Summary of the Research on the Cultivation of College Physical Education Teachers' Teaching Ability from the Perspective of Sports Core Literacy

Huilan Yang, Shuai Wang
School of Education and Sports, Yangtze University, Jingzhou, 434023, China

Abstract
This article mainly uses the literature method and other research methods to analyze and research the related literature on the core literacy of sports and the teaching ability of college physical education teachers in the new era. Theoretical analysis and discussion on the improvement of the teaching ability of physical education teachers, especially college physical education teachers, believes that there are three ways to improve the teaching ability of physical education teachers in colleges and universities: from the perspective of core literacy cognition, specifically optimize the classroom teaching behavior path of physical education teachers in colleges and universities; The basic concept of "core literacy" is integrated into the specific content of the in-depth physical education classroom teaching design and updates the concept of physical education; enhance the path of "communication" and "reflection" in physical education.

Keywords
Sports core literacy; College physical education teachers; Teaching ability; Training.

1. Introduction

With the official promulgation of the "General High School Sports and Health Curriculum Standards" in 2017, the core sports literacy with athletic ability, healthy behavior and sports morality as the main dimensions was formally proposed, and the knowledge and skills, sports and methods, Sports emotional experience and social adaptability are the main manifestations in sports. Cognition is the orientation of behavior. In the face of the reform of physical education curriculum and the proposal of core literacy in the new era, how to adjust and optimize the teaching behavior of college physical education teachers based on core literacy has become an urgent issue in this article. In view of this, promoting the transformation of teaching ability and teaching behavior of college physical education teachers has profound theoretical and practical significance for improving the quality of physical education and realizing the core literacy and three-dimensional education of physical education and health courses.

2. Research on Concepts Related to Core Literacy and Teaching Ability of Physical Education Teachers

2.1. Summary of Related Research on Core Literacy
Academia has made fruitful research results on core literacy, among which the more authoritative views are as follows: Professor Yang Xiangdong (2020) from the Department of Educational Psychology, East China Normal University believes that core literacy is the result of the growth of students in the education process. The process of continuous accumulation and transformation is the inherent logic and mental flexibility between the situation, thinking, and results established by students in the process of physical education by constantly solving complex practical problems. Hu Dingrong (2018) believes that the connotation of core literacy
can include two aspects. The first is to specify character and ability on the basis of the overall requirements for quality development in my country, and to creatively solve the new era through integration and penetration of all stages of students. The two major issues of educating people are the question of "how to train and who to train". The second is to take socialist core values and people-oriented as the value yardstick, and change the idea of simply examining the theoretical knowledge of students while ignoring the overall quality.

In summary, it can be seen that there are many explanations about core literacy, but the consensus reached by scholars can still be clarified: "core literacy" is gradually formed with age in order to adapt to society during the education process; The core literacy is in line with the requirements of today’s society for high literacy talents, and will continue to develop and improve with the changes of the times, and has the characteristics of the times and dynamics.

2.2. Summary of Related Research on Sports Core Literacy

Xu Wei and Yao Lei (2020) believe that the core literacy of sports includes the following aspects in the "core literacy-oriented new paradigm of physical education": First, pay attention to the essential improvement of students' athletic ability in the teaching process. Second, pay attention to the cultivation of students’ sports moral behavior. Third, promote students’ healthy behaviors and healthy habits. Professor Cheng Chuanyin (2019) pointed out that athletic ability, healthy behavior, and sports morality are the three core qualities of the physical education subject in the article "The Interpretation of the Teaching Theory for the Development of the Core Competence of Students' Physical Education Subject". Sports ability is usually embodied by physical fitness, skills and tactics; healthy behavior is mainly manifested by the use of health knowledge, the development of healthy habits and social adaptability; sports morality is manifested by sports attitude and sports ethics. This argument fundamentally clarifies the structure of the core literacy of physical education and health courses.

In summary, the current domestic experts and scholars' content on sports core literacy is mainly concentrated in its three aspects. That is, the relationship between core literacy and sports core literacy, the concept, composition, internal relationship and function of sports core literacy. For the core literacy of sports in the new era, experts and scholars are using a multi-dimensional perspective to make a comprehensive interpretation, clarifying that the three core literacy do not exist in isolation, and must be developed in a coordinated rather than balanced manner. In particular, Shang Lipei creatively proposed the performance and relationship between "sports literacy" and "sports core literacy", which aroused extensive and profound discussions in the academic circles. At present, this theory is being quoted by many experts and scholars, and has been recognized by the public. It has broadened the field and scope of core literacy research and has far-reaching significance.

