

## The Promotion of Extracurricular Sports Clubs on College Physical Education: Taking China West Normal University as Example

WEI Xiufang<sup>[a],\*</sup>

<sup>[a]</sup>Associate Professor, Physical Education College, China West Normal University, Nanchong, China.

\*Corresponding author.

Supported by Project of Sichuan Teaching Reform (JGXMYB1365).

Received 27 September 2016; accepted 13 November 2016  
Published online 26 December 2016

### Abstract

In recent years, upon deepening the reform on Physical Education (PE) curriculum in colleges, colleges in many areas have established sports clubs. It makes PE class teaching and the after-PE class extension be fully combined, promotes the reform of PE curriculum, enhances the teaching efficiency and the sports level of college students, cultivates college students' life habits of consciously doing sports exercises, and finally provides a solid foundation for students' life-long sports. Taking the extracurricular sports club teaching of China West Normal University as the starting point, this paper tries hard to explore the innovative models of PE curriculum reform of schools and to provide references for other colleges.

**Key words:** Physical education; Education reform; Sports club

Wei, X. F. (2016). The Promotion of Extracurricular Sports Clubs on College Physical Education: Taking China West Normal University as Example. *Canadian Social Science*, 12(12), 39-41. Available from: <http://www.cscanada.net/index.php/css/article/view/9179>  
DOI: <http://dx.doi.org/10.3968/9179>

### INTRODUCTION

In recent years, the continuous expansion of colleges' scale has brought unprecedented opportunities as well as great challenges to the development of schools. As an essential course, PE is very important in education reform. In the physical education of our country,

the current situations of lacking of faculties, with relevant limited space for students' activities remain, and many teachers have overload work, which has serious impact on implementing PE teaching plan and policy. In recent years, it is easy for us to find that many students' physique has greatly declined. As for reasons, it is because the intensity of students' physical exercise after class is not enough, which largely limits the students' future development, and also goes against the national requirements and goals for the talents. All these current situations require the colleges to proceed with corresponding policy reform on physical education. The reform of physical education in colleges involves another issue, namely, the extracurricular extension and effectiveness of physical education. Only when students can fulfill self-review, and self improvement after the PE class, can the PE class education and the extracurricular PE education be closely connected together and achieve the maximum effect of physical education reform (Lü, 2005). The sports club in college is the inevitable outcome of physical education reform, the organization of which complies with the requirements of *National Universities' Physical Education Curriculum Teaching Guidance*. It has great impact on cultivating students' sports behaviors and the habits of doing exercises.

College sports club can be divided into three types: the first one is the extracurricular sports club, which replaces organizational form of extracurricular sports activities with sports club. The second one is the sports teaching club, it carries on the PE teaching by using the organizational form of the sports club. The third one is the integration of in-and-out of curricular, which is a combination of curricular clubs and extracurricular club (Zhang & Li, 2007). In this paper, China West Normal University adopts the first form of club. After the implementation of the extracurricular sports club in China West Normal University, reform and promotion on PE teaching can be summarized into the following aspects.

## 1. THE PROMOTION OF EXTRACURRICULAR SPORTS CLUBS TO THE REFORM OF PE CURRICULUM

### 1.1 The Necessity of PE Curriculum Reform

It is necessary to reform the curriculum and enrich teaching content. Since the Ministry of Education promulgated Guiding Syllabus of National College PE Teaching (referred to as Syllabus), a small number of school sports curriculums have been carried out the corresponding reform, some specialized courses or elective courses were offered in order to improve the quality of teaching. However, the guiding ideology and teaching materials of various courses can neither completely arouse students' interest in learning, not fully reflect the requirements of lifelong physical education. Therefore, it is imperative to reform the curriculum. Syllabus clearly points out that various types of PE courses should be offered for all students according to the general requirements of PE and the law of PE curriculum, even the original department and class system can be broken and re-combined to meet the needs of different levels, different interests and different professional students. So China West Normal University offers basic PE course in the first semester of the freshman year and it is mainly interspersed with the body shape function test so that students can successfully complete the transition from high school to college so as to gradually restore the students' physical strength and improve students' physical quality. In the first semester of the freshman year, a variety of specialized PE courses are carried out systematically to enable students to initially try to understand a professional course of PE, such as basketball, aerobics, sports dance, tennis, badminton and other projects. In the sophomore year, the year-round specialized courses are offered so as to enable students to further grasp a special skill. In the junior and senior year, elective courses are carried out. Graduate students do not have PE course.

It is understood that at present the vast majority of colleges and universities in China is in implementation of a two-year PE course, which is similar to previous PE courses set by the China West Normal University; PE curriculum structure is relatively single, class hour less, optional content less, curriculum setting constrained by factors as venues, equipments and teachers. Usually students can not choose their own more interested courses. In order to change this present teaching situation, only by carrying out PE extracurricular extension teaching through the form of sports club, can we stimulate students' learning enthusiasm and initiative, achieve the purpose of exercising students, and lay foundation for lifelong athletic sports (Yang, 2000).

