Research Article

The Effect Model of College PE Teaching Reform Based on Moral Education

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1. Introduction

In recent years, China has been committed to comprehensively promoting the development of quality-oriented education. Under this background, moral education has always been placed in the forefront of school education. The educational structure’s reform and teaching in the new era will also attach great importance to the cultivation of talents with both moral and physical competence. The integration of moral education and physical education requires that the purpose of physical education must be changed from the traditional physical fitness to the transformation and improvement of students’ ideological will and moral character, which is also the important content of moral education and physical education reform in colleges and universities in the new era [1]. Integrating the content of moral education in college physical education is to further enrich the content of physical activities and integrate the factors of ideological and moral education on the basis of traditional physical education. In the physical education classroom teaching time, the continuous integration of discipline education, collectivism education, civilization education, and so on can truly realize the moral, intellectual, and physical development of college students [2].

2. Literature Review

Some scholars point out that students in different types of schools in their country have a positive attitude towards sports. School sports are mainly in the form of clubs, and clubs have a strong effect on physical education [3]. According to the questionnaire survey, the willingness of middle school students to participate in physical exercise is higher than that of high school students, and the physical evaluation of middle school students is also positive, but there is a problem that the higher the grade is, the less attention is paid to physical education; the concept of people with physical education proposed by some scholars has been implemented in every link of physical education in primary and secondary schools, which reflects that students are always the main body of teaching and that students can well adapt to the society and stimulate their physical and mental...
health. They advocate taking sports as fun so as to achieve a good physical education teaching effect; a study of 36 diferent secondary schools by scholars shows that most schools have policies and practices to support physical exercise, and schools must cooperate with community partners and officials to provide the best environment to support physical exercise. This shows that they attach great importance to the construction of physical education infrastructure, which is supported by the state and society; through the comparison of PE and health curriculum content (standard) of middle schools in different countries, the paper puts forward that school curriculum content can be divided into diferent fields from diferent levels of learning; in the content, the exercise, physical ability, and skill of students are very crucial; to realize the close combination of education and content, teaching and content complementary relationship; reinforce the idea that sport is a lifelong sport without losing touch with life [4]. The analysis of the internal and external factors of physical examination shows that the examination items are constantly improved, and the examination score is increasing year by year. In this article, the implementation of the physical education system of the middle school entrance examination and the improvement of the bonus point mechanism are actually the progress and improvement of the physical education level, and the level of teachers should be improved and innovative in order to better guide students. The consciousness of students participating in exercise and the sports they love can evaluate students’ physical quality and health condition comprehensively and objectively. Alleviating the students’ burden is an important part of PE examination; examination reform should seize the main information and key points, the reform of the examination reform mainly includes the following four points: the first is the change of the score, the change of the test project, the test standards, and electronic evaluation. As the midterm exam sports reform continuously, improving students’ physical quality has positive influence and also has a positive effect to promote the development of school sports [5]. To sum up, the above literature is mainly studied from the continuous improvement of the development of the physical quality of students with educational functions, the improvement of students’ cognitive ability to participate in physical exercise, and the development of students’ physical quality through the reform of physical examination.

3. Research Process of College Individualized Physical Education Teaching

Students and teachers from six colleges and universities were selected from a certain place to design a questionnaire. The main content of the questionnaire is the reform and development of personalized college PE teaching and the results achieved. Among them, 15 questionnaires were sent out to teachers, and 15 were effective, with an effective recovery rate of 100%. 450 questionnaires were sent out to students, and 408 were returned, with an effective recovery rate of 90%, as shown in Table 1.

In order to ensure the quality of the questionnaire, the design of the questionnaire was modified by referring to the opinions of several experts, and relevant experts were invited to check the questionnaire before it was issued to ensure the validity of the questionnaire. The test results showed that the questionnaire was highly effective, as shown in Table 2.

At the same time, the valid questionnaires were digitally edited, and the obtained data were input into EXCEL software. Statistical software SPSS22.0 was used for statistical processing and graph analysis of the data, and factor analysis and explanation were made for the data obtained from the impact factor survey [6].

