

The Lack of Culture in School Physical Education its Countermeasures

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Abstract: School physical education plays an irreplaceable important role in the overall growth of people, and culture is of great significance in the process of achieving physical education goals. This article uses research methods of literature and logical deductive to find that the current school physical education teaching emphasizes symbolic knowledge transmission, ignoring the infiltration of cultural connotation; it is separated from the students' cultural background and life experience; it separates sports knowledge from sports awareness and sports spirit the lack of cultural responsiveness and other phenomena. Based on this, school physical education should strengthen the awareness of physical education teachers' cultural response and implement the responsibility of cultural subjects; enhance physical education teachers' cultural response capabilities and promote the reform of physical education teaching methods; explore the cultural elements of school physical education curriculum knowledge to promote the learning of sports knowledge; observe student sports culture background, to promote the effective generation of sports knowledge and explore the cultural responsive path of school sports teaching in four aspects.

Keywords: school physical education, teaching, lack of culture

1. Introduction

As a kind of cultural existence, school physical education has the characteristics of being an educator, which is the prerequisite for school physical education to have a comprehensive education value. Only when school physical education integrates its cultural integrity and connotation through the entire physical education process, the comprehensive education value of school physical education can be realized. However, the current school physical education teaching focuses on the transmission of surface explicit knowledge, ignoring the penetration of the intrinsic value of school physical education, and cultural loss has appeared[1]. Therefore, re-examining the characteristics of school sports as a cultural person, advocating and strengthening the culturally responsive teaching of school sports, and promoting the return of school sports culture is the only way to realize the value of school sports education.

2. Specific manifestations of the lack of school physical education teaching culture

2.1 Emphasis on the teaching of symbolic knowledge, ignoring the infiltration of cultural connotation

The cultural responsiveness of school physical education is determined by the nature of the knowledge imparted in the classroom. Specifically: On the one hand, knowledge exists in the form of external signs. As an important carrier of culture, signs are only the manifestations of knowledge; on the other hand, knowledge inherently carries a cultural connotation, which is people's understanding of people and things. The relationship and the understanding of laws, thoughts and thinking are the cultural significance and cultural spirit of knowledge[2]. Therefore, only when students understand and grasp and establish their own understanding of the cultural connotation carried by knowledge can they be truly complete knowledge learning. In the current school physical education, with the increasing demand for improving the physical fitness of students, the shortcomings of radical pragmatism and utilitarianism have been increasingly highlighted. The teaching emphasizes the teaching of symbols, facts or conclusions, and emphasizes the explanation of movement techniques and body movements. The classroom teaching procedure is to follow the teacher's demonstration of movements, explain the

technical points, organize students to practice this standard process, and for the social background of the sports project, the inevitable connection with life, the sports ideas and the sports spirit inherited by the project such as cultural connotations that can give students emotional resonance, physical education teachers seldom or it is difficult to integrate them into physical education. This kind of physical education, which ignores cultural elements, breaks away from students' understanding and reflective learning of cultural genes, and becomes a process of instilling superficial knowledge to students. In this way, students' sense of meaning in learning physical education is lacking, and the school's physical education teaching is lacking. The developmental nature will also be lost.

2.2 Divorce from the student's cultural background and life experience

Effective teaching should fully consider the imperceptible relationship between students' cultural background and teaching, exert appropriate influence on the basis of students' original culture, and promote the construction and generation of students' knowledge. School physical education teaching should reflect this even more. As the carrier of education implementation, the physical fitness of students, the original movement experience, and the cultural background that have an impact on the body should all be the primary considerations of physical education teachers, that is, "preparing students" before class. However, looking at the current school physical education, facing students who are different in physical fitness, physical cognition, physical attitude, physical awareness, etc., the selection of physical education content, the arrangement of the amount of exercise in the classroom, and the formulation of the learning schedule are not able to consider the individual development of students. For example, all students in the same grade will arrange the same teaching content, ignoring the differences in physical conditions and interests between male and female students; in the standing long jump teaching, only the distance and number of jumps are emphasized, and some students' movements due to incorrect jumping postures are not considered. Injury; in sprint teaching, students are arranged for the same number and number of starting exercises and speed exercises at the same distance, ignoring the differences between students' movement skills and athletic ability; in basketball teaching, students with different shooting skills will run the same distance, the same number of shooting exercises, regardless of the fact that students who have not yet mastered the shooting action will lead to the establishment of wrong action patterns due to the strengthening of the wrong action, which causes the teaching to be separated from the student's cultural background and fails to integrate the "student-oriented" teaching when implemented, "teacher-led" has also become the absolute leader of teachers[3].

