

Research on the Integration and Development of College Physical Education and College Students' Core Quality

Xiang jinxing

Sports Department of Shenyang City University, Liaoning, Shenyang, 110112, China

**Corresponding author. Email:346134029@qq.com*

ABSTRACT

In order to exerting to the role of physical education, this paper introduces the core quality education to breaking the traditional concept of physical education. Through the analysis of the current situation of physical education in the colleges makes the deficiencies of the physical education teaching plan clear. With students teaching as the center , we should pay attention to the changes of students' quality and comprehensive ability before and after physical education, constantly adjust the teaching plan, and make efforts for the healthy growth of students' body and mind.

Keywords: *integrated development, physical education, core quality*

1. INTRODUCTION

Helping students improve their physical ability and growing up healthily is the purpose of physical education in colleges. Because the teaching mode of high-intensity training is inconsistent with the individualized training of students, most students are difficult to accept, and the interest is not strong. There is a polarization situation, which fails to achieve the physical education goal [1]. The core quality of college students has broken the traditional teaching concept. Instead of taking examination scores as the basis for evaluating students' learning ability, we choose literacy and comprehensive ability as the evaluation indicators, and take students as the center to carry out teaching, which provides a good tool for college physical education teaching. This paper will try to explore the development plan of the integration of the two.

2.The necessity of integrating students' core quality into physical education

2.1.The analysis of the current situation of physical education in College

At present, in order to improve students' physical ability, colleges and universities select activities with large amount of sports as teaching content, including 1000m long run, sit ups and other items. Through high-intensity training, to achieve the goal of improving students' physical education ability. However, there is polarization in practical teaching. In this study, 120 students from 10 schools were taken as the research objects to analyze the changes of students' physical ability before and after intensive training. Through the observation and test results, it can be seen that intensive training failed to achieve the

expected teaching objectives, but there was a polarization, "0-30 points" and "81-100 points" two segments increased. In order to trace the origin of the problems in physical education, this study investigates the students' opinions on physical education.

According to the statistics, most college students are bored with the current sports teaching contents and methods. The proportion of people who feel bored is 40.83%, followed by "not bored, but not interested" evaluation, accounting for 32.50%, and the number of people who are interested in the current sports teaching is less than half. From this point of view, college students have a low evaluation on the interest of school physical education. According to the statistical results of the acceptance, only 10% of the students can accept the requirements of physical education activities proposed by the school, and the proportion of the students who can't accept is 31.66%, and the proportion of the students who can barely accept is 41.67%. From this point of view, the current sports teaching activities set up by the school are unreasonable, and the unified standard of teaching activities can not meet the needs of all students for sports activities.

2.2. The orientation of College Students' core quality

The core literacy of college students is one of the abilities required for future development, including social participation, students' independent development and cultural foundation. The comprehensive performance can be divided into 18 key points. There is a certain connection between each literacy, which is complementary to each other, to help college students make positive choices in a variety of situations, learn to take responsibility, develop

good learning habits, and learn to be healthy students Live [2]. It is the educational responsibility of colleges and universities to cultivate students' core literacy. It's difficult to impress students only from the theoretical level. Therefore, many schools try to integrate this literacy into subject education, so as to break the situation of traditional subject education [3]. The cultivation of students' core literacy requires taking students as the center, taking their interests and hobbies as the starting point of literacy cultivation, teaching students according to their aptitude, making different levels of education programs according to students' differences, respecting students' differences, and creating a growth space suitable for their development [4]. In the application of subject education, the examination scores are no longer used as the basis for evaluating students' learning ability, but the changes before and after the subject education are compared and analyzed, and the quality and comprehensive ability are selected as the evaluation indexes, so as to realize the all-round cultivation of students.

2.3. The necessity of integrating students' core quality into physical education

According to the survey results of the current physical education teaching in Colleges and universities, most of the students show low interest and difficult to accept attitude, and there is a polarization in the practice teaching. From this point of view, the design of strengthening training teaching program is unreasonable. The purpose of setting up physical education subject in the school is to help students strengthen themselves [5]. At present, colleges and universities believe that intensive training can help students improve their physical fitness quickly, and improve their physical fitness through intensive training. However, this teaching implementation plan ignores the differences in students' interest and physical fitness, and fails to achieve the teaching objectives.

