

Probe into the Pre-class Preparation Skills of College Physical Education Teachers under the Background of Li Nationality's Traditional Sports Culture Inheritance

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Abstract: *In order to inherit the traditional sports culture of Li nationality well, and make it last forever, college education is an important means of inheritance. By exploring the pre-class preparation skills of college physical education teachers under the background of Li traditional sports culture inheritance, it is proposed that the pre-class preparation skills of college physical education teachers under the background of Li traditional sports culture inheritance should include two components: Li traditional sports teaching content compilation and Li traditional sports curriculum teaching design. On the basis of literature research and analysis, this paper summarizes the composition, forms and types of Li traditional physical education teaching content compilation and Li traditional physical education curriculum teaching design, so as to provide theoretical reference for improving the teaching skills of college physical education teachers and promoting the inheritance and development of Li traditional physical education culture in colleges and universities.*

Keywords: *Traditional sports culture, Li nationality, Teaching skills, Preparation before class*

1. Introduction

The traditional sports culture of Li nationality is one of the components of Li nationality culture, and occupies a pivotal position in Li nationality culture [1-5]. It is an important place for sports culture inheritance in colleges and universities, and college education is an effective way for sports culture inheritance and development [6,7]. Relevant research shows that [8-9], in order to ensure the quality of education and teaching in colleges and universities, the teaching skills of college teachers are particularly important. Only when college physical education teachers have good teaching skills, can they achieve the teaching goal and make the school inheritance and development of culture not become empty talk. Pre-class preparation skills are an important component of teaching skills of PE teachers in colleges and universities, and a series of processes in which PE teachers develop and design courses and teaching before teaching. Only with excellent pre-class preparation skills can teachers' teaching achieve twice the result with half the effort. According to the research of existing academic achievements, the pre-class preparation skills of college physical education teachers under the background of the inheritance of Li traditional sports culture should include the preparation of Li traditional sports teaching content and the teaching design of Li traditional sports courses [11-14].

2. Li Traditional Sports Teaching Content Compilation

2.1 Types of Traditional Physical Education Teaching Content of Li Nationality

The traditional physical education teaching content of Li nationality generally includes three kinds: national curriculum teaching content, local curriculum teaching content and school-based curriculum teaching content. The national curriculum teaching content refers to the physical education curriculum teaching content compiled and implemented by the national education administrative department according to the training objectives of different educational stages. The local curriculum teaching content refers to the physical education curriculum teaching content developed by the provincial education administrative department according to the local social and economic development needs on

the basis of the national curriculum teaching content; School-based curriculum teaching content is the physical education curriculum teaching content developed by teachers according to the characteristics of students in our school on the premise of implementing national and local curriculum teaching content.

2.2 *Li Traditional Sports Teaching Content Compilation form*

The forms of compiling the traditional physical education teaching contents of Li nationality include the selection of teaching contents, the adaptation of teaching contents and the arrangement of teaching contents. These three forms complement each other, and their purpose is to ensure the rationality and adaptability of physical education teaching content.

2.2.1 *Selection of Teaching Content*

The selection of teaching content refers to the process of purposeful screening of Li traditional physical education teaching content by college physical education teachers on the basis of in-depth understanding of teaching content. When choosing teaching content, we should judge it according to teaching objectives, students' characteristics, teaching conditions and teachers' teaching level. There are various sources for the selection of Li nationality's traditional sports teaching contents, which generally include knowledge-based sports teaching contents, action-based sports teaching contents and project-based sports teaching contents. (See Table 1 for details)

Table 1: The source of the selection of traditional physical education content of Li nationality

source	example
Knowledge-based PE teaching content	The origin, characteristics, types and development trend of Li traditional sports.
Action sports teaching content	The essentials of technical movements and training methods of Li traditional sports.
Project-based physical education teaching content	Climbing coconut trees, shooting crossbows, archery, bamboo pole dancing, beating dogs to slope, pulling turtles, etc.

2.2.2 *Adaptation of Teaching Content*

The adaptation of teaching content refers to the process that physical education teachers in colleges and universities modify and compile the existing teaching content in order to effectively improve the teaching effect and achieve the teaching objectives. The ways of adapting the traditional physical education content of Li nationality generally include simplifying and modifying the content, reducing and increasing the difficulty, transforming and transplanting the content, adjusting and changing the rules, etc. By simplifying or deleting the number of technical actions, reducing and increasing the technical difficulty, and consciously changing or changing the teaching places, contents or rules, more reasonable physical education teaching content can be obtained. The sources of adaptation of Li nationality's traditional physical education teaching content include measurement, hit, score, score and winning. (See Table 2 for details)

Table 2: The source of adaptation of traditional physical education teaching content of Li nationality

source	example
Measurement class	Climb vine to pick flowers, climb coconut trees, beat wood far, catch the "pig" race, clip betel nut, etc.
Hit class	Archery, crossbow shooting, powder gun shooting, stone throwing, slingshot, etc.
Grading class	Gyro, bamboo pole dance, glutinous rice dance, outing dance, Qian Chuan dance, Qian Ling Double Knife, brocade dance, etc.
Classification	Beat the wooden festival, beat the dog to the slope, wear the rattan circle, etc.
Winning class	Tug-of-war, pulling turtles, carrying people behind their backs, arm-wrestling, matching cattle, etc.

