

# Research on the Reform and Innovation of Physical Education Practical Teaching Model Based on Innovation and Entrepreneurship Education

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**Abstract.** Innovation is the source of national development, and talent is the executor of digging source. With the rapid development of China economy, the country needs a continuous stream of innovative ideas or products to inject vitality into the market economy, and also needs talented people from all aspects to provide a lasting driving force for the development of the economy. The development of the economy has effectively improved the life quality of the masses in our country. At present, material needs are no longer the main demand of the masses, but instead of the needs of spiritual civilization. There is a higher requirement for improving physical literacy, so the demand for sports professionals is more urgent. This paper studies and analyzes the reform and innovation of the physical education practical teaching model based on innovation and entrepreneurship education.

## Introduction

Entrepreneurship education is not a new concept in our country, that has been a hot topic of research and discussion in the field of education at home and abroad. Many specialties in colleges and universities have started entrepreneurship education, and they have conducted research and practice to varying degrees from guiding ideology, curriculum system, teaching model to teaching methods, etc, and they are trying to establish their own distinctive entrepreneurship education system[1]. As an important part of college teaching, the teaching of physical education should be paid more attention to in the method of innovation and entrepreneurship practical teaching. Only the students of physical education major have the ability to innovate and have the consciousness of starting a business. Only after graduation can we choose to start a business independently, activate market vitality effectively and promote the vigorous development of sports market economy in our country, so it is of great practical significance for PE majors to carry out innovation and entrepreneurial practice teaching.

## The Important Significance of Innovation and Entrepreneurship Practical Teaching

**Innovation and Entrepreneurship Teaching is Becoming a New Idea.** Innovation and entrepreneurship education is the process of training creative talents with innovative spirit, pioneering consciousness, entrepreneurial ability, social and managerial ability[2]. Compared with the western countries, the innovation and entrepreneurship teaching in our country starts late, and still lags behind the western developed countries in the aspects of educational idea, teaching method and social practice. From the practical significance of innovation and entrepreneurship teaching to the society, it is becoming a new concept. Although it is backward with the western countries, the innovation and entrepreneurship education in our country is forming an educational system with Chinese characteristics, that is different from the idea of entrepreneurship teaching in the West. The teaching concept of innovation and entrepreneurship in our country mainly includes two levels: one is to improve the competitiveness of individuals in the future market development, the other is to train students to become practice entrepreneurial talent who meeting the needs of national development and having the innovative ideas. Entrepreneurship teaching can not only bring more vitality to the market, but also effectively solve the problem of "difficult employment", and promote employment with entrepreneurship, thereby encouraging more young people to have more

employment opportunities. The new idea put forward by innovative entrepreneurship teaching will play a positive role in promoting students and the country at the same time.

**Innovation and Entrepreneurship Teaching Effectively Complements the Shortcomings of the Traditional Teaching Model.** From the perspective of traditional education, physical education teaching in colleges and universities is built on the basis of subject-based teaching, and usually physical education teachers with rich teaching experience directly transfer physical education knowledge and skills to students. Students do not need to think about the principles and structures of these acquired knowledge and skills, but only need to know how these knowledge and skills play a good role in sports application. Therefore, the traditional physical education does not give the students a lot of independent thinking and judgment and ability, and the subjective initiative of the individual is not fully played in the physical education study, and the creative thinking cannot be effectively extended and expanded. In this regard, innovation and entrepreneurship teaching plays an effective role in supplementing it. Innovation and entrepreneurship teaching takes students as the main body and pays attention to the cultivation of the practical application ability and independent thinking ability of students to the basic knowledge of physical education. Attention should be paid to the cultivation of students' ability to discover, analyze and solve problems, and emphasis should be placed on improving the students' ability to face problems independently and think problems independently, which are all knowledge contents that can not be involved in traditional physical education. The most essential feature of innovation and entrepreneurship is "creation". Through various forms of innovation and entrepreneurial activities, we can promote the practical transformation of students professional skills, tap their creative potential, hone their entrepreneurial characteristics, improve their entrepreneurial ability, and guide students to set up the ideas that I want to start a business and I can start a business[3].