2.3. Summary of Relevant Research on the Teaching Ability of Physical Education Teachers

Professor Shi Yan (2016) believes that good communication skills are necessary for physical education teachers, so as to create a positive learning atmosphere in the classroom. At the same time, physical education teachers should also strengthen the study of scientific research capabilities. Sun Xiaodong (2018) focused on using the AHP analysis method to classify and summarize the teaching abilities that physical education teachers should have. After establishing a matrix, principal component analysis, and consistency testing, they proposed that physical education teachers should have five abilities, which are the use of theoretical knowledge to solve practical problems. The ability to question, the ability to design physical education teaching plans, the ability to implement physical education teaching, the ability to conduct scientific research in sports, the ability to assess after class, and the ability to summarize experience.
In summary, many experts and scholars have classified and summarized the teaching abilities of physical education teachers, such as physical teaching ability, ability to design sports lesson plans, evaluation ability of students’ learning process, teacher expression ability, scientific research ability, etc. They all believe that physical education ability is the basic ability that physical education teachers must master, and at the same time emphasizes the importance of scientific research ability, which points out the direction for the improvement of college physical education teachers’ teaching ability.

2.4. **Summary of Related Researches on the Core Literacy of Physical Education and the Teaching Ability of Physical Education Teachers**

Liao Songping (2020) believes that physical education teachers play an important role in the practice and implementation of sports core qualities. To a certain extent, the core literacy of physical education plays a certain guiding role in the improvement of teachers’ teaching ability, and at the same time has a positive impact on the teaching effect and teaching quality. Gu Wenjing (2020) stated that the teaching ability of teachers changes with changes in education policies, teaching situations, syllabus, teaching objects, and teaching content, and has the characteristics of development and dynamics. Therefore, the introduction of the core literacy of physical education indicates that the teaching ability of teachers must also conform to the requirements of the times and undergo profound changes, which in turn plays an important role in the transformation of teachers’ teaching concepts. Shang Lipei (2018) and others pointed out that physical education teachers are loyal practitioners of sports core literacy and guides of values. On the one hand, physical education teachers must update their core literacy concepts. On the other hand, physical education teachers must do a good job in their role positioning, through the baptism of core physical education, abandon the leading role of the curriculum, and participate in physical education as a "friend" in classroom teaching, so as to fully implement the core physical education for students. The cultivation of sports character and sportsmanship helps students experience the pleasure of sports. Zhang Geyu (2019) explained from a contradictory perspective that core physical literacy can regulate the teaching behavior of teachers, and that teachers’ teaching behavior should adapt to the internal requirements of core physical literacy in the new era in the continuous teaching process.

In summary, on the basis of combing and speculating on the relationship between the teaching ability of physical education teachers and the core literacy of physical education, it is concluded that the two are not unity of opposites, but a dialectical unity and mutual promotion. The core goals are both In order to enhance the teaching ability of physical education teachers and promote the overall development of students. The essence is to serve the majority of students, promote the common development of physical education and Lide Shuren, and deepen teachers’ understanding of teaching concepts and behaviors.

3. **Summary of Relevant Research on the Status Quo of Teaching Ability of College Physical Education Teachers**

Liu Xiaoju (2013), Yang Zongqing (2013), Zhao Qingbao (2011) and others all pointed out in their articles that the current teaching status of physical education teachers in colleges and universities is mainly: physical education teachers lack the concept of lifelong learning, due to professional limitations, theoretical foundation and knowledge structure It is not complete, and this is what is commonly used in the current physical education, which leads to many problems in all aspects of teaching implementation and design. In addition, physical education teachers are often very strong in motor skills, but their own theoretical ability and organizational teaching Ability, after-class evaluation and reflection ability need to be improved. Therefore, in the training of physical education teachers’ teaching ability, attention should be paid to the improvement of teachers’ theoretical and practical abilities. At the same time, long-term
planning and theoretical guidance for their professional development should be carried out to guide teachers' lifelong learning, and then optimize and improve teachers’ education, teaching, scientific research and Ethics.

4. Summary of Related Researches on Optimizing the Teaching Ability of Physical Education Teachers from the Perspective of Core Literacy

4.1. Optimize the Classroom Teaching Behavior of College Physical Education Teachers from the Specific Requirements of the Core Literacy Concept

Zhang Han (2019) proposed that optimizing and improving the classroom teaching behavior of physical education teachers can start from three aspects. Namely: ① Specifically optimize the classroom teaching behavior of college physical education teachers from the pre-class teaching behavior. A good start is half of the success. Good pre-class design behavior is the basis of basic teaching for physical education teachers. To this end, novice teachers can be systematically trained; they can observe the teaching behaviors of excellent teachers and reflect on their own teaching behaviors and deficiencies in teaching design through observations, so as to improve them. ② Specifically optimize the classroom teaching behavior of college physical education teachers from the teaching behavior in class. Physical education teachers further optimize the teaching behavior and practice guidance behavior in the class, pay attention to stimulating students' interest in learning according to the core literacy concept of sports, help learners to absorb and integrate sports knowledge, and urge students to change from "interesting" to "fun". In the instruction of teachers in class, attention should be paid to the organic unity of teaching method and learning method, attention to tour guidance in the teaching process, prevention and correction of students' wrong actions, etc., to improve the efficiency of classroom practice. ③ Specifically optimize the classroom teaching behavior of college physical education teachers from the reflection behavior after class. Simply put, after-class reflection behavior is the recollection and recognition of the entire curriculum by physical education teachers, and then through behavior and process reflection to find deficiencies and make up for deficiencies, to achieve the optimization of classroom teaching.