The proposal of students' core literacy breaks the traditional education concept, takes students as the center, takes their interests and hobbies as the starting point of education and cultivation, and through analyzing the differences between students, sets different teaching programs to achieve individualized teaching. At present, every university has its application in mathematics, English and other subjects, with less teaching effect [6]. From the theoretical level, the core literacy of students is of great help to the subject education, so it is necessary to integrate the core literacy of students into the teaching research of physical education.

3. THE NEW REQUIREMENTS OF PHYSICAL EDUCATION TEACHING FOR DEVELOPING STUDENTS' CORE QUALITY

3.1. New requirements for physical education class

The teaching mode of physical education based on core literacy puts forward new requirements for the classroom. First, organize sports activities according to the interest needs of students, so that students can actively participate in the sports classroom, and take sports skills and sports emotions as classroom teaching indicators to help students grow rapidly [7]. Second, integrate individual life into physical education classroom, integrate sports skills, health and health, achieve life oriented teaching, and realize the joint learning of physical education knowledge in class and after class. Third, pay attention to the construction of harmonious classroom. Teachers and students interact equally, take students as the main body of the class, encourage students to participate in the activities, and give feedback in time to stimulate students' enthusiasm to participate in sports class.

3.2. The new requirements for physical education

Taking the core quality education of physical education as the ultimate goal, we should change the teaching of physical education and establish the relationship between physical education and core quality, so as to better achieve the integration of teaching. First, in the design of physical education unit teaching program, the requirements of core literacy education for different learning stages are integrated into the program, forming a variety of teaching methods, and finally achieving the goal of integrated teaching. Second, break the traditional physical education teaching mode, encourage students to think actively, cultivate students' team cooperation ability, strengthen the communication between teachers and students, find out the wrong actions, and learn from teachers and other students to correct [8]. Third, it takes the cultivation of values, emotional attitude and sports skills as the teaching objectives, and penetrates into the physical education teaching constantly. Fourth, renew the teaching concept of PE teachers, understand the meaning of PE core literacy teaching, and constantly adjust the PE teaching plan.

4. THE TRANSFORMATION OF PHYSICAL EDUCATION CLASSROOM FOR DEVELOPING STUDENTS' CORE QUALITY

4.1. The transformation from subject center to student center

In order to achieve the teaching goal, the traditional physical education curriculum takes the intensive training as the center, selects the high-intensity training project as the classroom teaching project in the limited class hours, neglects the students' physical and mental feelings, and leads to the polarization. In order to avoid this situation, this paper proposes to integrate core literacy into physical education classroom teaching, change the classroom center, so as to play the role of integrated teaching. The program refers to the students as the center of the classroom, rather than to achieve the teaching objectives, to strengthen motor skills to carry out classroom teaching [9]. First, investigate and analyze the students' interest in sports activities. According to the teaching needs of this class, select the training items with high interest as the summer teaching objectives. Second, encourage students to learn sports skills independently in class, and correct mistakes under the guidance of other students and teachers. Third, set up the feedback link, from the students to the teacher feedback this lesson feeling, according to the student reflection situation, the teacher adjusts the physical education classroom teaching plan.

4.2. The transformation from traditional teaching to deep teaching

Traditional physical education emphasizes high-intensity training and ignores the differences between students. In the classroom, all students have the same requirements, which makes some students unable to accept the current physical education classroom and produce a sense of disgust. Therefore, it is necessary to deepen teaching and change the traditional unified teaching, but to set up a ladder type classroom. Through strengthening the communication between teachers and students, mastering the students' perception and acceptance of the current classroom teaching content, and gradually improving the requirements of sports skills training, students' emotion in the sports classroom can be changed, and actively cooperate with teachers to complete the classroom physical training, so as to continuously improve students' physical fitness .

4.3. The transformation from curing design to dynamic generation

The traditional physical education classroom teaching goal is written in the syllabus, which is fixed. In the classroom

teaching, it is only to achieve this goal, ignoring the quality training except for sports skills, which is inconsistent with the core quality training concept. Therefore, the sports classroom needs to change from the solidification design to the dynamic direction, through the sports skill training, to cultivate the students' cooperative spirit, social responsibility and quality. Because the cultivation of students' spirit of cooperation, social responsibility and quality can not achieve the expected cultivation goal in a short period of time, the cultivation of physical education quality is regarded as a long-term process. During the cultivation, problems are constantly explored, classroom teaching programs are improved, and the construction of dynamic classroom is realized.

