, occur ratio -66.7 %;

three colleges give no such course now which gave the course for few students' choice, occur 25 %; 11 colleges do not give this course at all, occur 91.7 %; the results above indicate: the selective course has been canceled, in fact. Instead, many colleges give courses such as table tennis, badminton, tennis, physical dance, and kickboxing which are students' favorite items. The number of those students who choose these courses stands before other items, its natural the Athletics selective course meets cold greeting. Many Athletics teachers are unwilling to take up this job, so they change their occupation one after another [10].

An investigation that Tang Jin-xiang has made on 23 colleges in Hunan [11, 12]. In her study, 32.5 % students think there are few Athletics activities in college and this sport is of simple forms; 42.9 % students do not like the surrounding of this sport, it is dusty, unhealthy to them and it is also a laborious sport [13]. In raining weather, no proper site for such lessons; in sunny day, it is too hot for students to stand it. 37.8 % students feel uncomfortable to have such courses; Tang thinks it is very hard for teachers to carry on this course well in this condition [14, 15].

That investigation is only a miniature of the present situation of Athletics teaching in our colleges. There are also many investigations carried in other places which indicate Athletics teaching is facing new challenge and is required to reform badly.

50.3.2 Analysis of the Present Situation

Such phenomenon exists in Athletics teaching, this is because of the following reasons:

1. Athletics sport does not emphasis students' health quality; it does not try to make the connection with the knowledge of other items. The result makes it to be dull, single situation. 5, 16–19 Students have no clear-out aims and lack of positivity.
2. The content of Athletics teaching is obsolete; its major content is athletic items, which exist for a long time. Another reason is the standardized test evaluation system; the standardized specifications of site and instruments. All these factors influence students' interesting and enthusiasm. Now, students who are not major in sports, have no motivation to acquire the proficiency. Six in the meantime, the teachers who are engaged in Athletics teaching do not pay any attention to the methodology; only put their emphases on the skillful item teaching, not to enhance students' interesting. This leads students to feeling dull, without any interesting. 48.35 % students like Athletics sports, but have no interesting in having Athletics lesson [16, 17].
3. Fatigued phenomenon in t Athletics teaching is also another reason which leads students' no interesting. In Athletics items, some are strenuous, which could excite greatly the organs of body, it is easy to make people to feel physiological

tired, on the second hand, the expectation of teachers on students is too high, it makes students feel psychological tired. They indicate they could not put their hearts into it, even unwilling to talk with others [18, 19].

4. The students attitude to physical education is socialized, lifelike, and amusement. In general, interesting is the chief motivation of students in selecting courses. Many a student selects courses according to the interesting. It is the interesting that has a tight connection with body quality and open propaganda. In students' opinion, Athletics is short of propaganda openly. Only good health quality could acquire the skillful ability. This psychological obstacle prevents students from taking part in this sport positively.

50.4 Forecasting the Trend

Liu, as an excellent model in our country Athletics is powerful enough to influence the opinion of the public and could make the public would recognize its meaning gradually, and take part in it willingly. Meantime, the reformation in Athletics teaching has been carried out in colleges; the guide idea of Athletics teaching would have greatly changed. There is no doubt we could meet a new time for Athletics teaching with all of the Athletics educators' hardship.

50.5 Developing Countermeasures

1. Reformation in Athletics teaching system. It should include the reformation of guiding thinking, information of teaching content; reformation of teaching methodology; the system of teaching evaluation; the organization manner of Athletics match and so on.
2. The guiding ideology is the starting point for Athletics teaching, nowadays, the guiding thinking should be improved as the time goes; reduce the emphasis on skilful ability teaching; it should pay attention to develop students' health quality while developing the skilful ability teaching; it should initiate all the time "health is first", "all-life physical education"; should guide students to be healthy on all sides; and let students recognize Athletics sport could improve health quality.
3. Athletics is said to be the "mother" of sports. It is the base of many items. So Athletics teaching should highlight its basic function, bring its advantages into teaching; expand properly the content of single item, try to initiate students' interesting by improving the methodology. For example, when giving sustaining and long running lesson, which students feel dull; teacher should instruct them the basic essentials first, then enactment the lesson with students' real needs together (such as: losing weight, climbing mountains, enhancing the

function of heart and lungs and so on), instruct them how to breath, control the strength, practice volume, even let students know of the way of making sport scheme and have a clear aim to reach. The content of sustaining and long running is also related with cross-country, which is an item of challenge and full of interesting; it could mobilize all positive factors of students and make students practice in pleasure mood to reach the aim.

4. The model and methodology of Athletics teaching should be diversified forms and exploring teaching. For example in jumping-on-back teaching, it is right for teacher to organize students to watch VCD teaching program, it is good for students to have perceptual knowledge before practice, some parts of them could be watched recently until students understand it. Then, teacher should guide students to tell the difference from other forms of jumping. It would let students expect for the item. During the teaching, the teaching process should be divided into two steps: one is to master ordinary rules; the other is to break through some specific item, choosing the teaching content according to students' real needs.
5. Developing the evaluation standards of Athletics teaching. The evaluation system of Athletics teaching includes evaluation of teaching procession and evaluation of students' grades. The evaluation of teaching procession should embody its guiding thinking, new methodology, and students' acquisition during the procession; the evaluation standard of students' grades should be all round; that is to say, not only embodies individual's difference objectively and exactly, but also reflects students' progresses in Athletics lesson; not only evaluate the state of students' knowledge, also makes the correct evaluation to students' attitude and hardworking. In this condition, it could reduce the pressure of students whose health quality is not so good.
6. Enhance the propaganda of Athletics sport. It is necessary for us to increase interesting items in Athletics sports meeting to initiate students' enthusiasm; change the model of Athletics sports meeting which is held once a year properly; try to organize matches to struggle for some single item in Athletics; enhance the atmosphere of Athletics in colleges; displays the skill and appreciation of Athletics sports meeting and train its own fans.