4. Analysis of Survey Results

4.1. The Situation of Curriculum Setting in the Pilot Universities of Individualized Teaching Reform of College Physician Education. It can be seen from Table 3 that at present, some of the pilot universities and pilot cultivation schools adopt the form of male and female class division. This is certainly a big improvement over the previous program, which was all-male and all-female. Teachers can teach students in a more unified way and prepare teaching content for gender differences in a more reasonable way [7].

As shown in Table 4, it can be seen that the application of stratified teaching in pilot universities is not ideal, which has many reasons. However, universities have gradually changed their original teaching methods, from no stratified teaching at the beginning to stratified teaching in part [8, 9].

In the experimental universities of teaching method reform, the traditional way of class classification is broken. Most of them choose two ways. One is to teach without any distinction and assign students with diferent technical foundations and physical qualities together. In teaching, after a period of grouping, the students with good foundation have basically the ability to instruct others to practice and have certain organizational management ability. The most important thing is that the technical level of these students has also been greatly improved. The other is the statistical grouping of students’ skills and physical quality in the first class, and the specific technical requirements are determined by the teachers of the elective course [10, 11]. Physical fitness groups are divided into diferent grades according to physical fitness test results, and special skills are divided into basic group and promotion group according to teachers’ assessment requirements. Teachers teach at diferent levels according to their diferent levels. The form of course opening is shown in Table 5.

It can be seen from Table 5 that the form of PE class is not limited to the form of class, and sports club has become another popular form of opening classes after PE option. Sports clubs and teams are another part of the physical education curriculum, which attracts college students with its unique characteristics [12, 13]. It is far from enough to carry out the individualized teaching reform of college physical education, and then the excellent role of sports clubs will be highlighted. It can be seen from Table 6 that each pilot university lays more emphasis on competition rules in the learning of sports theoretical knowledge. There
are many sports events, and each event has different rules. It is necessary to learn competition rules if you want to be more interested in a sport. Only when a sport has rules can it develop better. Therefore, rules always come first in the study of theoretical knowledge in various pilot universities.

It can be clearly seen from Figure 1 that contemporary college students’ preference for physical education curriculum content mainly focuses on these aspects: novel and easy to master teaching content and moderate teaching content. Among them, easy to master in teaching occupies the largest proportion, which shows that the premise of students’ liking of physical education curriculum content is to be able to learn it easily. In the teaching reform of major pilot universities, the content taught by special teachers mainly focuses on making it easier for students to learn [14, 15].

The reasons for college students’ liking of physical education teaching content are shown in Figure 1.

The change of the PE evaluation method in colleges and universities is related to the degree of college students’ liking for PE courses and also an indispensable part of the teaching process, as shown in Table 7.

It can be seen from Table 7 that the evaluation methods of PE courses in colleges and universities mainly include teacher evaluation, student mutual evaluation, student self-evaluation, and group evaluation, among which teacher evaluation occupies the largest proportion, indicating that teachers still play a major role in the evaluation methods of pilot colleges and universities, and teacher evaluation plays a crucial role for students. At the same time, we can also see that students’ mutual evaluation and group evaluation also occupy a large proportion, which reflects that colleges and universities begin to attach importance to course evaluation, making the evaluation method more reasonable (Table 8).

Physical education teaching is a special technology. From the above table, we can clearly see that the pilot schools still put special techniques at the end of the teaching evaluation [16, 17].
4.2. The Teaching Mode of Colleges and Universities on the Pilot of Individualized Teaching Reform. Physical education teaching mode, as a unique teaching style, plays an important role in the teaching reform of experimental colleges and universities. The following is the centralized teaching mode in the major pilot universities, as shown in Table 9.

In the teaching process, teachers are the organizers and practitioners, while students are the main body. However, teachers play a leading role, especially physical education teachers. Compared with other teachers, physical education teachers need stronger organizational ability and field control ability, as shown in Table 10.

We can see from the above table that most of the PE teachers in the pilot universities believe that they should improve their technical and tactical level. This is related to the improvement of the special ability level of PE teachers in universities after the teaching reform, especially for today's many college students who themselves have relatively excellent professional skills [18, 19]. Secondly, we can see that teaching organization management and methods also occupy a large proportion of the teaching reform. This will mean that the physical education teachers in colleges and universities will update their previous teaching methods and methods by using a more effective way in order to better adapt to the personalized teaching reform of college physical education.

