Research on the Teaching Integration of Physical Education Core Literacy

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Abstract. By using the methods of literature and logical analysis, this work studied the teaching integration path of physical education core literacy. Based on sports teaching to cultivate students' sports emotion and character, sports teaching to cultivate students' sports ability and habit, etc., the integration path of core literacy teaching in sports discipline was proposed. And from the aspects of target recognition, content organization, implementation process, teaching evaluation, etc., the teaching integration path of physical education core literacy was interpreted.

1. Introduction

The core literacy is the educational idea of physical education curriculum and teaching reform in the new era. As the most basic unit to implement students' core literacy, school physical education should shoulder the responsibility of developing students' core literacy in physical education and health. And then, it connects with students' developing core literacy to realize their own subject value. The "general senior high school physical education and health curriculum standard" (2017 edition), issued by the Ministry of Education in early 2018, clearly points out that the subject core literacy is the concentrated embodiment of the subject education value. Also, it is the correct values, necessary character and key ability that students gradually form through subject learning. Sports ability, healthy behavior and sports morality are the core literacy of sports and health disciplines [1].

On the basis of defining the concept and connotation of the core literacy in physical education and health, it is also necessary to know how to understand the physical education teaching from the perspective of developing students' core literacy in physical education and health. In other words, how to view the ways and means of realizing the core literacy goal in developing students' physical education and health? The answer to this question needs to be targeted and analyzed concretely. At the same time, the in-depth interpretation of this topic can further clarify the practical direction of school physical education teaching based on subject core literacy. It offers practical guidance and reference model for promoting the reform of physical education curriculum and teaching under the core literacy concept and enriching the research of physical education curriculum and teaching theory.

2. The Implementation Path of Integrating Core Literacy Teaching in Physical Education

2.1 Physical education cultivating students' sports ability and habit

2.1.1 Combing training to improve students' sports ability

The so-called sports ability refers to the ability of people to engage in various sports under the premise of mastering certain sports knowledge and skills in social life. Nowadays, the quality education has been deeply rooted in the people's mind. It is very important to cultivate the students' sports quality in the middle school physical education class. Therefore, this requires middle school physical education teachers to change the traditional teaching concept. On the basis of fully understanding the new curriculum standard, the cultivation and promotion of sports ability run through the whole PE class, thus improving students' sports ability.
2.1.2 Sunshine activities to cultivate students' sports habits

Based on the new curriculum reform, students are helped to form healthy sports habits, which can not only improve the effectiveness of classroom teaching, but also permeate students’ awareness of lifelong physical exercise, thus promoting students’ better learning and development. However, due to middle school students do not develop the awareness of sports habits, we need to make reasonable and scientific plans for students, so that sports become an inseparable part of students' daily life.

2.2 Physical education cultivating students' sports ability and habit

2.2.1 Permeating healthy sports knowledge based on the classroom

Physical health knowledge is an important part of middle school physical education classroom teaching. It can not only help students to establish health awareness, but also let students master certain scientific fitness, sports injury and prevention, safety prevention knowledge, and then lay a solid foundation for their own future development of exercise. However, it is found that the penetration of health knowledge in most school physical education courses is far from good through practice. As a result, students are unable to remedy sports injuries in time, or even have no sense of health. This requires physical education teachers to change their teaching concepts and infiltrate relevant health knowledge for students based on the classroom. The purpose is to let students master the basic knowledge of scientific, healthy and civilized sports and carry out sports learning better.

2.2.2 Scientific guidance to develop healthy sports behavior

Under the guiding ideology of the new curriculum reform, if we want to improve the quality of students' sports healthy behavior, we should help students form good sports healthy behavior in practice teaching. To ensure that every student can enjoy the fun of sports health, students can better participate in sports, enhance physical fitness. As we all know, criticism and praise are the guidance of students' sports behavior. Proper praise and evaluation can help students understand what is healthy behavior and what is not.

3. Analysis on Teaching Elements for Developing Students' Core literacy in Physical Education

Physical education can be understood as a unified activity in physical education teachers' teaching and students' learning. With the advancement and deepening of curriculum and teaching reform, the concept of developing students' core literacy has been put forward. As an important part of school education, physical education and health curriculum should also play its own advantages to develop students' core literacy and subject core literacy. The key to implement the subject core literacy lies in teaching. Without the effective implementation of teaching, the development of students' subject core literacy will become rootless wood. Based on the concept of "core literacy and human development", it is necessary to change the traditional concept in physical education teaching to develop students' core literacy. In order to better explain the physical education towards the development of students' subject core literacy, it is essential to understand the physical education teaching macroscopically according to the elements such as the goal, content, implementation, evaluation, etc., that constitute the basic frame system in physical education.