### 1.2 Positive Effect of Participating In Extracurricular Clubs for PE Majors

As for sports clubs of Normal Universities, they can rely on the professional physical education institute. For example: In the physical education institute of China West Normal University, students are composed of Sports Training Majors, Physical Education Majors, Social Sports Majors, and graduate students majoring in Physical Education. Teachers should make fully of the talent training program for sports professionals to design teaching activities plan for senior and undergraduate students of physical education institute so as to enable them to take part in teaching activities of PE courses under the guidance of teachers and assist teachers as good assistants. On the one hand, it can train teaching skills for PE professional students, accumulate PE teaching experience and cultivate professional ethics. On the other hand, it can also promote teachers' serious teaching, careful guidance, and also effectively solve the problem that teachers are difficult to carry out fine teaching guidance for more students, so as to improve teaching quality of public PE courses.

### 1.3 Carrying Out Extracurricular Sports Club Activities According to the Professional Grouping System to Promote Teaching Content Being Rich and Colorful

Under organization of the leading teacher, students of physical education institute are grouped according to their major. In this way, students of public PE course can set up various types of courses, taking a measure of choosing course by personal interest to break original boundaries of department, class and even grade, re-combining to offer skill courses to meet students' needs of different ranges and different levels. This teaching mode can not only meet students' need of choosing various PE courses, but also can create conditions for activating students' subjectivity from the macro level. It organically combines traditional sports teaching forms and modern club activity forms, and creates the new synthesis form of teaching and learning. Students independently choose PE programs, and teachers strengthen guidance, which is included into PE management system of Colleges and universities. Students can carry out sports activities in an organized and purposed way. College students' sports life can be regulated and directed. PE teaching and extracurricular sports activities in colleges and universities can finally maintain coherence and unity.

## 2. THE PROMOTION OF THE TEACHING ORGANIZATION REFORM ON EXTRACURRICULAR SPORTS CLUB

Under the current teaching model, the teacher is at the centre position in teaching and the teaching process of

most teachers still is “demonstrating, explaining, guiding how to do, student practicing and correcting” (Huang & Tan, 2001). The students hardly feel the emotional experience of PE, resulting in separating teaching from the students’ needs. Therefore, such situations need to be changed and improved as soon as possible at the current stage. Only based on the students’ interests and PE teaching requirements, students will support and participate in teaching.

The organization form of traditional teaching is outline-oriented, taking projects as the main line, highlighting integrity of the class, weakening students’ speciality, emphasizing unity, stressing overall development of the collective. What the sports club highlights is students’ interest, focusing on varying with each individual, paying attention to personality development of students, and emphasizing the cultivation of students’ interest in learning, changing students’ learning behavior, outstanding the diversity of teaching organization form, as much as possible meeting students’ sports interest, especially stressing mutual cooperation between teachers and students, two-way development. The teaching model of sports club is more pertinent, effective and superior.

### **3. THE PEOPLE-ORIENTED SPIRIT REFLECTED MORE FULLY EXTRACURRICULAR SPORTS CLUB EVALUATION MECHANISM**

College students have differences in physique, genetic factors and psychological quality, so the same standard is used in training objectives and the same model is used in teaching methods, and the theory of “one size fits all” is adopted in the assessment. These traditional sports evaluation modes have a great influence on the development of students’ physical and mental health, and they will seriously hurt the students’ enthusiasm for PE course. The evaluation mechanism is not scientific, so the evaluation system should be adjusted and improved as soon as possible.

Extracurricular sports club requires sorting out and dealing with the physical condition of freshmen,

establishing freshmen enrollment file and developing assessment criteria according to the students’ training process, the range of skill improvement, learning attitude and attendance of participating in the exercise. As a result, the club teacher needs to know each student deeply; put forward different assessment standards and methods according to individual differences in the height of health PE from people-oriented perspective, effectively improve each student’s enthusiasm and initiative in PE curriculum so that the methods of assessment can be more scientific and reasonable.

### **CONCLUSION**

Under the promotion of the education reform, physical education in colleges should take fitness first as its principle, regard cultivating long-life physical education as its aim, choose the education contents and teaching methods, which meet the needs of the era, learn the reform and development direction of education organization forms, and correctly adjust the education review system etc.. Physical education should fully cultivate the comprehensive quality of students, and fully mobilize the initiative and participation of students to deepen the physical education reform, and to enhance the PE teaching level of colleges for cultivating more high-quality and interdisciplinary talents for the society.

### **REFERENCES**

- Huang, G., & Tan, L. B. (2001). A primary study on the effect of sports club mode teaching in institutions of higher education. *Journal of Beijing Sport Normal College*, 12(1).
- Lü, J. Y. (2015). Discussion on public PE curriculum education reform of universities. *Journal of Harbin Institute of Physical Education*, 23(2).
- Yang, L. H. (2000). On the structure of school PE teaching content. *Journal of Beijing Sport University*, (04).
- Zhang, H. C., & Li, R. K. (2007). Analysis on the current situations of physical education concepts in primary and middle schools, and universities upon the implementation of guidance and new curriculum standards. *Physical Education and Science*, 28(1)