2.2.3 *Teaching Content Arrangement*

Teaching content arrangement is a kind of teaching behavior in which college physical education teachers purposefully arrange teaching content based on the selection and arrangement of teaching content. The arrangement of Li nationality's traditional physical education teaching content includes three ways: the linear arrangement of teaching content that has already been taught is no longer repeated, the spiral arrangement of similar teaching content that is required to increase year by year in each grade, and the combination of linear and spiral, with linear and spiral in one stage and spiral in the

other.

3. Li Traditional Physical Education Curriculum Teaching Design

Teaching design is a process in which teachers set teaching objectives, determine teaching contents, choose teaching methods, arrange teaching processes, organize practice forms, plan venues and equipment and estimate sports load based on accurate analysis of teaching materials and students' characteristics.

3.1 Teaching Goal Setting

Teaching goal setting is to set the expected results of teaching. Teaching objectives can instruct and guide teaching, and teaching activities must be arranged around teaching objectives. The teaching objectives of Li nationality's traditional physical education mainly include semester physical education teaching objectives and class physical education teaching objectives. The term physical education teaching goal is the physical education teaching goal set according to different semesters. Class-hour physical education teaching goal is the physical education teaching goal of a certain class under certain time and space constraints, combined with the semester teaching goal.

3.2 Determination of Teaching Content

The teaching content is the sports knowledge and technology reasonably selected according to the requirements of teaching objectives, students' development needs, teaching conditions and other factors. The determination of the teaching content of traditional physical education course of Li nationality is to judge and clarify these sports knowledge and skills. Teaching contents generally include theoretical knowledge-based teaching contents such as sports human science knowledge, physical exercise knowledge, sports health care and rehabilitation knowledge and sports related knowledge, and sports practice-based teaching contents such as developing physical fitness, improving sports ability, developing psychological quality, improving social adaptation and cultivating behavioral norms.

3.3 Selection of Teaching Methods

The choice of teaching methods refers to the selection and choice of technical teaching strategies and methods adopted by teachers to achieve teaching objectives and complete teaching tasks in teaching design. The traditional physical education teaching methods of Li nationality mainly include language teaching methods, such as explanation method, discussion method and question-and-answer method, visual teaching methods, such as positive demonstration method, mirror demonstration method and multimedia demonstration method, and practice teaching methods, such as decomposition method, completeness method, and difficulty reduction method, difficulty increasing method, continuous method and grouping method.

3.4 Teaching Process Arrangement

Teaching process arrangement refers to the mobilization and arrangement of the time proportion and order of each teaching link. Generally, the teaching process can be divided into the following four stages: the beginning part includes the whole team, greeting, assigning course tasks, announcing classroom requirements and arranging interns, etc. Part of preparation, including warm-up and stretching; Basic part, including teacher's content explanation, action demonstration, students' practice, teacher's protection and help, guidance and error correction, etc. End part,

Including relaxation activities, class summary, assignment of homework after class and announcement of class ending, etc.

3.5 Practice form Organization

Practice form organization refers to the combination layout of the practice methods, sequence and practice intervals adopted by students in the process of physical education. The practice forms mainly include class exercises which are used to practice in a unified way in class when the number of students is small; Class students are divided into several groups for group exercises according to certain classification standards; And in the case of small class size, arrange individual exercises for students to

practice independently.

3.6 Site Equipment Planning

Planning venues and equipment refers to the pre-layout and planning of sports venues and equipment to be used in the traditional physical education teaching of Li nationality according to the needs. Sports venue equipment mainly includes hitting, measuring, scoring, scoring and winning Li traditional sports venue equipment. Equipment planning is the basic guarantee to realize the teaching goal of traditional physical education of Li nationality.

3.7 Sports Load Estimation

Sports load estimation is a pre-judgment of the amount and intensity of students' sports by physical education teachers in the teaching design, combined with practice time, times and distance. The components of exercise include load quantity and load intensity.

Load generally includes practice, practice times, practice groups, practice movements, total distance of practice, and total weight of practice and so on. Load intensity refers to exercise density, exercise speed, exercise height, exercise distance, exercise negative weight and exercise exertion, etc.

4. Conclusion

Pre-class preparation skill is one of the important components of college physical education teachers' teaching skills. It is the pre-design and thinking of related teaching content and teaching process by physical education teachers before teaching practice, and it is of great practical significance to the realization of teaching objectives. Relevant research results show that having excellent pre-class preparation skills has a positive impact on the realization of the traditional sports culture of Li nationality in colleges and universities. Analyzing and summarizing the pre-class preparation skills and their specific contents of PE teachers in colleges and universities is conducive to ensuring the quality of traditional PE teaching of Li nationality in colleges and universities and the transformation of theoretical achievements, effectively improving the professional level of PE teachers in colleges and universities and the ability to solve practical teaching problems, and at the same time providing a relatively solid theoretical basis for colleges and universities to effectively inherit traditional PE culture of Li nationality. Cultural self-confidence is the fundamental guarantee to ensure that the Chinese nation stands in the forest of nations in the world. Only by doing a good job of cultural inheritance and development can we ensure this cultural self-confidence and make the soul of culture last forever.

Acknowledgements

This research is supported by the Hainan Philosophy and Social Sciences Research Base project (item number: HNSKJD (ZC)20-32).

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