3.1 Objective awareness

The latest "general senior high school physical education and health curriculum standard" (2017 edition) uses "subject core literacy" to guide the curriculum objectives, and emphasizes the content and method of goal leading [2]. The subject core literacy is the condensation and sublimation of the three-dimensional goal. Based on the subject core literacy, the physical education and health course puts forward the general goal for students' course learning and the sub goal of core literacy in each
physical education subject. The biggest difference is that teachers directly connect the learning objectives of modules, units and classes according to the curriculum objectives of subject core literacy, and then choose the teaching content and methods. From the perspective of subject core literacy, physical education goal should be changed from "teaching according to the goal" to "how to teach based on the goal". The former is traditional subject centralism, with the emphasis on teaching content. The latter is how to teach based on objectives, which means that teachers design modules, learning objectives and teaching strategies with the core literacy objectives. No matter how the learning objectives and teaching methods are changed, the realization of the core literacy objectives must be the first and the most important. It is necessary to penetrate the core literacy objectives into all levels of teaching objectives, and finally cultivate and develop the students' the subject core literacy of three aspects through physical education classroom teaching.

3.2 Content organization

Content is the core element in curriculum teaching [3]. The core literacy concept is to cultivate the key ability and necessary character to meet the needs of individual lifelong development and social development. The core purpose of developing sports discipline is to enable students to obtain sports ability, healthy behavior and sports morality to promote individual happy life and actively integrate into society. How is the teaching content organized to serve this purpose? The answer is to enhance the life and integration of sports teaching content based on sports skill learning. The former means that the teaching content should be directly oriented to students' specific life and social life. For example, students should participate in physical exercise every day in the healthy behavior mentioned in physical education core literacy, understand the method of balanced nutrition diet, understand the knowledge of sports injury treatment and be able to operate, etc., which are closely connected with students' life. The most important thing is that the students will eventually go out of school and enter the society. After the students leave school, the students possess the physical education core literacy subject and remain attached to themselves, laying the foundation for the individual's happy life. At the same time, it can also realize the core literacy of students' healthy life. Therefore, the life of the content should be increased in the organization and design of sports teaching content. Secondly, the interdisciplinary combination of sports teaching content should be organized. The latter means that the development of students' core literacy needs to be realized by combining the whole discipline or interdisciplinary. There are some limitations in the development of students' core literacy in physical education. It is necessary to carry out comprehensive reform of teaching content, and create learning content and environment combined with other disciplines based on students' existing subject knowledge and life experience. For example, we should explain the relevant knowledge of protecting the natural environment to students in extracurricular sports activities. Combining human body science with medical health can enhance the richness of students' sports learning.

3.3 Implementation process

The implementation process in physical education teaching is the process of ideal reform and implementation in physical education curriculum [4]. The main body of implementation involves not only physical education teachers, but also students, parents, school leaders and education administrative departments. Due to the diversity of the main body in the process of physical education implementation, it is mainly discussed from the main body of physical education teachers, students, schools, parents, etc. Returning to the cultivation of students' subject core literacy, it can be found that sports ability is the dominant subject core literacy. However, it is difficult to quantify and observe physical education core literacy and health behavior in class teaching. Therefore, physical education teachers must change from "loyalty orientation" to "creation orientation" in the process of teaching implementation (i.e., the way of strictly implementing the teaching program gradually moves to the way of teaching implementation in which teachers and students create experience together in specific situations).
3.4 Teaching evaluation

Teaching evaluation is a process to make value judgment on the achievement of teaching objectives, the organization of teaching contents and the teaching process [5]. In order to evaluate physical education core literacy and health acquired by students through physical education course learning, physical education teaching activities must be firmly grasped and attached, because they are the most important and direct carrier for students to develop the subject core literacy. The process of physical education teaching practice to achieve the specified objectives of various courses is the process of evaluating and developing students' subject core literacy. The process of evaluating and developing the students' core literacy in the course of physical education practice is to realize the stipulated curriculum objectives. The traditional sports teaching evaluation regards the mastery of sports skills as the evaluation standard for students' learning level, which has been criticized by many people. It has become common knowledge to emphasize the participation of students, enrich students' emotional experience of learning, and focus on the realization of multi-dimensional functions based on sports skills. The evaluation methods of summative and process evaluation, qualitative and quantitative evaluation, absolute and relative evaluation have also been established.

4. Conclusion

The development of students' sports core literacy is a long-term process. The goal and content of sports classroom teaching should take the sports core literacy as the "core", and the key abilities that are beneficial to students' lifelong development will be integrated into the implementation process of physical education curriculum. Physical education classroom teaching is an important way to develop students' physical education core literacy. It should be combined with various teaching materials to improve and develop students' physical education core literacy, so that students can improve their sports ability, obtain physical and mental health, form a good personality quality and develop into a complete person.

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