**The students' Ability of Practical Application can be Effectively Improved.** There is an essential difference between entrepreneurship and employment. Employment can transfer more risks to enterprises or other organizational units, while entrepreneurship needs to bear all risks and face all problems alone and many ideas must be put into practice. Entrepreneurship requires higher students' comprehensive literacy than employment. Therefore, teachers should focus on the practical and applied ability of physical education knowledge and skills, and also cultivate students' entrepreneurship spirit, temperament and awareness of risk resistance, and gives students the courage to face failure alone when carrying out innovative entrepreneurship teaching for students majoring in physical education. The knowledge and experience transmitted through education are the basic skills and qualities that students need to possess in the process of starting a business in the future. Therefore, innovative entrepreneurship teaching can effectively improve the practical application of students.

### **Problems Existing in the Innovation and Entrepreneurship Practical Teaching for College Students Majoring in Physical Education**

**Problems on the Cognitive Side.** Although the Ministry of Education has attached great importance to entrepreneurship education, in fact, the PE majors in colleges and universities still lack a clear understanding of the strategic significance of entrepreneurship education in the new period, and let alone attach importance to it from the action[4]. It is a systematic problem that innovation and entrepreneurship education fails to attract sufficient attention, which needs to understand the problem of cognition from many angles and levels. From the school leader's point of view, the emphasis of innovation and entrepreneurship practice teaching is the transfer of students knowledge rather than the subject knowledge content. To the students, the teaching of innovation and entrepreneurship practice can only meet the needs of a few students, but for most students, it can only meet the needs of a small number of students. After graduation, the main direction is still engaged in sports work and is mainly employment-oriented. In order to take care of the future development needs of most students, the school focuses on the basic theoretical knowledge. It is easier to master the assessment standard of basic knowledge and skills than to evaluate the innovation and entrepreneurship practical teaching, and only need to pass the examination to

achieve the effect of testing. Therefore, the school leaders pay less attention to innovation and entrepreneurship practice teaching; From the teacher's point of view, under the influence of school leaders, teachers are used to teaching by teaching method, focusing on the cultivation of students' knowledge and skills, and the spirit related to innovation and entrepreneurship. Ability and other aspects of the teaching content has been neglected; From the point of view of students, there is also a misunderstanding about the innovation and entrepreneurship teaching. They think that innovative entrepreneurship is not closely related to their own, and that entrepreneurship requires considerable funds, human and material resources. These resources are difficult for newly graduated students to integrate at the same time. Some students interpret innovative entrepreneurship practice teaching as "work-study" and think that working on vacation is learning to start a business. This one-sided view completely ignores the innovation significance of entrepreneurship and the important role of individual initiative in entrepreneurship.

**Problems with Teachers.** The emphasis of innovation and entrepreneurship practice teaching lies in "practice", which is challenging for PE teachers in colleges and universities with rich theoretical knowledge. There is no denying that most of the teachers majoring in physical education in colleges and universities have graduated from famous sports colleges and universities, and have higher academic qualifications. Some sports teachers have even won awards in national sports competitions. They have also received awards in sports theory teaching and physical education major teaching. There is a teaching advantage, which can transfer rich knowledge and experience to the students from the point of view of physical education. However, in combination with innovation practice teaching, educational and teaching level of teachers still needs to be improved. The reason lies in the fact that physical education teachers in physical education colleges do not have entrepreneurial energy and can not form a clear judgment on the development of the sports market. It can not give students reasonable advice, and can not be targeted to the students to carry out innovative entrepreneurial practice teaching activities. In some physical education professional schools, the head teacher is the ideological counselor of the students. These ideological counselors are responsible for the ideological education of the students in all aspects, and also undertake the task of innovating the teaching of entrepreneurship. Their work on innovation and entrepreneurship teaching is mainly confined to emphasizing the importance of innovation and entrepreneurship teaching, publicizing the national entrepreneurship support policies, and what psychological qualities should be possessed to carry out innovation and entrepreneurial activities, etc. The foothold of education lies in "theory" rather than "practice", so it is lack of practical significance to transform innovation practical teaching into theory teaching.

**Problems in the Curriculum.** As far as the present teaching situation is concerned, there is no unified curriculum of innovation and entrepreneurship practice teaching in physical education colleges. Schools can only organize and study school-based courses according to their own actual conditions. Due to the lack of practical experts and scholars in education and teaching, the school-based curriculum published by editors can only stay at the theoretical level, and it is difficult to go deep into the practice of innovation and entrepreneurship. In order to solve this problem, some sports colleges and universities have set up courses related to innovation and entrepreneurship, such as Sports Marketing, Enterprise Management and so on. Although the starting point is worthy of affirmation, the teaching effect is far from expected. Students will always regard these non-professional courses as optional, so they can not be interested in normal study. Although new courses related to innovation and entrepreneurship are added, but these courses still can not highlight the characteristics of practice, and can only let innovative entrepreneurship teaching stay on the theoretical level.