2.3 Separate sports knowledge from sports awareness and sports spirit

With the continuous deepening of school physical education reform, the implementation and implementation of the educational philosophy of "health first", enabling students to "enjoy fun, enhance their physical fitness, improve their personality, and temper their will" in physical exercise has become an important guideline for the current school physical education work. Under the promotion of this ideological reform, physical education teachers, as the main implementers of school physical education, are also gradually and consciously trying to implement the inherent cultural connotation of physical education into teaching, increasing the cultural elements in teaching, but they are often expressed as the decoration on the external form separates the outer knowledge of sports from the inner spirit, and becomes a vain mechanical combination. For example, some teachers organize "free man" games in the teaching of "Multiple Forms of Starting". Students need to listen to music to start freely. In order to arouse students' attitude and emotional experience, teachers create "Forest Adventure" to help students understand the teaching materials[4]. As a result, it only uses a lot of language to describe the adventure situation in the forest. There is no arrangement of venues and equipment. This will not change the students' learning results at all. Instead, it will take up students' practice time and become a show of mechanical addition of cultural elements.

3. Strategies for school physical education to cope with cultural deficiency

3.1 Strengthen the awareness of cultural response of physical education teachers and implement the responsibility of cultural subjects

The realization of the cultural responsiveness of school physical education needs to clarify the teacher's cultural subject status and strengthen the physical education teacher's cultural response

awareness. Only when teachers fully understand and understand the cultural value of school physical education in teaching can they transcend the narrow positioning of symbolic knowledge in teaching, pay attention to the cultural background dependence of knowledge, and actively inherit and create culture [5]. Specifically: on the one hand, to enhance the understanding of physical education knowledge of physical education teachers, so that physical education teachers can keenly perceive the sports tradition and sports value carried by sports events, and can consciously integrate them into physical education teaching. For example, track and field teaching not only requires students to master the technology, but also the historical background of the technological evolution of track and field events, as well as the understanding of the relationship between man and nature, and the relationship between man and society in the evolution, so as to realize the cultural value of the track and field events that have been passed down to the present. On the other hand, to enhance the sensitivity and tolerance of physical education teachers in the teaching process, it is necessary to realize that the concepts of different students reflect the different social environments they live in, and to hold a positive attitude towards students with different sports and cultural backgrounds. Only by grasping the students' sports and cultural background can they provide them with meaningful learning resources; only when teachers have the responsive care that respects the individual differences of students can they organize effective teaching and promote the overall development of students' bodies and minds.

3.2 Enhance the cultural response ability of physical education teachers, and promote the reform of physical education teaching methods

The realization process of physical culture response to teaching is not only a process for physical education teachers to dig deeper into the cultural connotation of curriculum knowledge and to explore effective teaching methods according to the cultural background of different students, but also a process of teaching method reform. The cultural response ability of physical education teachers is to promote physical education. The driving force for the reform of teaching methods Therefore, to improve the cultural response ability of physical education teachers, first of all, teachers must understand and master the multi-level connotation of sports knowledge and culture, and on this basis, transform them into related curriculum content, so that the cultural connotation of sports knowledge can be effective expression, promote the generation of students' new cognitive structure. Secondly, teachers should create a safe, fair and harmonious classroom atmosphere on the basis of grasping the different sports knowledge, attitudes and consciousness background of students, so that the classroom can tolerate and nourish all students; teachers should according to students' different learning needs and emotional experience choose and use appropriate teaching strategies to promote students to organically integrate existing sports knowledge and concepts with new learning content, and improve the appropriateness of sports knowledge learning; to organize students with different sports knowledge backgrounds into a knowledge culture a mobile learning community promotes the satisfaction of student needs and the expression of emotions.

