

Research on the strategy of cultivating students' subject literacy in physical education in colleges and universities

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Abstract: *This paper mainly uses the literature method, questionnaire survey method, survey interview method, logical analysis method and other research methods to study the core literacy training strategies of students in college physical education teaching. New strategies and clear operating procedures have strong practical value for promoting physical education in colleges and universities.*

Keywords: *physical education; subject literacy; strategy*

1. Introduction

In line with the development of higher education, on the basis of learning from the experience of quality education and practical teaching, we should promote the physical education of colleges and universities to cultivate the core quality of students' physical education^[1]. Although there are many factors that affect students' physical education core literacy, physical education classroom teaching is first and foremost one of the most important factors^[2]. Classroom physical education is the main way for students to participate in physical exercise, so the teaching objectives, content, methods and evaluation methods are closely related to it. In order to better cultivate students' core literacy in teaching, it is necessary to seek specific implementation approaches and optimize training strategies.

2. Research methods

2.1. Documentation method

According to the research content and purpose, refer to the academic papers and dissertations on physical education and subject literacy, related articles on physical education, students' subject literacy and physical education on China Journal Network, to provide a theoretical basis for the research on this topic.

2.2. Survey access method

Face-to-face interviews with relevant experts in the form of on-the-spot inspections and visits, to obtain first-hand information, and to record and organize the interview content.

2.3. Questionnaire survey method

According to the research content, combined with the characteristics of the integration of physical education and subject literacy, the relevant questionnaires were formulated, and the validity and reliability of the questionnaires were tested to make the questionnaires more scientific and reasonable.

2.4. Logic Analysis

Use classification, analogy and other methods to deduce more objective results and conclusions.

3. Results and Analysis

3.1. Conceptual connotation and framework construction of core literacy in physical education

The concept of core literacy has triggered a wave of research in academia, and Chinese scholars have studied the core literacy of sports from various aspects. By referring to the former research results, the research foothold of this paper is that the comprehensive development of health quality, health awareness and exercise habits formed in the process of learning physical education knowledge, ability, and physical education through physical education classroom teaching is the core literacy of physical education^[3].

The core literacy of physical education refers to the literacy formed by students in the process of learning and mastering sports technology and knowledge. Its framework includes sports ability, sports knowledge, sports information literacy, healthy behavior, sports ethics and sports values.

3.2. Analysis of existing problems in physical education teaching in colleges and universities

3.2.1. Students' lack of interest in learning

In the process of physical education in colleges and universities, there are fewer students with higher learning enthusiasm, and there is a general problem of lack of students' learning motivation. Although there are some students who are highly motivated to learn, if the teacher's teaching methods are outdated and rigid, it will also lead to a small number of highly motivated students gradually losing interest in learning^[4]. At the same time, students are in a passive position in the teaching process and fail to reflect the role of masters, resulting in a decline in learning initiative and affecting the actual learning quality of sports. Therefore, teachers should innovate teaching methods for the purpose of stimulating students' interest in learning, guide students to invest in sports learning, and ensure the quality of students' learning.

3.2.2. The lack of combination of sports practice and theory

The reform of modern physical education requires that in the teaching process, the main teaching goal should be to improve students' physical education core literacy, pay attention to the combination of theory and practice, and cultivate students' application ability. However, in actual teaching, there is a lack of close integration of theoretical knowledge learning and practice, and the innovation of teaching mode is not satisfactory, resulting in poor learning effect of students^[5]. Therefore, physical education teachers in colleges and universities need to find innovative points in teaching, conduct in-depth research on teaching methods, and strive to improve teaching effects.

3.2.3. Less exchanges and interactions in physical education

In order to cultivate students' physical core literacy, realize the effective transmission of teaching information and improve the teaching effect, it is necessary to strengthen the communication between teachers and students inside and outside the classroom. In actual teaching, teachers only pay attention to the teaching of technical knowledge in the classroom and ignore the interaction with students^[6]. Therefore, they have little understanding of the thinking of modern college students, and the teaching content and organization methods cannot fully meet the needs of students, resulting in reduced classroom teaching effects. In the process of physical education, teachers can create a relaxed classroom atmosphere to guide students to engage in learning and strengthen communication with students through innovative activities. After class, the summary of class activities will be released through the network platform for discussion to strengthen the interaction and exchange of learning.