4.3. The Achievement of Individualized Teaching Reform. It can be seen from Table 11 that after the teaching reform, students’ lung capacity has been most significantly improved. Meanwhile, they have also been significantly improved in 1000m running, 800m running, and pull-up [20, 21]. It shows that the endurance quality of students has been improved. The endurance quality is an indispensable part of human body quality, and it can improve students’ ability to resist fatigue and effectively eliminate students’ aversion. With the continuous improvement of students’ physical test scores, students’ physical qualities will be steadily improved, and college students’ physique will be better and better. In the long run, this is conducive to the development of good exercise habits, makes it easier to maintain a healthy and happy attitude in the future, and can have a good ability to resist pressure when facing various difficulties, as shown in Table 11.

As can be seen from Table 12, the students in pilot colleges and universities who think their motor skills have been improved account for the highest proportion, which indicates that there has been a great improvement in the course content, teaching mode, evaluation method, and so on. Students become more interested in learning motor skills; changes in teachers’ teaching methods will make the teaching of skills more attractive [22, 23]. After optional classes, students can also choose corresponding sports clubs according to their own needs. Under the influence of multiple factors, college students’ motor skills have been significantly improved. At the same time, the interpersonal communication ability, cooperation, and competitive spirit

| Theoretical content                  | Frequency | Percentage (%) |
|--------------------------------------|-----------|----------------|
| History and development              | 209       | 51.2           |
| Value and function                   | 243       | 59.5           |
| Rules of a contest                   | 408       | 100            |
| Sports injury and protection         | 197       | 48.3           |
| Judicial rules                       | 212       | 51.9           |
| Organization and arrangement         | 75        | 18.3           |

Table 7: Pilot the evaluation method of PE courses in colleges and universities (n=15).

| Evaluation method              | Frequency | Percentage (%) |
|--------------------------------|-----------|----------------|
| Teacher evaluation             | 15        | 100            |
| Peer assessment                | 10        | 66             |
| Self-evaluation of students    | 5         | 33             |
| Group appraisal                | 9         | 60             |
| Other evaluation               | 2         | 13             |

Table 8: The evaluation indexes adopted by teachers in the evaluation of physical education teaching in pilot colleges and universities.

| Evaluation content | Specific technique | Basic physical fitness assessment | Daily performance |
|--------------------|--------------------|-----------------------------------|-------------------|
| Sequence           | First              | Second                           | Third             |
have been improved, and all these demonstrate the correctness of college physical education reform.

As the epitome of college campus culture, college sports culture atmosphere can explain the current situation of college campus culture. It can be seen from Table 13 that only a small part of the sports equipment in colleges and universities has been improved in the teaching reform, which indicates that colleges and universities still need to increase efforts in the improvement of equipment. College PE teachers generally believe that the school PE atmosphere is becoming stronger and stronger after the personalized teaching reform of college PE. In order to promote the individualized development of students, college PE teachers have made great improvements in teaching, the altered teaching method makes it more in line with the characteristics of college students, and it can give full play to the independent character of students. In addition, the organizational form of the original classroom has been updated, from the former mixed class to the present part of the project's male and female classes, so that students can fully stretch in the learning of physical education courses and be more conducive to classroom teaching. The factors above make the atmosphere of sports culture in colleges and universities increasingly strong. In such a strong sports culture atmosphere, students have been imperceptibly changed and have begun to exercise more actively. Persisting in doing this not only promotes the students' form of sporting habits, but also the students will drive the campus sports atmosphere.

4.4. The Deficiency of Individualized Moral Education Teaching Reform in College Physical Education. From Figure 2, we can see that at the management level, there are mainly problems such as the incomplete personalized teaching management system, too few teachers participating in the personalized teaching reform group of schools,
incomplete incentive mechanism of personalized sports teaching reform, and low attention level of school leaders and the visual guidance group [24].

It can be seen from Figure 3 that all the pilot schools at the present stage have the problem of imperfect PE individualized teaching syllabus and teaching plan, which indicates that there are still many deficiencies in the operation of personalized teaching reform of college PE.

5. Analysis on Influencing Factors of Individualized Moral Education Teaching Reform in College Physical Education

This study adopts exploratory factor analysis to conduct factor analysis on 22 influencing factors of personalized teaching reform of college physical education, as shown in Table 14.