4.4. The transformation from the school classroom to the second classroom

Core literacy emphasizes teaching students in accordance with their aptitude, respecting the differences between students, helping students to tap their potential, and encouraging students to continuously improve their comprehensive ability. For the teaching class of sports core quality, we should change from the school sports class to the second class of personality cultivation, so that students can understand themselves in the second class. In the physical education class, according to the interests and physical quality, select the suitable sports to strengthen the training, so as to achieve the teaching goal of physical and mental development. In addition, teachers should encourage students more in the classroom, so that they can maintain the good quality of tenacity, optimism, self-confidence and self love.

5. THE TRANSFORMATION OF PHYSICAL EDUCATION TEACHING FOR DEVELOPING STUDENTS' CORE QUALITY

5.1. The adjustment of teaching aims

The objective of traditional physical education teaching emphasizes objectivity, which requires that the teaching content and function should be obtained through observation, and the teaching and training objectives should be set before class, without the teaching feedback mechanism. This kind of teaching method is difficult to find out the changes of students' affective factors and learning positive attitude during this period, which is not conducive to the development of sports core literacy education. Therefore, it is necessary to adjust the teaching objectives of behavioral physical education, combine expressiveness and behavior effectively, and form "three-dimensional" teaching objectives. The teaching goal is student-centered. While making the directly observable training items, it also makes the physical education teaching plan according to the students' interests, improves

the interest, and helps the students to develop the team cooperation ability and self-solving ability.

5.2. The reorganization of teaching content

The teaching content of physical education should reflect the cultivation of students' core literacy, which should not only be close to the actual life, but also reflect the real life of students to meet the practical and healthy requirements. In teaching, sports habits and abilities are the true appearance of teaching, while the realization of other teaching goals depends on sports skills learning and project organization. For example, in order to achieve the teaching goal of cultivating students' physical character, it is necessary to create group competition and cooperation opportunities for students in teaching. Therefore, the teaching content of sports core literacy needs to be reorganized. First, establish the relationship between physical education and practical life, and introduce some sports health knowledge. Second, we should integrate the implicit curriculum with the explicit curriculum. The former refers to the cultivation of students' sports skills according to the syllabus, while the latter refers to the daily situational teaching. Through the establishment of a harmonious relationship between teachers and students, we can help students develop sports emotions.

5.3. The design of teaching unit in physical education

The teaching of sports core quality emphasizes that in carrying out sports teaching activities, it is necessary to integrate students' social responsibility and personal training, stimulate students' interest in learning, actively participate in teaching activities, and constantly innovate the design scheme of sports unit teaching. During the process of making teaching plan, teachers should consider teaching tasks, teaching objectives, students' interests, teaching hours, teaching evaluation and other requirements in an all-round way, and make a detailed teaching plan of physical education unit. For example, in ball games teaching, the enthusiasm of the students is aroused by the way of season. At the same time, the emotional attitude is cultivated, the physical and mental changes before and after the activities of the students are concerned. According to the feedback information of the students, the teaching procedure is reflected, and the teaching plan is constantly improved.

5.4. The regulation and evaluation of physical Education teaching

The core quality education of physical education emphasizes the dynamic teaching. According to the problems reflected in the actual teaching, adjust the teaching methods and contents, select the teaching subjects

with the actual life as the main body, flexibly convey the knowledge of physical education, and leave more time for students to explore by themselves. In the actual teaching, the direct action demonstration, after the students have a preliminary understanding of this sport, free exploration, cooperative learning. In addition, set up teaching evaluation mechanism, use this mechanism to get more teaching feedback information, and provide reference for the improvement of teaching program.

6. CONCLUSION

Based on the characteristics of students' core literacy education, this paper puts forward the integration of the two. Through the transformation of traditional physical education teaching concept, the introduction of core literacy teaching concept, student-centered, according to the physical and mental differences of students, make different teaching programs. Starting from the two aspects of PE classroom and PE teaching, this paper puts forward the views and Strategies of PE Teaching on the integration of core literacy education, so as to promote the growth of College Students' physical and mental health.

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