**Problems in the Teaching Model.** In the practice of innovative and entrepreneurial teaching for students, there are still some problems in the teaching mode of the teachers. The focus of the problem is that the teaching methods are too single and fail to attach importance to the students' subjective status. The teachers only carry out the classroom teaching according to the content of the lesson preparation, so that the whole classroom teaching presents a one-way linear transmission mode. Failure to form effective interaction between teachers and students makes the teaching

process dull and boring. Since teachers do not have a student-based teaching philosophy, they do not offer elective courses according to their interests and needs. In addition, in terms of application and practice, physical education colleges and universities completely limit their teaching practice to the scope of the school. Through "entrepreneurial laboratory" of the school, students can carry out entrepreneurial practice in the virtual environment by way of situational simulation, compared with social practice. This kind of practice teaching in the simulated environment can not meet the needs of the market, or even deviate from the actual situation of the market development, so that the content learned by the students lacks of practical significance.

### **Reform and Innovation Strategy of Physical Education Practice Teaching Model based on Innovation and Entrepreneurship Education**

In view of the problems existing in the innovation and entrepreneurship education for the students majoring in physical education at present, sports colleges and universities should dare to face the problems, seriously study and improve the strategies for improvement, reform the traditional teaching mode, and fundamentally improve the quality of innovation and entrepreneurship teaching and let the teaching content fall into practice.

**Deepening the Teacher Undefined Thought and Strengthening the Sense of Urgency.** In January 1999, the State Council approved and transferred to the Ministry of Education the Action Plan for the Revitalization of Education for the 21st Century. It is pointed out that: strengthen the education of teachers and students in entrepreneurship and take measures to encourage them to establish high-tech industries independently. The viewpoint of entrepreneurship education and independent entrepreneurship is put forward, and the horn of entrepreneurship education in colleges and universities in China is sounded[5]. Since January 1999, entrepreneurship education has been carried out in colleges and universities in our country. The principal person in charge of entrepreneurship teaching for students is the teacher. For this reason, teachers undertake the great mission of cultivating outstanding talents with innovative consciousness and entrepreneurial ability. Physical education colleges should pay full attention to the ideological education of teachers and let teachers pay great attention to creative and entrepreneurial practice teaching, that is the premise of effective teaching. Specifically, in addition to simply carrying out repeated theoretical propaganda and education, it is also necessary to establish a practical incentive mechanism to bring teachers' innovation and entrepreneurship practical teaching to students into the assessment mechanism. Teachers with high teaching quality are given substantial rewards.

**Deepening the Reform of Physical Education and Striving for the Characteristics of Sports.** It is well known that it has cemented its leading position in social software that Tencent is initiative to reform and develop WeChat on the basis of QQ and only through constant reform can the desired goals be achieved. In order to promote the teaching of innovation and entrepreneurship for students majoring in physical education, it is necessary to deepen the reform of physical education teaching and to strive for the characteristics of physical education. Specifically, physical education colleges and universities should combine their own actual characteristics, proceed from the students, proceed from the basic knowledge of physical education major, take the market demand as the guidance, construct a new educational and teaching concept with students as the main body, and scientifically formulate practical courses. To ensure the purpose and feasibility of practical courses, students can learn relevant knowledge in their study.

**Strengthening the Practice base Construction of Sports Entrepreneurship Education.** In order to put the teaching of entrepreneurship into practice, the school should strengthen the construction of the practice base of sports entrepreneurship education, so that the students can get exercise in practice. Specifically, the school can divide the practical teaching of students into two steps: step one, arrange students to be part-time teachers in physical education training school, let students accumulate work experience in practice; step two, on the basis of step one, schools should build socially oriented physical education training schools at relatively low cost, with students serving as school teachers so that students can operate independently. In the process of operation, students need to face various problems independently and rely on your own ability to solve complex

problems.

## **Conclusion**

It is a systematic project for PE students to carry out innovation and entrepreneurship practical teaching. It is necessary to integrate all social resources to form a joint effort to promote the new progress of practical teaching. Therefore, teachers should actively study teaching strategies, actively look for practical teaching cooperation units, and let students go out of school, walk into society, apply what they have learned to social practice, so as to improve their own innovative consciousness and have the basic literacy required by entrepreneurs, and let students become the pillars of social development.

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