It can be seen from the table that the KMO value is 0.761, and the concomitant probability value of the Bartlett sphere test statistic is 0.000, which is far less than 0.05, indicating that the scale is suitable for factor analysis. After passing the test, principal component extraction and orthogonal rotation were carried out by the principal component analysis method and maximum variance method, and the total variance of the obtained factors was shown in Table 15:

5.1. Extraction Method: Main Component Analysis. After analysis, the common factors greater than 1 were extracted, and a total of 5 factors were extracted. The variance contribution rate of the five factors is 16.910%, 13.757%, 11.835%, 10.973%, and 10.065%, and the cumulative variance contribution rate is 63.541%, indicating that 63.541% of the total information can be explained, reaching the minimum standard of 60%. The lithotripsy diagram of the extraction process is shown in Figure 4: It can be seen from the lithotripsy diagram that 5 of the 22 items selected in this paper are the most suitable principal components for extraction, and the results of principal component analysis are presented significantly again from the diagram.

Rotation of each item in their respective factors is shown in Table 16:

As can be seen from Table 16, component 1 contains five questions, teacher’s skill level, teacher’s participation, teacher’s teaching attitude, teacher’s teaching experience, and teacher structure, which are teacher factors; Component 2 includes students’ physical fitness, students’ interest level, students’ learning attitude, students’ free time, and students’ physical education; Component 3 includes the quantity of gymnastics, the quantity of sports equipment, the quality of stadium equipment, and the perfection of indoor stadium, which is the venue equipment factor; Component 4 contains four items of organizational form, teaching content, teaching method, and teaching evaluation, which are teaching factors; Component 5 contains four questions, namely, the school’s sports atmosphere, the school’s sports culture, the organizational strength of sports competitions, and the importance attached by leaders, which are factors of the cultural system. According to these five components, the influencing factors of personalized teaching reform of college physical education are obtained (see Figure 5).

5.2. Teaching Factor. Teaching factor consists of teaching content, method evaluation, and organizational form. Teaching is more important in the individualized teaching reform of college physical education, so the teaching reform should be better developed. It is necessary to diversify organizational forms and teaching methods, the
teaching content is more abundant, and teaching evaluation is systematic. Through the analysis, most of the students in the pilot universities think that the teaching content is more substantial, but through the comparison, it can be obviously found that the teaching content is set according to the specific situation of their own colleges and universities. The teaching method has also changed due to the proposal of teaching reform. Because of the difficulty of comprehensive implementation of stratified teaching, the frequency of the mutual help method, cooperation method, and competition method began to rise gradually. This can not only increase students’ interest but also better implement layered teaching and solve the situation of school facilities and resources shortage to a corresponding extent.

5.3. The Teacher Factor. The teacher factor includes five aspects: teacher’s skill level, participation degree, teaching attitude, teaching experience, and teacher structure. Through analysis, it can be seen that the characteristic value of teacher’s skill level is the largest. Whether the teacher can teach is on the one hand, and on the other hand is the degree of teacher participation. In the individualized teaching reform of college PHYSICAL education, the influence of the level of teachers’ special skills on the teaching reform is more important, especially in the later period of students’ learning of high and difficult technology, which highlights the skill level of physical education teachers. Therefore, it is essential to train PE teachers before and during their service. Whether the personalized teaching reform can go wider depends on the participation of teachers. The participation of teachers not only plays a great role in the later promotion but also enables each teacher to improve their understanding of the reform and teaching ability in the process of participation.
5.4. The Student Factor. The student factor includes five aspects: students’ physical quality, interest level, study attitude, free time, and students’ sports foundation. Through the analysis, male and female students have different interests in different sports, and most of them prefer the low-competitive sports such as aerobics, sports dance, and running. Most boys like basketball and football, but both boys and girls are more interested in new sports, such as rock climbing and roller skating.

5.5. Venue Equipment Factor. The equipment factor includes four aspects: the quantity of the stadium, the quantity of the sports equipment, the quality of the equipment, and the perfection of the indoor stadium. The problem of site equipment has always been an urgent problem for colleges and universities. For some colleges and universities, the problem of equipment may be easier to solve, but due to the geographical location of Shanghai, the land is relatively tight, so the site problem has been plaguing colleges and universities.

