



A Study on Core Quality and Career Development of Physical Education Students in the Context of Integration of Physical Education and Education

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Abstract. The integration of physical education and education is an opportunity to usher in the high-quality development of physical education in schools. Physical education teachers are inseparable from the development of physical education in schools, and physical education teachers are the core strength in the middle, and physical education majors are the source of living water to cultivate physical education teachers, meanwhile, the prosperity of physical education career relies on the leadership of excellent teachers. Under the background of integration of physical education and education, schools put forward new plans, new requirements, and new standards for physical education development. The professional knowledge and professional ability of physical education teachers are the basic merits of a qualified physical education teacher, so what kind of basic merits should physical education teacher trainees in the new era have to be competent in physical education teaching positions and at the same time be able to better fulfill the job duties of physical education teachers in primary and secondary schools? This paper uses literature analysis and textual analysis to explore the demand for physical education teaching positions in primary and secondary schools, the problems in teaching physical education majors, to summarize the core literacy of teacher-training students in physical education, and to help teacher-training students in physical education acquire core literacy improvement measures.

Keywords: The integration of physical education and education · Physical education program · Core Quality

1 Introduction

Physical education students have the graduation requirement is the physical education teacher job competency as the leading requirement for the acquisition of core literacy of physical education teacher training students. From the current situation of physical education teaching in primary and secondary schools, the professional curriculum is set up in a targeted manner to ensure that students complete the expected outcomes.

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The outcomes produce students who can teach, meet the graduation requirements, and are competent for physical education teaching positions. Orientation from the practical level, the situation of the development of primary and secondary school physical education work in the employer, according to the physical education teachers needed for school physical education work, physical education teachers loved by primary and secondary school students, teachers who complete school physical education work with high quality, focusing on the way students develop their educational abilities and teacher job competency courses after graduation. Core quality is a necessary quality and ability for students' lifelong development. Subject core literacy is the centralized embodiment of the value of discipline education, students through the subject learning and gradually formed the correct values, necessary character, and key competencies.

The core qualities of physical education and health curriculum mainly include motor ability, health behavior, and physical morality [1]. Through the educational orientation of physical education majors and the professional requirements of physical education, students summarize the core qualities of physical education teaching majors through undergraduate education learning and gradually formed educational knowledge, concepts, sentiments, engaged in physical education positions of motor ability, educational practice ability.

2 Constituent Factors of Physical Education Teachers' Core Quality

2.1 Analysis of the Core Qualities Required of Physical Education Teachers

Physical education is a fusion of sports and education that contributes to each other and is focused on education. Physical education is a form of education in the process of growing up, and it influences people through physical contact, and in the process of influence in education [2–5]. Education is the superior concept of sports, physical education is the inferior concept of sports, and physical education is the inferior concept of education. From the current professional requirements of school physical education work in primary and secondary schools in China, the three modules of educational competence, educational skills, and educational emotion content are mainly required for physical education teachers.

2.1.1 Educational Competence

Educational competence is a teacher's ability to complete certain educational activities and is a basic competency for teachers of all disciplines. Competence is the psychological trait of personality to complete a certain activity, mainly the activity of the individual's inner mind, which is generally described by the expression of language to the perception of memory imagination and thinking of things [6]. It is difficult to quantify and concretize in the mind, supported by a certain level of cultural knowledge to accurately grasp the concept of education. The different nature of the work of physical education teachers on the students requires a more comprehensive and profound understanding of students' learning, thinking, behavior, emotions, and other conditions, mastering the laws of physical and mental development of students, contact with more students, work

with a wide range of objects, the uniqueness of the students themselves, requiring physical education teachers to have the ability to analyze and judge, to do the teaching of the material [7]. The educational abilities required of physical education teachers can be summarized as educational cognitive ability, knowledge of physical education theory, and basic knowledge of educational science.

2.1.2 Educational Skills

Educational skills are the “tools” for teachers to engage in teaching practice, with different roles for different disciplines. Skills are ways of behavior to complete certain tasks, relying on certain ways and means, expressed in certain external activities, and are action-oriented ways of behavior. The motor skills that physical education teachers are the most important part of their professional competence and are the basic skills for physical education teachers to carry out school physical education work, which is the distinctive feature that distinguishes physical education teachers from other disciplines [8]. The process of education is the process of the role of professional competence of physical education teachers.

2.1.3 Educational Emotion

Educational emotion is the teacher’s value of education position identity, the value of care for students, hard work, and selfless behavior, expressed as physical education knowledge acquisition, physical education teaching skills to improve, is the physical education career development within the driving force, only love education cause love their education position to go longer and longer. Physical education teachers will integrate education and sports to achieve comprehensive education, the required educational emotions can be summarized as sports emotions, professional emotions, and beliefs.

