

Discussion on the improvement of physical education teachers' curriculum leadership under the new curriculum standard

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Abstract: *Under the background of the full implementation of the new curriculum standards, the curriculum leadership of physical education teachers plays an important role in the all-round development of students and the implementation of quality education. However, there are still some problems in the current school physical education teaching, which also leads to many difficulties in the improvement of physical education teachers' curriculum leadership. Based on this, this paper first expounds the background of the improvement of physical education teachers' curriculum leadership, and then introduces the connotation of physical education teachers' curriculum leadership under the new curriculum standard. Finally, combined with the current problems faced by physical education teachers' curriculum leadership improvement, targeted solutions are proposed.*

Keywords: *new curriculum standards; Physical Education Teacher; Curriculum Leadership*

1. Introduction

As an important part of quality education, physical education is not only limited to exercising students' bodies, but also should pay attention to the cultivation of students' psychological quality, teamwork ability and innovative spirit. However, there are still many problems in the current reform of physical education teaching in schools, which restricts the improvement of the quality of physical education teaching to a certain extent. As an important embodiment of teachers' professional ability, curriculum leadership can effectively guide and improve the quality of physical education teaching. Therefore, it is of great practical significance and theoretical value to explore how to improve the curriculum leadership of physical education teachers in the context of the new curriculum standards.

2. The background of school physical education teaching reform under the background of the new curriculum standard

At present, the core of the professional ability development of physical education teachers is curriculum leadership, which is also the key means of school physical education teaching reform. At the 18th National Congress of the Communist Party of China, it was clearly proposed to strengthen the construction of teachers and develop the core literacy of Chinese students, which shows the important role of teachers in the process of education reform. The Physical Education and Health Curriculum Standards for Compulsory Education (2022 Edition) clearly states that the physical education curriculum needs to focus on the reform of teaching methods, emphasizing the shift from "knowledge and skills-based" to "student development-oriented". However, in terms of the actual situation of physical education teaching in schools in China, there are still certain problems in the process of teaching reform, such as weak physical education teachers, single teaching content, insufficient physical education funds, outdated teaching concepts, etc., which are seriously hindering the development of China's physical education industry. Among the problems existing in the current school physical education teaching, there are quantitative problems and qualitative problems. Therefore, combined with the current situation of physical education teaching reform in schools in China, relevant personnel need to start from the perspective of development, change the traditional development model, start from the qualitative perspective, and start the connotative development model, which requires teachers to give full play to their dominant position in the classroom, and constantly improve their teaching ability and the main position of classroom leadership [1].

3. The connotation of physical education teachers' curriculum leadership in the context of the new curriculum standards

In the "Compulsory Education Curriculum Standards (2022 Edition)" issued by China, teachers are given a new connotation of leadership, and physical education teachers have more autonomy and responsibility in classroom guidance and leadership, and curriculum leadership, as a product of the combination of leadership theory and curriculum theory, its essence lies in the fact that teachers change the traditional curriculum management model in order to improve the overall teaching quality. Teachers should not only be the implementers of the plan in the classroom, but also need to improve the basic abilities of students in an all-round way through active guidance. At the same time, in the classroom teaching process, teachers need to participate in the design of the curriculum together with the corresponding experts, and analyze, understand, organize and implement the curriculum in the practical process. Based on the above analysis and the existing literature, the curriculum leadership of physical education teachers can be divided into curriculum implementation ability, curriculum development ability, and curriculum decision-making ability [2].

3.1 Ability to implement the curriculum

The ability to implement the physical education curriculum mainly refers to the ability of teachers to implement the systematic physical education teaching plan in classroom teaching on the basis of a full understanding of the new curriculum standards, and to have the ability to lead and guide students in the process of implementing the plan. As a major component of teachers' curriculum leadership, it can directly affect the overall effectiveness of physical education teaching in schools. When physical education teachers carry out the corresponding courses, they need to follow the requirements of the new curriculum standards, have a scientific value orientation, and be able to reasonably develop the basic value of physical education courses, on this basis, actively grasp the psychological characteristics and interest characteristics of students, and gradually transform the teaching of physical education courses into a process of uninterrupted communication with students, so as to effectively implement the overall educational goals of physical education courses for students. Therefore, the ability to implement physical education curriculum is mainly manifested in teachers' ability to organize and regulate physical education classroom teaching. The organizational ability of physical education teachers mainly includes the creation of teaching situations and the scientific application of teaching methods. In the actual teaching process, teachers need to combine their own professional knowledge and teaching characteristics to choose appropriate teaching methods to ensure that the teaching process can be controlled throughout the whole process. The classroom control ability of physical education teachers refers to the ability of teachers to adopt timely and effective response methods in the face of emergencies. In the daily teaching process, physical education classroom teaching has a certain particularity, and it is inevitable that there will be some unpredictable things, such as student injuries, student fights, etc., teachers need to stand on the overall perspective of the classroom to regulate and control the classroom in a timely manner to ensure that the impact of emergencies on the classroom can be minimized.