5.6. Cultural Institution Factor. Cultural system factors include four aspects: school sports atmosphere, sports culture, sports competition, organization strength, and leadership attention. The progress of personalized teaching reform of college PHYSICAL education is directly related to the attention of leaders. The higher the attention of school leaders, the more conducive to the development of teaching reform. According to the survey, most students expect to be tested in the form of competitions after they have made certain

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**Table 16: Rotating component matrix.**

| Element                          | 1   | 2   | 3   | 4   | 5   |
|----------------------------------|-----|-----|-----|-----|-----|
| The skill level of the teacher   | 92% | 0.041 | 0.006 | 0.033 | 0.049 |
| Faculty structure                | 89% | 0.052 | 0.008 | 0.008 | 0.027 |
| Teacher’s teaching attitude      | 84% | 0.029 | 0.018 | 0.069 | 0.015 |
| Degree of teacher involvement    | 82% | 0.011 | 0.003 | 0.036 | 0.055 |
| Teacher’s teaching experience    | 81% | 0.019 | 0.002 | 0.053 | 0.006 |
| The physical quality of students | −2% | 0.819 | 0.021 | 0.046 | 0.035 |
| Student’s interest level         | −1% | 0.818 | 0.029 | 0.015 | 0.135 |
| Students’ learning attitude      | −7% | 0.797 | 0.04  | 0.011 | 0.133 |
| Students’ free time              | 1%  | 0.775 | 0.059 | 0.021 | 0.090 |
| The sports foundation of students| 1%  | 0.641 | 0.021 | 0.079 | 0.114 |
| Number of stadiums               | −1% | 0.045 | 0.851 | 0.036 | −0.029 |
| The amount of sports equipment   | −0.004 | 0.006 | 0.837 | 0.049 | 0.007 |
| The quality of the equipment     | −0.015 | 0.021 | 0.811 | −0.036 | 0.023 |
| Indoor stadium perfection        | 0.045 | 0.041 | 0.699 | 0.028 | −0.016 |
| Organizational form              | 0.014 | 0.012 | 0.069 | 0.835 | −0.012 |
| Content of courses               | −0.109 | 0.012 | 0.026 | 0.831 | −0.015 |
| Teaching method                  | 0.019 | −0.112 | 0.054 | 0.739 | 0.13 |
| Teaching evaluation              | −0.031 | 0.042 | −0.057 | 0.666 | 0.022 |
| The sports atmosphere of the school| −0.065 | 0.002 | 0.022 | 0.009 | 0.826 |
| The organization of sports competitions | 0.043 | −0.062 | −0.006 | −0.043 | 0.804 |
| School sports culture            | −0.012 | −0.029 | 0.081 | 0.089 | 0.8 |
| The importance of leadership     | −0.053 | 0.095 | −0.070 | 0.045 | 0.403 |

**Figure 5: Factors influencing personalized teaching of college PHYSICAL education.**

Teaching
- Single organizational form
- Teaching evaluation is still not systematic
- Still use traditional teaching content, method

Teachers'
- Teacher participation is weak
- Lack of personalized teaching experience

Students
- The degree of interest of each sport is different
- Physical quality and sports foundation are different

Space equipment
- Lack of gymnasium and equipment
- Shortage of indoor venues

Culture system
- Sports competitions fail to meet students’ needs
- Sports personalized publicity is weak

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achievements in sports learning, which can not only exercise students’ spirit of cooperation but also greatly improve their actual combat ability.

6. College PE Teaching Reform Strategy Based on Moral Education

6.1. Carry Out Professional Ethics Education and Reform the way of Moral Education. Reforming the way of moral education is not rebuilding on the ruins, but in the moral education concept connotation and other aspects of innovation, in order to adapt to the social development of moral education, putting forward new requirements. In order to reform the cultivation of moral education, professional ethics education is the best choice. Classroom education is the primary link of professional ethics education. The links such as case analysis guided by theory, role playing, reasoning, and debate are helpful to the cultivation and development of college students’ professional ethics consciousness, ethical choice, and ethical responsibility in terms of consciousness and behavior, so that they can show a high level of moral quality in the future professional activities.