2.2 Realistic Attention to the Current Situation of School Sports Development

Teaching physical education and health courses; after-school sports work in after-school sports activities, after-school sports training, after-school sports competitions; education, and research are all the job responsibilities of physical education teachers. The curriculum of physical education majors should revolve around cultivating the above abilities. The undergraduate major in physical education is aligned with the training of physical education teachers, and the functions required by the position of physical education teachers in school education are the goals of training talents for the undergraduate major in physical education.

High-quality development of school sports requires complete physical education classes. Under the concept of “health first” education, the implementation of complete physical education classes determines the quality of physical education in schools. Complete physical education classes require diversification and uniqueness in the setting of sports programs to stimulate students’ interest in sports participation, improve students’ physical health, and realize the function of fitness and education to help students have fun and enjoy physical exercise [9]. To enhance physical fitness, improve personality and refine will. There are two types of physical education and health theoretical and

practical classes, theoretical class is to teach physical education in the form of lectures. The practical class is a class that organizes physical exercises or health care operations for students. Theoretical classes mainly teach scientific exercise methods and theoretical knowledge related to sports programs. Teachers' professional expertise is the support condition for teaching activities, requiring physical education teachers to have deep professional theoretical knowledge and broad scientific and cultural knowledge.

The practical class is a physical course with strong practical characteristics, and the physical education class is fully open to ensure the diversification of sports in primary and secondary schools, requiring physical education teachers to be "multi-skilled", able to teach multiple sports, with comprehensive teaching ability and teaching ability. The teaching of physical education has its corresponding teaching links, each of which undertakes a certain teaching task and has unique educational significance. Physical education teaching design is the basis for teaching implementation, a necessary condition for guaranteeing the quality of physical education teaching, and requires physical education teachers to master teaching skills and teaching skills also including teaching operation ability and teaching monitoring ability. The teaching operation ability of physical education teachers is reflected in the demonstration of movements, explanation of movements, use of teaching methods, classroom execution and organization, and use of teaching strategies, which reflect the teaching style and professional skills of physical education teachers. Physical education teaching monitoring ability is used to analyze and judge the teaching and learning effects. The monitoring of teaching effects includes teachers' self-evaluation and teaching reflection. The learning effect is monitored in terms of sports participation, health behavior, and physical moral character. Physical education teaching monitoring plays a guiding role in the development of teaching objectives and the achievement of teaching tasks. Teachers' ability to supervise safety, create a safe teaching environment and respond to classroom emergencies is a part of implementing the concept of health first education.

Students' physical and mental health needs to implement one hour of exercise each in and out of school. Extracurricular physical education includes after-school physical education activities, after-school physical education training, and after-school physical education competitions, and the tasks are complicated and organized in various forms. Extracurricular physical education work is the responsibility of physical education teachers, and it is a useful supplement to the limited physical education classroom teaching time, and the level of development represents the professional level of physical education teachers. Most of the extra-curricular sports work is to organize training and competition, the teacher's ability of special teaching training, and competition organization ability determines the effect of extra-curricular sports work. To implement the requirement of one hour of physical exercise each in and out of school, the link of homework for physical education as part of the work of physical education teachers requires physical education teachers to have the ability of scientific arrangement of physical education homework and effective monitoring of homework quality [10].

Education development status line physical education teaching capacity pockets role. The new pneumonia epidemic is rampant, less gathering and keeping distance have become the slogans of daily activities of the public, and closure and isolation have disrupted the rhythm of life, indoor education activities have been transformed into online

teaching with the help of technology networks, physical education courses of physical exercises face greater teaching obstacles than other subjects, and physical education teachers are unable to precisely control the demonstration and explanation of movements, the use of field equipment, and the monitoring of learning results. The current situation of physical education under the normalization of epidemic control requires online teaching of physical education subjects, a change in the form of teaching, a change in the way of implementation, and a change in students' demand for health; the implementation of the fundamental task of "establishing moral education" remains unchanged, and the adherence to the educational concept of "health first" remains unchanged [1]. The idea of "health first" education remains unchanged; physical education teachers' education ability should be changed, modern technology teaching methods should be empowered, modern education concepts should be updated, and teaching creativity should be enhanced.