50.6 Research Results and Analysis

We have 13 groups of double items in man Athletics games. The top six of them respectively refer to: 10,000 m heel-and-toe waking race, 20,000 m heel-and -toe waking race; Second: 100–200 m race; Third: 3,000–5,000 m obstacle event; Fourth: 1,500–800 m race; Fifth: 400–400 m hurdle, 10,000–5,000 m and 3,000 m obstacle event-10,000 m; Sixth: 3,000 m obstacle event-1,500 m. The distribution character of top six double items is described as following: First group: with 10,000 m heel-and-toe waking race as the major item, the maximum gap between

the total score of major item and second item is 8, the minimum gap is 2 and the average gap is 4.6; For the items with 20,000 m heel-and-toe waking race as the major item, the maximum gap between major item and second item is 2, the minimum gap is 1 and the average gap is 1.4; Second group: With 100 m race as the major item, the maximum gap between major item and second item is 31, the minimum gap is 3 and the average gap is 10.5; S with 200 m race as the major item, the maximum gap between major item and second item is 15, the minimum gap is 3 and the average gap is 6.8; Third group: with 3,000 m obstacle event as the major item, the maximum gap between major item and second item is 15, the minimum gap is 1 and the average gap is 6.1; with 5,000 m race as the major item, the maximum gap between major item and second item is 15, the minimum gap is 7 and the average gap is 11; Group four: with 1,500 m as the major item, the maximum gap between major item and second item is 11, the minimum gap is 1 and the average gap is 5.2; with 800 m as the major item, the maximum gap between major item and second item is 13, the minimum gap is 1 and the average gap is 7; Group five: with 400 m hurdle race as the major item, the maximum gap between major item and second item is 33, the minimum gap is 1 and the average gap is 12.8. The double items with 400 m race as the major item have not emerged in recent 6 years. With 1,000 m race as the major item, the maximum gap between major item and second item is 10, the minimum gap is 3 and the average gap is 7.3; with 5,000 m race as the major item, the maximum gap between major item and second item is 4, the minimum gap is 2 and the average gap is 3; With 3,000 m obstacle race as the major item, the maximum gap between major item and second item is 3, the minimum gap is 1 and the average gap is 2; with 10,000 m race as the major item, the maximum gap between major item and second item is 16, the minimum gap is 2 and the average gap is 6.5; Group six: with 3,000 m obstacle race as the major item, the maximum gap between major items and second item is 13, the minimum gap is 2 and the average gap is 7.6; there is only person who chose 1,500 m as the major item. There are 14 groups of double items in woman track and field games the top four of them respectively refer to: first, 5,000–10,000 m heel-and-toe waking race and 800–1,500 m race. Second, 100–200 m race; Third: 5,000–10,000 m race; Fourth: 400–400 m hurdle race. The distribution character of top four double items is described as following: Group one: with 5,000 m heel-and-toe waking race as the major item, the maximum gap between the total score of major item and second item is 6, the minimum gap is 1 and the average gap is 3.5; with 10,000 m heel-and-toe waking race as the major item, the maximum gap between the total score of major item and second item is 6, the minimum gap is 3 and the average gap is 4.5; Group two; with 100 m race as the major item, the maximum gap between the total score of major item and second item is 7, the minimum gap is 3 and the average gap is 5.6; with 200 m race as the major item, the maximum gap between the total score of major item and second item is 19, the minimum gap is 1 and the average gap is 4.8; group three: with 5,000 m race as the major item, the maximum gap between the total score of major item and second item is 6, the minimum gap is 1 and the average gap is 3; with 10,000 m race as the major item, the maximum gap between the

total score of major item and second item is 5, the minimum gap is 1 and the average gap is 2; Group four: with 400 m hurdle.

Race is the major item, the maximum gap between the total score of major item and second item is 16, the minimum gap is 4 and the average gap is 9.6; there is one athlete who chose 400 m race as the major item and the gap between major item and second item is 2.

50.7 Conclusion

Through Physical Education Teaching Reform in the actual operation, it should be to enhance the physical fitness of students, enhance students' sports and cultural qualities, and develop students' physical exercise habits and life-long sports consciousness as a criterion. Physical Education should be guided by a multi-targeted, gradual increase of the own hematopoietic function, and explore the actual characteristics of our region is more scientific and more reasonable PE teaching model to promote our region and the process of reform of the National College Physical Education. Before physical education reform, schools should strive to optimize the faculty structure to improve the sports venues and facilities, improve the level of scientific research and other support efforts to increase physical education reform.

In the classroom, to give full play to the leading role of the main body of students and teachers, to change the traditional track and field course setting, teaching materials, and improve track and field course structure for the implementation of the curriculum goals of the university track and field, the establishment of the university characteristics of the track and field class system is extremely important. To this end, the college track and field courses should be set to the needs of students, the system should be more widely and more fully involved in all areas of fitness, sports, entertainment, leisure, pay attention to cultivating the cultural quality of the student's track and field awareness of fitness and athletics, we should principle of choice of teaching content to fully enhance the health of students, both to improve the interest of students to participate in athletics, and it helps to develop students' track and field skills and full of track and field courses should be set up throughout the university stage of education to change the basic course as elective course form, increase the proportion of the number of track and field in the class system, thereby increasing flexibility and broaden the students can choose to practice and space, not only can meet the needs of students, but also has a full choice. In addition, track and field theory courses should focus on training students to develop healthy living habits, and foster their appreciation of the high-level track and field events.

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