

Research on the Construction of School Physical Education and Curriculum Based on Multiculturalism

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Abstract: The study takes the construction of school physical education curriculum culture as the core, focusing on the concept and connotation of the culture of physical education curriculum, the role of constructing physical education culture and the construction path. The study argues that in the process of development, physical education curriculum culture should maintain its own local cultural adaptability, but also widely absorb cultural resources of physical education curriculum from outside the domain in order to enrich its own cultural connotation and stimulate its own cultural vitality.

Keywords: Multiculturalism; Physical education; Curriculum; Construction

1. The concept and basic viewpoints of multiculturalism

Culture, in a nutshell, is the humanization of nature. In the process of the formation of human society, unique cultural characteristics are formed within the scope of local human activities, and cultures with different characteristics can only be called different kinds of culture before they merge and collide. When the scope of people's activities expands and an organic system is formed in mutual interaction and common activities, and different kinds of cultures are included in a certain system, from this perspective, it can only be called multiculturalism or cultural pluralism.

Multiculturalism believes that the way of existence of multiculturalism in the world is coexistence and sharing, and the development of multiculturalism is dialogue, interaction and symbiosis. Liu Chen, in his article *The Cultural View of Pluralistic Holism in Kantian Geographical Anthropology*, argues that the purpose of human beings with geographical differences is to form multiculturalism, and then to promote their own development towards perfection through the interaction and integration of multiculturalism. Chen Wei argues that the cosmopolitan concept of sharing 'seeks to share cultural values and establish a two-way dialogue in line with the rationality of interaction', arguing that the self-imagination and identity of different nation-states in the world is always realized through interaction in a mirror relationship with a specific other. The famous sociologist Fei Xiaotong summed up multiculturalism as 'the beauty of each, the beauty of the beauty of the beauty, the beauty of the commonwealth, the commonwealth of the world', and this view is also reflected in his understanding of the concept of 'pluralism as one', where Fei believes that pluralism merges into the one. This view is also reflected in his understanding of the concept of 'unity in diversity', in which Fei Xiaotong argues that pluralism is integrated into unity, and that unity embraces pluralism, and that there is division and unity, with mutual benefit and assistance.

2. The concept of multiculturalism in education

The concept of multicultural education originated in the United States in the 1950s and 1960s. The United States is a typical multicultural country, and its ethnic and racial diversity has made American society extremely diverse in terms of lifestyles, social interactions and values. The theory of multiculturalism has evolved three times through Assimilationism → Integrationism → Cultural pluralism, and has become an important theoretical basis for ethnic (racial) education policies in Western countries. In the United States, multicultural education seeks to build a model of education that satisfies the cultural coexistence of all ethnic groups in order to resolve inter-ethnic conflicts, and its main claim is to address the issue of ethnic rights and political equality. The fundamental aim of

Canadian civic education is "to develop engaged, active Canadians. Mutual respect should be seen as a fundamental quality for Canadians in a multicultural society". Shu Dongxin (2019) analyzed Singapore's Curriculum Standards for *Character and Citizenship Education, Citizenship and Moral Education and Citizenship Curriculum Standards*, and held that Singapore's citizenship education successfully transformed the national concept into civic values by promoting communitarianism and multiculturalism, which not only enhanced national cohesion, but also maintained cultural diversity.

3. Analysis of the background of campus physical educations culture

The campus physical educations culture system is composed of a number of factors, among which the structure of campus physical educations culture plays a key role in the development of campus physical educations culture, and in a way, it is crucial to maintain wholeness in the development process, and its characteristics play an important decisive role in campus physical educations culture.

Campus physical education culture is made up of many aspects, not only the superficial contents such as physical education facilities, physical education activities and physical education competitions; but also the deeper ones such as sporting ethos, moral values, sporting spirit and values. In general, campus physical educations culture can be roughly divided into three different levels of culture, namely surface culture, middle culture and deep culture, each of which contains many specific contents.

3.1 Surface culture and its contents

Surface culture belongs to the first level of campus culture, mainly refers to the explicit material culture, which is mainly reflected in the form of physical educations, physical educations facilities and other perceptible forms, and at the same time, it also forms the unique campus cultural landscape. Physical culture is formed and developed on the basis of material, and it can be said that material is the objective guarantee for the formation and development of physical culture. The specific contents included in the surface culture are mainly physical educations venues, physical educations equipment, physical educations teaching materials and the construction of teachers' teams. These material conditions are rich in the spiritual wealth of physical education and can fully reflect a cultural atmosphere. The material and cultural conditions of physical education can play an important role in determining the achievement of the goals of campus physical education to a large extent. It can be said that the surface culture is the "hardware" of the campus physical educations culture and has a very important role and significance.

3.2 Middle level culture and its contents

Middle level culture is the second level of school physical education culture and institutional culture is its main expression. To some extent, the middle level culture is the comprehensive form of school physical education and at the same time the intermediate level that links the spiritual and the material. Institutions and methods are the organisational form of school physical education and, at the same time, fully embody the sense of physical education. Specifically, the specific elements contained in the middle level culture are: the establishment of a full range of systems and methods for physical education, scientific research, extra-curricular physical educations activities, physical educations team management, amateur physical educations competitions, physical educations associations, physical educations knowledge popularisation and physical educations communication. Institutional culture system includes organization, policy, system, rules and so on.