The spirit of the trinity of "teaching", "practicing" and "constant competition" is implemented with the support of professional teaching ability. The "Opinions on Comprehensively Strengthening and Improving School Sports Work in the New Era" puts forward the top-level design and work direction of the trinity of "teaching", "diligent practice" and "constant competition" in school sports work [11]. Schools and teachers are required to seriously implement the organization. The reform and development of school physical education and physical education teachers' teaching methods and teaching abilities can adapt to the new era of teaching requirements [12]. The high quality of school physical education work faces certain challenges and resistance. In the school physical education "rebellion" phenomenon, students like "sports" but do not like "physical education", "learn a dozen years of physical education did not master a The problem of "teaching", "practicing" and "competing" is an effective solution to the rebellious phenomenon in school sports, helping students master The integration of "teaching", "practicing" and "playing" effectively solves the rebellious phenomenon in school sports, helps students master one or two sports, and helps lifelong sports. In the new era, teaching, training, and competition in school sports are more closely linked, teaching and training depend on the quality, teaching and competition, training and competition depends on the quantity, focusing on students' learning results and how much teachers teach; the quality of teachers' teaching puts high demands on teachers' special teaching and training ability and teaching practice ability. Specialized teaching training ability and teaching practice ability are reflected through professional knowledge and professional ability. Four years of professional study is the process of acquiring professional knowledge and professional ability, and the quantity and quality of sports mastery, sports training experience, sports competition ability, and competition organization and choreography are the basic professional qualities to be competent for primary and secondary school physical education teacher positions nowadays.

Physical education teacher-training students' job competency determines the success rate of counterpart employment, and the competitive pressure of physical education teacher positions surges under the background of integration of sports and education, physical education teacher-training students highlight the professional flash point, educational ability as the basis, educational skills as the guarantee, educational emotion as the motivation, and the ability to cooperate and communicate with students, specialized

teaching ability, athletic ability, sports training competition experience, and lifelong teaching professional beliefs are important factors of physical education teacher job competency.

3 Factors Affecting the Acquisition of Core Quality Among Physical Education Students

3.1 The Curriculum Lags and Needs to Be Optimized

The integration of learning, practice, and competition is a highly prevalent teaching process, the organization of orderly practice, and series of competitions, with the ability to carry out school sports work to better complete the work of school sports, physical education professional curriculum should strengthen the teaching, training, competition module course study and practice links set the corresponding credits to guide students to master the necessary skills for physical education teaching positions. Physical education teachers should first understand the students, understand the physical education standards and teaching materials in primary and secondary schools, and the training units have a little setting of relevant professional content. The application of game-based teaching in physical education courses can greatly mobilize students' enthusiasm to participate in physical education courses, physical education classroom usage rate is extremely high, the basic part of the beginning of physical education classes can be used, and the integration of sports items technical movements, enhance the fun competitive, increase the practice density, strengthen the learning effect, physical education is extremely widely used in the study of the lack of a place in the professional, application-based curriculum is the physical education teaching professional The focus of neglect, the emergence of teaching content obsolete, fragmentation phenomenon. There are few opportunities for teaching practice in professional learning, and the links of educational research, educational apprenticeship, and educational internship, which are used to enhance and test the educational practice ability of teacher-training students, are flawed and flow in superficial forms without giving full play to their real effectiveness.

3.2 Misalignment of Objectives, Lack of Efficient Communication Between A and B

Physical education undergraduate majors as training units Party A, primary and secondary school employers Party B, and Party A's training of talent is based on the national talent training program and social demand for talent training direction for teaching and development, the national training program for talent is in a macro-controlled state, with a certain idealization, planning. Cultivating talents ultimately serves Party B, which is a front-line workplace with practical, realistic, and problematic characteristics. Party A superior to the national training program training concept, and the direction of personnel delivery is Party B, resulting in a disconnect between Party A and Party B.

3.3 Weak Support Points for Specialization

Physical education majors pay attention to the mastery of students' motor skills, motor skills are the necessary professional abilities for physical education teacher-training students to engage in physical education teaching positions, only the learning of sports project skills as the focus of physical education students, training is not refined motor skills of sports students, more sports students represent sports training majors, stronger skills applicable to sports competitions, ignoring the acquisition of teaching practice skills appear to put the cart before the horse, the lack of specialized teaching practice skills makes the core competitiveness of physical education teacher-training students decline.

3.4 Weak Awareness and Initiative in the Development of Vocational Skills of Teacher-Training Students in Physical Education

The requirement of secondary school marks in exam-oriented education makes students focus on acquiring marks, while the attention and acquisition of teaching ability and skills need to be improved. In the school environment, they play the role of learners, pointing to professional course learning and relying on teachers to teach, but when they enter primary and secondary schools as physical education educators, their identities and responsibilities are different, and they have not entered the position of primary and secondary school physical education teachers to understand the requirements of the profession. They are not sufficiently experienced, have not formed core literacy, and are not professionally competent.