3.2 Curriculum development capabilities

Although the physical education curriculum standards have strict requirements for physical education teaching, there are certain differences between students in each region, each school and each class, so teachers need to pay attention to the development of the curriculum in combination with the development needs of students. This ability is mainly reflected in the fact that teachers can modify the students in the class according to the actual teaching needs and the content of the physical education curriculum to meet the specific development needs of students. For example, in the "Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)", teachers are provided with different types of physical education courses, including martial arts, ball games, track and field and other sports, but in the actual teaching process, teachers often start some universal sports, including sprinting, basketball and football in track and field. For some sports with higher venue requirements, such as tennis, table tennis, swimming and other sports, there are fewer openings. Therefore, if teachers want to better improve students' sports standards, they also need to rationally use the school's internal resources to optimize the physical education teaching curriculum based on the openness and flexibility of physical education course teaching, such as the reasonable optimization of the existing sports equipment and the development of different uses of sports equipment, so as to carry out diversified physical education course teaching. At the same time, physical education teachers also need to develop

localized physical education curriculum according to national and local curriculum standards and the overall situation of students, so as to form physical education curriculum teaching with the characteristics of the school, and reflect the local teaching characteristics while improving students' sense of experience [3].

3.3 Curriculum decision-making ability

The curriculum decision-making ability of physical education teachers mainly refers to the ability to lead and guide the curriculum design. On the one hand, teachers need to design curriculum activities that guide and lead students in a certain class. In the process of compulsory education, physical education, as an important way for students to carry out physical exercise, can promote students to master sports skills correctly, and can form good sports morality and healthy living habits in the process of participating in sports. Teachers can enhance students' enthusiasm for participating in sports through the reasonable design of the curriculum. On the other hand, teachers need to make full use of the existing teaching resources in combination with the requirements of the Physical Education and Health Curriculum Standards for Compulsory Education (2022 Edition), and adjust the proportion of teaching time and course content to provide correct guidance to students. For example, in the current new curriculum standards, the teaching recommendations for middle school students from grades 7 to 9 include provisions for students' gymnastics, basic knowledge, ball games and other courses, and teachers need to carefully design the teaching content according to the teaching objectives, school characteristics and students' interests.

4. The dilemma of improving the curriculum leadership of physical education teachers under the background of the new curriculum standards

4.1 Teachers' awareness of curriculum leadership is insufficient

In the context of the new curriculum standards, the curriculum leadership awareness of physical education teachers requires teachers to be clearly aware of their responsibilities in the process of curriculum development and implementation, which is also the premise of improving curriculum leadership. However, in the current compulsory education system, students will also face higher pressure to go on to higher education, and physical education as a non-main subject, often considered to be a marginal discipline, although China attaches great importance to the physical fitness education of students, but the corresponding teaching reform has not been implemented, many schools have not been effective in the reform of physical education, the analysis of its reasons, it is found that the school's physical education reform will be limited by the school site, class hours and related policies, but it will also be affected by the teacher's own professional leadership. In addition, because there is often a certain danger in physical education teaching, when students encounter danger, parents and society will always blame physical education teachers, but ignore the improvement of physical education safety system, which leads to a serious lack of safety in many physical education teachers when carrying out courses, and then will not independently improve their own curriculum leadership awareness.

4.2 Deviations in the positioning of the leadership of physical education courses

People's impression of the teaching profession is usually routine, stable, and conservative work, and many teachers also think the same, which will lead to a lack of subjective thinking in daily teaching and will not take the initiative to innovate. In the context of the implementation of the new curriculum standards, it is necessary for physical education teachers to pay attention to their own innovation and initiative in daily teaching, but due to the limitations of the school education system, many teachers do not have too much say in classroom teaching, which leads to a certain deviation in the main positioning of physical education curriculum leadership, which makes physical education teachers lack the initiative in teaching [4].