3.3. Analysis of Influencing Factors in Cultivating Students' Subject Quality in Physical Education in Colleges and Universities

3.3.1. The goal of physical education

Physical education objectives are the basis for curriculum planning and implementation. When establishing teaching objectives, three aspects should be taken into consideration, namely, the actual situation of students, the nature of physical education courses, and the requirements of physical education core literacy^[7]. Through the survey, it is known that the goal setting of physical education teaching in colleges and universities is not clear enough, accounting for more than 60%. The goal of actual reference fails to take students' sports morality and values as a branch chain from the actual

situation of students, and does not combine sports ability, sports knowledge, healthy behavior and sports information to form an overall and comprehensive teaching goal.

3.3.2. Content setting of physical education courses

Students' interest in learning comes from teaching content to a large extent. According to the survey data, 50% of teachers believe that students' interests do not need to be considered when choosing teaching content, because students have different interests and it is difficult to unify^[8]. At the same time, there are also the problems that the setting of the course content is inconsistent with the goal, partial technical and poor operability. The cultivation of students' subject literacy in the process of physical education requires teachers to take students as the main body. The selection of teaching content considers the constituent elements of college students' physical education core literacy and is consistent with the teaching objectives. The main purpose of stimulating students' interest in learning is to ensure the comprehensiveness of training. Therefore, teachers should pay attention to the selection of teaching content and enrich the teaching content.

3.3.3. Physical Education Teaching Methods

Physical education teaching method is a general term for the interaction of teaching and learning that teachers take in order to achieve teaching goals and organize students to carry out learning activities in the process of physical education. Physical education teachers can achieve good teaching effect only when they scientifically and comprehensively consider various factors of physical education teaching and choose appropriate teaching methods. After the investigation, it was found that most of the teachers' teaching methods in college physical education are outdated, the teaching mode is not rich enough, and the students' sense of participation and experience in the learning process is weak.

3.3.4. Evaluation of Physical Education Teaching

Physical education evaluation not only affects students' learning motivation and learning content, but also affects teachers' teaching organization and content. Therefore, the formulation of teaching evaluation should be based on the actual situation of students and the teaching content of teachers by combining quantitative and qualitative evaluation, process evaluation and summative evaluation. At the same time, the content of the evaluation should be comprehensive in several aspects, such as sports ability, sports knowledge, healthy behavior and sports information. At present, the evaluation method in actual teaching is relatively simple, and the evaluation content involves a relatively narrow scope of inspection. Teachers need to adopt a variety of evaluation methods to evaluate students' core physical literacy requirements to achieve the purpose of promoting learning through evaluation.

3.4. The cultivation strategies of college physical education for students' core literacy of disciplines

3.4.1. Innovative teaching objectives

The goal of physical education teaching is the direction of the implementation of physical education courses. The cultivation of students' academic literacy in physical education teaching mainly focuses on cultivating students' literacy to adapt to lifelong development and social life. Therefore, the innovation of teaching objectives needs to be implemented from the aspects of students' physical and mental characteristics and cognitive laws^[9]. First of all, it is necessary to design physical education teaching objectives with the purpose of cultivating students' core literacy of sports, refer to the elements of core literacy and integrate each element, so as to achieve comprehensive development. For example, sports morality and values can be infiltrated in the training process of sports ability in core sports literacy; sports information literacy can be interspersed in the explanation of sports knowledge, and finally sports ability and sports knowledge can be integrated and accumulated for a long time to form healthy behaviors. Secondly, according to the actual situation of the students, according to the form of grades, majors, and physical strength, the teaching is carried out at different levels, and targeted teaching objectives are formulated at different levels, and the individual development of students is fully considered to achieve teaching in accordance with their aptitude. Finally, the grading makes detailed macro teaching goals and segmented class time goals to point out the direction in the training process for teachers and schools.

3.4.2. Optimize teaching content

The selection of teaching content should first be based on teaching objectives, and then combine students' interests and hobbies, and finally aim to improve students' physical education core literacy. Although the teaching content is not clearly specified in the curriculum implementation standards of

the Ministry of Education, cultivating students' physical education core literacy can select teaching content according to the components of literacy, thereby enriching the resources and materials of physical education teaching content.