4.2. Incorporate the Basic Concept of "Sports Core Literacy" Into the Specific Content of in-Depth Physical Education Classroom Teaching Design

Zhao Fuxue, Chen Wei, Yang Mingqiao, Huang Guisheng (2020) and others argued in the "In-depth Physical Education Classroom Teaching Design Research for Cultivating Chinese Students’ Core Competence in Physical Education and Health Subjects from the Perspective of "Lide Shuren"", which believes to improve college physical education Teachers' teaching ability must start from the perspective of cultivating the core literacy of physical education and health, and put the concept of "core literacy of physical education" throughout the entire classroom teaching. ① Combine the curriculum resources of the in-depth physical education classroom with modern educational technology. Through the use of modern educational technology methods such as "MO Class" and other network teaching platforms, the core literacy concepts of physical education and health and in-depth physical education classroom teaching resources are organically combined, so that physical education curriculum resources can meet the training requirements of the majority of students for the core literacy of physical education and health. ② Combine the core literacy training requirements of physical education and health in the in-depth physical education classroom with the creation of physical education curriculum teaching situations. In-depth physical education classroom teaching design requires that it be carried out in a context that can fully mobilize students' enthusiasm and creativity in learning physical education courses, and creating an effective teaching context is the basic task of implementing the core literacy training requirements of sports and health. Therefore, the
creation of the in-depth physical education classroom teaching situation should be based on sports participation and the cultivation of sports morality, and promote the unity of the teaching situation and the standardization of the teaching process in the in-depth teaching. (3) Combine the design of in-depth physical education classroom teaching with the construction of a new "moral community". Under the requirements of implementing the fundamental task of "core literacy of sports", the new "community of moral education" not only includes physical education in the general sense, but also organically integrates with "moral education". Through the establishment of a sports curriculum-oriented incentive mechanism, a relaxed and active sports The learning atmosphere, etc., make the new "moral education community" the main body that can carry out in-depth physical education classroom teaching design, and effectively promote students and physical education teachers to integrate into the in-depth physical education curriculum teaching practice, thereby innovating the training process of sports and health core literacy.

4.3. **Update the Concept of Physical Education and Enhance the "Communication" and "Reflection" in Physical Education**

Guo Jinfeng (2017) argued in "Analysis of Teaching Ability of Physical Education Teachers in Colleges and Universities" that college physical education teachers should introduce "core literacy of physical education" into college physical education, and cultivate students' physical literacy and sports habits in the form of value guidance. It is very necessary to cultivate students' sports habits, which can promote students to develop good sports learning habits, not only enable students to exercise their body and mind, but also promote students to form correct sports awareness. Therefore, it is very necessary to establish a "humanistic view of physical education" in college physical education, and use the educational concept of "moral education" to shape students, guide students to have correct values, and promote students to acquire sports knowledge in physical education under the catalysis of moral education. And sports skills to develop correct sports qualities. In addition, college physical education teachers must also shape themselves. They must not only have physical education, but also have the ability to design and implement physical education, and carry out "reflection" teaching and answer questions in the process of physical education to promote physical education. Improvement and optimization of teaching methods. Physical education teachers in colleges and universities should also communicate and communicate with other teachers in a timely manner on the various problems that arise in teaching, break the dilemma of "Isolation and helplessness in physical education", and transform the results of physical education by "sharing" teaching experience with other teachers. "Common Wealth" to promote the improvement of the quality and teaching effect of college physical education.

5. **Conclusion**

From the perspective of sports core literacy, the goals and content of sports teaching are undergoing profound changes. Today, when the professionalism of teachers is increasingly prominent, especially when the concept of core literacy of physical education is proposed, how college physical education teachers can achieve new education goals through reasonable and efficient teaching methods is one of the problems that physical education teachers must face in the new era. The cultivation of the teaching ability of physical education teachers under the perspective of studying the core literacy of physical education is the need to develop and deepen the theory of physical education. The majority of physical education teachers in colleges and universities should constantly optimize and improve based on the forefront of the times, and realize the education of physical education under the new situation and new requirements. Human value, and then enrich the new connotation of sports core literacy theory.
References