5. Curriculum leadership improvement strategies for physical education teachers under the background of the new curriculum standards

5.1 Government departments need to actively promote

Relevant departments need to pay attention to the improvement of physical education teachers' curriculum leadership, and actively promote the reform of physical education curriculum teaching through various measures. First of all, the relevant departments need to start from a macro perspective, fully understand the teaching mode of physical education courses in different schools and different regions, and summarize the implementation effects of different teaching models, on this basis, formulate teaching policies in line with local teaching characteristics, and actively collect the opinions of teachers and schools in the process of policy implementation, and build a long-term mechanism for communication with schools, so as to actively guide each school and promote the change of teachers' teaching concepts. Secondly, the policy support of relevant departments is the biggest driving force for the formation of school curriculum leadership. At the same time, it is necessary to avoid excessive intervention by school administrators in the reform of physical education curriculum through policies and regulations, so as to ensure that physical education teachers can give full play to their own subjective initiative in the reform process, and actively respond to the reform demands of physical education teachers in the reform process and give teachers full autonomy in the reform process, so as to improve the overall effect of physical education curriculum teaching. In addition, the relevant departments can also be based on physical education[5].

5.2 The school's basic governance work

In order to effectively improve the curriculum leadership of physical education teachers, it is inseparable from the scientific management of schools, and schools should give full play to their own governance role to promote teachers to actively participate in curriculum teaching reform. First of all, in the process of implementing the new curriculum standards, the principal's curriculum leadership is the responsibility that must be assumed, which is also an important means to reflect the ability of a school's curriculum reform, evaluation, development and other activities. School leaders need to continuously improve their leadership functions in the process of physical education curriculum reform, and take the initiative to negotiate and communicate with physical education teachers based on the current school development needs and school philosophy, so as to jointly promote the development and implementation of school physical education curriculum. At the same time, in the process of reform, principals cannot follow the traditional vertical management ideas, and need to develop an open and democratic management model to promote the exchange and communication between physical education teachers and managers, so as to create a harmonious atmosphere for curriculum development and enhance teachers' interest in participating in physical education curriculum reform. In addition, principals also need to take the initiative to reflect in their daily work, actively improve their awareness of curriculum leadership and professionalism through regular summaries of management and education work, and invite grassroots teachers to discuss solutions after encountering problems, so that teaching theory can be fully integrated with teaching practice. Finally, schools need to provide a good environment for the improvement of physical education teachers' curriculum leadership, specifically, managers can provide a good learning platform for teachers, invite experts to hold training lectures in schools, ensure that physical education teachers can fully understand the important role of curriculum leadership in the context of the new curriculum standard reform, and at the same time, schools also need to encourage teachers to actively explore based on the current problems faced in the reform of physical education teaching, and let experts provide help, so as to realize the scientific and rational development of physical education curriculum. In addition, in order to improve the curriculum development ability of physical education teachers, the school also needs to build a teaching and research team to unify and combine teachers from different disciplines, realize the complementary advantages of various disciplines in the curriculum development process, and then improve the curriculum leadership level of physical education teachers.

5.3 Teachers' self-improvement

To improve the curriculum leadership of physical education teachers, it is also necessary to establish their own subjective concept in the daily teaching process and actively fulfill their curriculum leadership responsibilities. Specifically, it is reflected in the following aspects: First, teachers need to continue to strengthen the sense of curriculum leadership responsibility in their daily work, and

actively devote themselves to the reform of physical education curriculum while deeply understanding the importance of curriculum leadership, and explore the path of realizing curriculum leadership responsibility. At the same time, physical education teachers also need to actively combine the school's school-running philosophy and the requirements of the new curriculum standards under limited resources, reasonably develop the existing physical education curriculum, and build a physical education curriculum system that meets the development needs of students according to students' interests and school characteristics, so as to strengthen the sense of responsibility of physical education teachers' curriculum leadership. Secondly, teachers also need to pay attention to the improvement of their own professional ability. In the context of the full implementation of the new curriculum standards, people have also put forward higher requirements for the professional ability of physical education teachers, and teachers need to continue to improve their teaching reform ability while having teaching ability and professional knowledge. At the same time, teachers also need to be deeply aware of the important value of professional knowledge and skills in physical education, and on the basis of following the law of students' psychological development, optimize and innovate the current physical education teaching materials, and optimize the class time, course content and class time according to the existing resources, so as to further improve their professional ability. It can also promote the all-round development of students.

6. Conclusion

To sum up, in the context of the new curriculum standards, improving the curriculum leadership of physical education teachers is a systematic and complex process, which needs to be started from many aspects. The government needs to provide policy support for teachers through macro-control means, while schools need to give full play to their role in grassroots governance and provide a good environment for teachers to improve curriculum leadership. Finally, teachers need to consciously improve curriculum leadership, fully realize the important role of curriculum leadership in the context of the new curriculum standards, and hope that the research in this paper can provide effective help for the development of physical education in China.

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