

# The impact of new media on the reform of physical education teaching in faculty

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## ABSTRACT

It is evident that mass media play a significant role in shaping and influencing physical education. Over the years, mass media platforms such as television, the internet, social media, and advertising have increasingly impacted the way individuals perceive and engage with physical activity. Firstly, mass media has the power to create awareness and promote the importance of physical education. Through various mediums, it can highlight the benefits of regular exercise, sports participation, and healthy lifestyle choices. By featuring athletes, fitness programs, and success stories, mass media inspires individuals to adopt an active and health-conscious approach to physical education. Secondly, mass media acts as a platform for disseminating knowledge and information related to physical education. It provides access to a wealth of resources, training tips, instructional videos, and expert advice, enabling individuals to enhance their understanding of different forms of physical activity. This wide availability of information encourages people to explore diverse disciplines, discover new activities, and make informed decisions about their physical education journey. This study was conducted qualitatively. A comprehensive literature review provides an overview of the existing studies on the topic, highlighting the gaps in knowledge and areas requiring further investigation. The research also examines the implications of new media on student motivation, participation, and skill acquisition within the context of physical education. It investigates how digital tools can facilitate active learning, foster collaboration among students, and encourage lifelong engagement in physical activities beyond the classroom setting.

**Keywords:** Technology, Innovation, New media, Physical education faculty, Educational reform.

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## INTRODUCTION

Physical education in the new media era allows students to develop a variety of learning methods. The teaching concept promotes the sustainable development of physical education teaching and reflects the advantages of new media teaching.

## THE IMPORTANT ROLE OF NEW MEDIA IN PHYSICAL EDUCATION TEACHING IN FACULTY AND UNIVERSITIES

### ***Changed the physical education teaching environment in faculty and universities***

The application of new media in physical education teaching in faculty and universities will help to improve the environment of physical education teaching, mainly the effective dissemination and expression of information, and enrich the channels for students to master physical education knowledge (Botagariyev et al., 2016). In actual physical education teaching, let students the ability to acquire knowledge get promoted. In the previous physical education teaching, students were not interested in learning physical knowledge, and in the process of learning and understanding physical knowledge Therefore, the application of new media to physical education teaching can enable students to master physical education knowledge in a timely manner, let students feel the fun of physical education knowledge learning in a diverse teaching environment, and promote students to form a positive Active learning attitude, in a good physical education environment, enhance students' enthusiasm for learning physical knowledge, enrich students' learning method (Pilar et al., 2019).

### ***Promoting the rational use of teaching resources***

In the reform of physical education teaching in faculty and universities, the utilization rate of teaching resources by teachers is not high, which leads to the unsatisfactory effect of physical education teaching. Some teachers have conflicts between their actual teaching innovations and their teaching methods (Pandey, 2006). In order to effectively improve students' physical education learning ability, teachers should reasonably use new media teaching resources to enrich the content of physical education teaching and promote teaching. The rational use of resources allows students to acquire knowledge in physical education. and capacity enhancement.

### ***Establish the goal of physical education***

For the goal of physical education teaching in faculty and universities today, teachers should combine the development of the times and the interest characteristics of students to enhance the diversification of classroom teaching models, let students form active learning interests, and strengthen students' learning of physical education in a good educational environment. Teachers should master the rational use of new media so that students can interact with teachers in the learning of physical education knowledge (Van Yip et al., 2004). Active and active interactive communication enhances students' concepts of sports and encourages them to develop the habit of physical exercise.

## INFLUENCING FACTORS OF NEW MEDIA ON THE REFORM OF PHYSICAL EDUCATION TEACHING IN FACULTY AND UNIVERSITIES

### ***Physical education teaching thinking***

Teachers should clearly understand the role of new media in physical education teaching. In actual physical education teaching, they should avoid the influence of traditional teaching thinking, actively change teaching methods, improve the effect of physical education teaching, and let students form a correct view of sports.

Form a proactive learning attitude. In physical education teaching, teachers should focus on physical education that is in line with the development of students' thinking. allow students to recognize and understand the important role of physical education knowledge learning, and promote students' mastery and understanding of physical education knowledge (Edwards, 2006).

### ***Physical quality of teachers***

Teachers are the key figures in the teaching of physical education knowledge and the implementers of physical education teaching reform. Therefore, improving teachers' physical education quality will directly affect students' understanding and mastery of physical education knowledge. Teachers should gradually develop the awareness and ability to use new media and rationally use the teaching advantages of new media to improve the dissemination and development of physical education knowledge in faculty and universities and the quality of physical education (Edwards, 2006). Classroom teaching efficiency enables faculty physical education to form a new teaching goal, promotes the enrichment of physical education content so as to improve teachers' physical quality, and leads students to learn physical education efficiently.

### ***Physical education model***

In physical education teaching, the reason for the unsatisfactory teaching effect is mainly reflected in the fact that teachers only give a single explanation of physical education knowledge and students have mechanical learning methods (Yuldashev, 2021). Teachers' understanding of new media teaching concepts is not in place, and it is difficult to realize the innovation of physical education teaching concepts, which leads to in-depth explanations of physical education knowledge content and a lack of correct teaching objectives.

### ***Utilization of teaching resources***

Physical education resources mainly refer to hardware facilities and software facilities. Teachers should clearly understand the importance of the utilization of teaching resources, and in physical education teaching, it is necessary to clarify the integration of new media teaching resources and sports knowledge explanations, and conduct them in the form of new media (Patten & Newhart, 2017). The effective use of physical education resources can promote the reform of physical education teaching in faculty and universities.