4 The Path to Helping Physical Education Students Form Core Quality

4.1 Policy Support

Physical education teachers have the opportunity to participate in training courses organized by institutions of higher education or our university before and after they join the profession or participate in short-term refresher training activities to improve the professional level of physical education teachers, and physical education majors receive weak attention and little inclination in teacher training policies. Resources such as excellent coaches and first-line sports teachers are tilted to physical education majors, increasing the teaching and sports experience of physical education students and maintaining training competition experience in one to two sports, enriching the competition content of basic skills competition for physical education students, especially the competition of practical teaching ability, and building a multi-level competition platform to monitor the results of professional education.

4.2 Courses Support

Professional courses in the elective program, general program, minor program, special projects, and other courses offered quantitative mastery of sports, sports learning modules, quantitative evaluation of the technical and tactical mastery, and use of chemical

sports, can be applied to teaching techniques mastery how much to set academic standards under the line, the standard of origin of primary and secondary school physical education and health curriculum standards. The short learning time of the optional general education program, mastering the basic knowledge and basic techniques of the basic sports, having the ability to demonstrate the correct movements, helping students to form the correct action phenotype. The minor and special study time is longer, the sport's technical and tactical learning more comprehensive is the killer interview physical education teacher job is the embodiment of professional ability. Specialized sports courses are not only a base for the development of motor skills of teacher trainees but also fertile ground for the growth of practical skills in sports education. Each sports practice course should be carried out with a reasonable division of theoretical knowledge of sports programs, motor skills, and teaching practice modules in the weight of the total grade.

4.3 Double Tutor Assistant Career Development

Physical education majors implement a mentor system for optimal teaching, configure mentors mainly in sports technology learning, professional knowledge, life ideas for guidance and communication, influenced by the educational environment, the identity is still the learner, still, the student perspective to examine the problem, the understanding of the professional position is more shallow, school physical education work is most profoundly understood by front-line physical education teachers, configure front-line physical education teachers as the second mentor. Assist the second mentor in teaching, training, competitions, and participation in teaching and research activities, and change their roles to gain a deeper understanding of school sports work in primary and secondary schools. The second mentor also serves as a mentor for the education internship, so that he or she has a clear understanding of the students' professional abilities and a smoother path to professional growth with the guidance of the second mentor. The education internship is a simulation and adaptation before joining the physical education teaching position, a test of the effect of undergraduate study, and an opportunity to enhance and improve their learning deficiencies. As a core course of physical education, it is managed in all aspects, playing the role of school, college and instructors to ensure that students are on the job, and the strict assessment system, attendance, participation in school activities, evaluation of instructors, and comprehensive evaluation in the form of teaching competitions.

4.4 Utilize Subjective Initiative

The formation of core literacy is influenced by the current situation of professional development, curriculum, educational resources, and other factors, and students' knowledge construction and academic efforts play a key role in the formation of core literacy, and the acquisition of core literacy in physical education must be driven by their efforts, stimulate the subjective consciousness to play the subjective initiative to learn educational knowledge and professional knowledge, the application and practice of teaching skills, the accumulation of teaching experience to accumulate sports experience by participating in sports training and sports competition. Raise the attention to school sports

in primary and secondary schools, and actively understand the working conditions of front-line physical education teachers to lay the foundation for the career path.

5 Conclusion

In the process of implementing the national fitness strategy, the goal of a strong sports country and the strategy of a healthy China in the context of the integration of sports and education, the physical education profession is carried out and the training of physical education professionals affects the overall development of the country, focusing on the cultivation of composite talents with comprehensive capabilities in health education ability, professionalism formation, specialization teaching ability, and positive personality development to meet the demand for physical education teaching positions in primary and secondary schools in China.

This study finds that the main existing problems are: the curriculum lags behind and urgently needs to be updated and optimized; the objectives are misaligned and there is a lack of efficient communication and exchange between A and B, and the characteristic specialization support points are weak. To help physical education students' core literacy and thus form the acquisition of professional competence in physical education, this study proposes the following recommendations: first, policy support focuses on professional development and builds a development platform for teacher-training students in physical education; second, professional curriculum supports quantitative and qualitative learning content; third, professional development supports the "double tutors" model, multiform implementation, and escorting students' professional growth; fourth, internal driving force guarantee, stimulating subjective consciousness to play initiative. This is the main contribution that this research can bring, and hopefully, outsiders can also bring more cross-disciplinary collaboration in the field of physical education, such as the exploration of the delivery methods of physical education courses in the current epidemic, and the advantages and disadvantages of physical education courses and online classes.

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