The institutional culture in campus physical educations culture exists in the form of management culture atmosphere, which can effectively maintain the normal physical educations order of the school. It should be emphasized that institutional culture is between material culture and spiritual culture, which can effectively guarantee the construction of campus physical educations culture.

3.3 Deep culture and its contents

Deep culture is the third level of campus physical educations culture, which belongs to the implicit spiritual culture and takes the dominant position. The spiritual culture of campus physical educations is what is usually called the concept of physical educations health and values. It can be said that the spiritual culture of campus physical education is in the essence and core of campus physical education culture, and plays an important decisive role in the objectives of campus physical education culture.

Specifically, the spiritual culture system includes specific elements such as values, aesthetics, recreation, way of thinking, ideology and physical education psychology. Compared to the material culture on the surface, the deeper spiritual culture exists as the 'software' of campus physical education culture. Through the construction of the spiritual culture of campus physical education, a strong cohesion and centripetal force can be created among the students and teachers of the university.

4. Multicultural construction of physical education curriculum

4.1 Establishing the cultural character of the physical education curriculum

From the viewpoint of multicultural education, the curriculum design should implement a "three-level curriculum management system", that is, pay attention to the commonality of social needs, pay more attention to the cultivation of students' individuality, and make the organic combination of the two; advanced world physical education culture, excellent national traditional physical education culture, and school physical education culture with special characteristics are integrated into the school physical education curriculum. The culture of physical education and physical education in the school curriculum. Fundamentally, the physical education curriculum has a cultural character in the educational sense and is a value activity or cultural activity aimed at value judgement and interpretation of meaning. Therefore, the objective of the PE curriculum should be a 'cultural process' rather than a 'process of knowledge acquisition', and students should be allowed to construct their own cultural literacy in the cultural field of the curriculum and in the practice of physical education.

4.2 Integrating Multiculturalism into the Physical Education Curriculum Reform Process

Theories and practices of physical education curriculum reform in China and the West show that there is a close relationship between physical education curriculum reform and culture. In today's research on physical education curriculum reform, many still follow the path of technical understanding to find and solve problems. Questions such as how to determine the objectives of the PE curriculum, how to select the content of the PE curriculum, how to implement the management of the PE curriculum, how to conduct the evaluation of the PE curriculum, and so on. These technical issues are certainly issues that need to be addressed in the reform of the PE curriculum, but they fail to get to the root causes of the reform of the PE curriculum. By revealing the motivations for PE curriculum reform, we find that the entire problem of PE curriculum reform is basically focused on the understanding of culture.

4.3 Constructing Diverse Physical Education Curriculum Content

Curriculum content is an entity cultural form that reflects the curriculum design concept and the value orientation of the curriculum, and it is the main content of the construction of the school physical education curriculum culture. In the context of the new curriculum, universities should respect students' independent choices, pay attention to students' interests and experiences, select the knowledge and content necessary for students' chosen items, and create conditions for students to develop in a lively, active and lively manner. Where the subjective and objective conditions of the school permit, a number of option boards are set up for students to choose from, based on the principles of basic, practical, interesting and scientific content of the course chosen by the students, so that the course content is gradually organized to achieve: fitness and culture combined, selectivity and currency combined, science and sustainability combined.

4.4 Diversified physical education course evaluation system

The content of the curriculum evaluation includes three aspects: students' learning, teachers' teaching and the construction of the curriculum (*Guidance Outline*), which is a cultural reflection on the objectives that the curriculum education should achieve, the implementation process of the curriculum content, or rather, the determination - approval or denial - of the scientificity, rationality and effectiveness carried by the curriculum, and in this way leads. This is a way to lead and improve curriculum decisions, to enrich and develop the culture of the school's physical education curriculum, so that the construction of the school's physical education curriculum culture is always in a forward-looking dynamic. In terms of assessment of student learning, the motivational and developmental functions should be strengthened, and the extent of student progress should be

incorporated into the assessment. In terms of the construction of a school PE curriculum culture, 'student progress' should focus on the extent to which students are able to critique and reflect on actual curriculum knowledge, skills, attitudes and corresponding patterns of behaviour, and to develop innovative knowledge, skills and attitudes that generate their own distinctive physical education cultural character.

5. Conclusions

The nationality and cosmopolitanism of physical education class's Cheng culture are mutually integrated. In the era of world cultural diversity and globalization, each culture has its own right to speak. In the international cultural context of increasingly frequent cultural exchanges and increasing cultural integration, if physical education class Cheng culture wants to achieve sustainable development, it must maintain a moderate cultural tension. The ultimate goal of curriculum evaluation is to promote the healthy development of students, and the evaluation under the multicultural background should contribute to the overall improvement of students' quality. Therefore, in the process of evaluation, we should uphold the unity of physical education class Cheng culture in traditional culture and modern culture, local culture and foreign culture, unitary culture and multi-culture.

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