## **STRATEGIES FOR THE USE OF NEW MEDIA IN THE REFORM OF PHYSICAL EDUCATION TEACHING IN FACULTY AND UNIVERSITIES**

### ***Innovation of teaching concepts and reform of teaching methods***

When teachers use new media in the process of physical education teaching, they must realize the innovative development of physical education teaching concepts. In the era of new media, teachers should actively reflect students' main learning status and promote students' active learning through interesting explanations of physical education knowledge. Teachers can display teaching courseware to enhance students' understanding of theoretical knowledge (O'Toole & Essex, 2012). For example, when teachers explain basketball theoretical knowledge and basketball skills, they can make content-rich courseware and use new media to disseminate sports knowledge at the difficult points of students' learning. When teaching basketball skills, teachers can use new media technology to perform slow-motion processing of dribbling and passing action videos, allowing students to learn in depth through the intuitive and detailed courseware presentation (Zhang, 2017).

***Reasonable use of teaching resources to meet the individual characteristics of student's new media teaching resources are very rich***

Teachers should actively guide students to expand their learning of sports knowledge, encourage them to rationally use new media technology, learn and understand sports knowledge independently, and promote their reasonable use of sports information resources. Students learn sports knowledge and professional skills according to their own personalized learning needs (Ren, 2017). At the same time, when students learn and understand information resources, teachers should pay attention to the effect of students' use of resources, so as to avoid the influence of bad resources on students' independent learning (Boyle-Holmes et al., 2010). Therefore, teachers should improve students' physical knowledge resources in their daily study and life. Reasonable dissemination of information allows students to form timely and effective use of sports resources under the correct guidance of teachers, and enables students to form correct learning concepts, promote students' understanding of information resources, and promote students' all-round development. With the continuous expansion of today's new media platforms, students can learn knowledge through a variety of sports platforms (Ren, 2017). These sports platforms can allow students to fully exercise the right to choose according to their own interests and characteristics, and at the same time more meet the individual needs. To promote the innovation of students' physical education knowledge learning methods, to allow students to select and organize physical education knowledge on a variety of new media platforms, and then to promote the improvement of students' personalized learning ability, to satisfy students' learning psychology of rational use of physical education resources, and to let new students' Physical education under the development of media is more comprehensive. Improve the dissemination of physical education teaching knowledge in faculty and universities, promote the improvement of students' learning ability, let students form a change in the way of learning physical education knowledge in actual physical education learning, promote the reform of teachers' physical education teaching modes, and steadily improve students' physical education literacy (Baiza, 2013).

***Reasonable application of new media to solve the difficulties in teaching***

In the process of physical education classroom teaching in faculty and universities, there are many highly technical movements that also have a certain degree of abstraction, and faculty students have certain difficulties in the learning process (Ostman & Parker, 1987). In order to better explain the difficulties and key knowledge in physical education teaching, teachers need to scientifically use new media technology to solve this problem. For example, explaining the knowledge of the three-step layup to students During the content process, individual students are prone to muscle strain due to physical and technical problems. In order to effectively solve this problem, teachers need to use Flash software reasonably during teaching and carefully create three-step layup animation courseware for students (Stead et al., 2019). Through multimedia Present to students in class. During the playback of the video, the teacher can decompose the action in detail and explain it in words by controlling the playback speed, which will help students analyse the action process more seriously, improve their understanding ability, and carry out targeted training activities in an orderly manner after class. It is conducive to better completing the teaching tasks in physical education classrooms in faculty and universities (Chen, 2018).

**CONCLUSIONS**

Under the background of new media, for the reform of physical education teaching in faculty and universities, teachers should clarify the innovation of teaching concepts and teaching models in physical education teaching, improve students' understanding of physical education knowledge, and let students form a reasonable use of physical education information resources to promote the improvement of students' learning ability so that students can meet the needs of personalized learning on a variety of new media platforms. To

promote the rational use of resources in physical education teaching, let students experience the fun of physical education knowledge learning, enhance students' independent learning ability, improve the effect of physical education teaching, and promote the sustainable development of physical education teaching in faculty and universities. In conclusion, this research on the influence of new media on the reform of physical education teaching in faculties and universities highlights the transformative impact of technology in the educational landscape. The findings reveal that new media has revolutionized the way physical education is taught, creating opportunities for innovative and engaging instructional methods. Firstly, new media platforms such as interactive websites, mobile applications, and virtual reality simulations have enriched the learning experience by providing immersive and interactive content. These tools have facilitated more dynamic and personalized instruction, allowing students to actively participate in their own learning process. Secondly, the integration of new media in physical education has promoted inclusivity and accessibility. Overall, this research underscores the importance of embracing technological advancements in physical education teaching. By harnessing the potential of new media, faculties and universities can enhance student engagement, promote inclusive learning environments, and foster collaborative learning experiences. As technology continues to evolve, ongoing research and professional development will be essential in maximizing the benefits of new media in physical education and shaping future educational practices.

### **AUTHOR CONTRIBUTIONS**

Sayed Anwershah Abed arranged the main and sub-topics of the research and wrote the results of the research. Jumakhan Bahaduri created a general idea for the research and wrote the resource section. Hizbullah Bahir conducted the literature review, the research method and design, and the research analysis.

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### **DISCLOSURE STATEMENT**

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