3.3 Excavate the cultural elements of school physical education curriculum knowledge and promote the meaningful learning of physical education knowledge

The realization of culturally responsive teaching requires the integration of culture into teaching life, so that students can understand and criticize other cultures carried by curriculum knowledge, and generate a sound cultural outlook, making teaching a meaningful learning for students to actively construct their spiritual world process[6]. Therefore, physical education teachers should use curriculum knowledge as a multi-level cultural resource to explore and excavate. Specifically, it includes: First, the outer culture of school sports, that is, the symbolic existence form of culture. It is a material entity with the color of human creation, which mainly involves project knowledge, action technology, equipment and facilities, sports goods and related subject knowledge. The second is the middle-level culture of school sports, that is, the social relationship system, which refers to a certain social system, interpersonal relationship and organizational form, which mainly involves the learning and training principles, rule requirements, competition system, and sports organization forms of sports events. The third is the inner culture of school sports, that is, the spiritual core of sports, which is manifested in certain cultural connotations such as sports values, emotions, and attitudes, which determine the essence of culture. It mainly involves project thinking, cultural traditions, and related religious emotions, national psychology, etc. The above-mentioned cultural elements of physical education curriculum knowledge have systematic and hierarchical characteristics. Physical education teachers are required to analyze the characteristics of different items in teaching, and integrate them into physical education content, teaching methods and methods, and pay special attention to students' different the

understanding of the inner cultural spirit of sports events can use inquiry and critical teaching strategies to guide students' values and inherit cultural intrinsic values, and promote the cultural integral construction of students' curriculum knowledge.

3.4 Observe the students' sports cultural background and promote the effective generation of sports knowledge

Students have different sports cultural backgrounds. Only by arranging different teaching content and using different teaching strategies in teaching can we meet the diverse cultural needs of students and promote the effective generation of sports knowledge. In the text of China's education policy, it is clearly stated that teachers should have the professional qualities of teachers in response to individual differences in students. For physical education, individual differences among students are more diverse. First of all, the differences in physical conditions mainly include body shape and posture. Body type refers to the overall description and evaluation of an individual's shape, mainly related to the ratio of the trunk to the limbs, the thickness of adipose tissue, and the status of muscle development. Posture mainly refers to a person's posture and demeanor. Posture reflects the structural state of individual muscles, ligaments, joints and other tissues. The posture can be vividly expressed as "standing like loose, sitting like a bell, lying like a bow, and moving like wind" to expression. Secondly, the difference in athletic ability mainly includes physical fitness and motor skills. Among them, physical fitness directly affects the speed and performance level of motor skills mastery, while the number of motor skills reserves is related to the speed of new skills mastery. In addition, the difference in sports behavior. Sports behavior is the external manifestation produced when the deep cultural connotation of sports knowledge is integrated into the individual's cognition, and it mainly reflects the students' sports morality, sports will and sports spirit. Based on the different sports cultural backgrounds of the above students, physical education teachers should also reflect differences and pertinence in the selection of teaching content, arrangement of practice procedures, use of teaching methods and evaluation, so that students can be optimized on the basis of their original culture, the development of knowledge, thereby promoting the effective generation of students' knowledge.

4. Conclusion

The realization of the school sports goal requires that education should be based on the student's cultural background and achieve a high degree of compatibility between the school's sports culture and the student's existing culture. Teaching should not only integrate the cultural thoughts, cultural spirits and cultural values carried by knowledge, but also emphasize that physical education should pay attention to the cultural experience that students have before learning. They will subtly affect the individual perceptions and actions of students, and make it shows different ways of communication and thinking, such as the same filter, which determines the way students interact with the outside world and their results. Therefore, the teaching of school physical education should match the learning conditions with the learners' cultural experience, including the original physical cognition, physical awareness, physical habits, and physical morality. On the basis of respecting the individual differences of students, actively respond to students' different sports. Demand, so as to enable students to process the meaning of external knowledge and promote the generation of new cultural structures.

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