At present, the courses of professional ethics education in domestic colleges and universities can be opened in two ways: one is to independently open relevant professional ethics courses in the middle and later stages of the whole professional education process. Students first master the basic professional knowledge and skills and then engage in some practical activities with the help of the platform of practice. After these three stages, they have basically acquired the ability of ethical selection and evaluation. At this time, the implementation of professional ethics education is beneficial to arouse their interest and thinking, and the effect is also remarkable.

Second, the ethical values and ethical responses to ethical dilemmas, ethical choices, and ethical crises should be taught systematically in the existing courses. For example, the content of professional ethics education should be added to the ideological and moral character, and the knowledge of ethical norms should be combined with the professional courses. Although this approach is not conducive to highlighting the importance of ethics in professional practice to some extent, and teachers lack relevant ethical theories and ethical practices, it is also a feasible method considering the large proportion of moral education courses in the whole curriculum system. This requires teachers to seriously study how to integrate the right moral and value content into the curriculum. Therefore, the teacher’s professional ethics course is the core foundation in the educational process.

6.2. Strengthen the Cooperation with the Practice Unit and Establish the Practice Moral Education Environment inside and outside the School. The process in which schools carry out teaching activities with the help of workplace resources is the process in which schools and enterprises jointly organize teaching, as well as the process of consolidating and developing the effect of school moral education in workplace activities. Colleges and universities should break the traditional closed teaching mode and strengthen communication and cooperation with various industrial enterprises. For example, the teaching content of school teaching cases and scene simulation is in line with vocational activities. According to social needs, an open moral education environment that can be exchanged inside and outside the school is built. Schools and enterprises cooperate to establish teaching and scientific research practice bases of industry-university cooperation. The university provides customized education for enterprises. The university invites experienced in-service personnel from various industries as part-time teachers to the platform to teach moral education experience in vocational activities. It provides more opportunities for students to engage in professional work during their education. The ethics education of students is a combination of theory and practice. The prerequisite of school-enterprise cooperation is to ensure the consistency of students’ perceptual and rational understanding of professional values and ethics. This kind of cooperation has great influence on students: it helps students experience and identify with professional ethical values and construct ethical thinking. It helps students know and understand ethical and value issues in practice, learn knowledge theories that cannot be learned in class, and narrow the gap between students’ own ethical values and professional values. It helps students know themselves and gain preliminary understanding of the complexity of professional ethical issues for the future work psychological preparation. The ethical practice of students outside the classroom is still an educational trend, which aims at the realization of educational goals, can greatly improve students’ practical ability and ideological understanding, and promote students to internalize ethical education into beliefs and behaviors so that students finally achieve the unity of knowledge and action.

7. Conclusion

This study proposes a personalized PE teaching reform path, and through KMO and Bartlett sphere test analyses, it can be found that the variance of interpretation of the five factors contributed 16.910%, 13.757%, 11.835%, 10.973%, and 10.065%, respectively, and the cumulative variance of the five influencing factors was 63.541%, meeting the minimum standard of 60%, which also verified the feasibility and effectiveness of integrating moral education into physical education teaching reform. At present, students’ moral education consciousness is weak in the process of physical education teaching in colleges and universities, and there are many moral anomie behaviors, which cannot better integrate moral education into the physical education curriculum. At the same time, PE teachers cannot better grasp the opportunity to correct students’ immoral behavior in time when they meet students’ moral misconduct. Moreover, it is difficult for some teachers to set an example for students’ moral education. In physical education teaching, some teachers deal with students’ faults improperly, which damages students’ self-esteem, leads to students’ resentment, indifference, opposition, and other negative emotions, thus
inducing students’ immoral behavior in the physical education class. In addition, under the background of modern exam-oriented education, education tends to cultivate professional knowledge and skills and pursue results, which leads to the gradual loss of moral consciousness of some students and teachers. Therefore, the study of moral education is especially important to integrate with other education courses. Integrating moral education into physical education not only promotes the improvement of the teaching effect, but it also promotes the perfection of students’ moral quality, so as to achieve the goal of cultivating all-round development in colleges and universities.

Data Availability

The labeled data set used to support the findings of this study is available from the corresponding author upon request.

Conflicts of Interest

The author declares that there are no conflicts of interest.

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