The constituent elements of sports core literacy enrich the content resources of physical education, but there must be a clear division in the selection of specific content, and the purpose of selecting specific sports items should be to promote the balanced development of sports core literacy elements. When optimizing the teaching content, on the one hand, it is necessary to pay attention to the basis of the constituent elements—sports ability and physical knowledge have a slightly higher proportion than others; For example, endurance sports can not only help improve the function of students' respiratory system and cardiovascular system, but also cultivate students' sports morality. Therefore, the selection of teaching content requires teachers to clearly divide the categories according to the actual situation of students, so that the priority is clear, interesting, and practical, and finally, the components of the core literacy can develop in a balanced manner, in order to achieve the goal of cultivating the core literacy of college students.

3.4.3. Improve teaching methods

In the current environment of education and teaching reform and innovation, if the traditional teaching mode is not updated and changed, the talents cultivated will not be able to adapt to the development of modern society. Therefore, teachers need to pay attention to students' interests and hobbies in teaching, enrich the form of classroom organization, and ensure the quality of classroom teaching. In the teaching process, through flexible teaching methods, students can increase their sense of participation and experience in the learning process. For example, by designing interesting sports games, guide students to participate in physical education activities, and improve the effectiveness of teaching.

Teachers can break the traditional teaching method, use the online learning platform to import part of the content in the pre-class situation, and ask questions to create opportunities for students to explore, and then stimulate students to express their ideas and insights in the classroom, so as to improve students' learning enthusiasm and let students start Put your brains to work. At the same time, in order to better combine theoretical knowledge with technical practice, schools can appropriately increase multimedia equipment in indoor venues. Teachers assist teaching through PPT and video, and students can quickly establish action images in their brains through visual experience. Physical knowledge improves learning efficiency. Sharing teaching videos after class Students can consolidate technical movements and shape correct movements. Through multimedia teaching, the learning of sports skills and sports knowledge in the classroom is easier to master. For example, using the blue ink cloud class platform, teachers can publish some hot topics in sports after the class is established on the platform, and students and teachers can express their opinions in a democratic and harmonious atmosphere. This way of using the learning platform to publish questions can stimulate the enthusiasm of students to learn independently. Students conduct data inquiries and summarize knowledge points by themselves and then share them, which can not only improve students' participation and interest, but also cultivate students' sports information literacy learning methods.

3.4.4. Reform teaching evaluation

Teaching evaluation is an important means to promote students to achieve their learning goals. The constituent elements of physical education core literacy contain many invisible knowledge-level elements, so the requirements for physical education teaching evaluation are higher. It is required that the reform and innovation of teaching evaluation should be explored from the aspects of evaluation subject, content and method.

First, the evaluation subject is diversified. In the process of physical education, the traditional teacher-based evaluation method is usually used, which highlights the dominance of teachers but reduces students' classroom participation and learning enthusiasm. The main body of teaching evaluation can join students, so that students can be at the core position to increase participation. For example, the methods of mutual evaluation among students and self-evaluation of students are adopted. Mutual evaluation among students can not only test each other's knowledge and skills, but also improve their ability to use knowledge and evaluation ability. During the evaluation process, students learn from each other's strengths and complement each other's weaknesses, promote each other's common progress, and cultivate students' sports morality. Self-assessment can stimulate students' inner drive, improve their self-awareness, and establish correct sports values.

Second, the evaluation content is comprehensive, and the evaluation indicators are comprehensive.

Evaluation can not only carry out the evaluation of a single literacy, but needs to take an integrated evaluation of multiple aspects. The sports ability, sports knowledge and sports information literacy of the core sports literacy can be evaluated accordingly, but the healthy behavior, sports morality and sports values need to be evaluated in the teaching and training process. Scientific evaluation methods are used, and different literacy components require different evaluation methods to promote students' all-round development.

Third, the evaluation methods are diversified. Teachers can use a variety of ways to evaluate, such as quantitative and directional combination, process and summative combination. Sports ability, sports knowledge and sports information literacy are combined with summative evaluation and quantitative evaluation. Health behaviors, sports morals, and sports values are carried out by a combination of procedural evaluation and qualitative evaluation. At the same time, it can also be evaluated by grading and scoring. According to the specific situation of students, the scope is divided into grades, and the evaluation scope of different grades is different. The difference between the initial score and the final score within the same range will be added to promote students' active participation in exercise and focus on core sports literacy.

4. Conclusion

The core literacy of physical education is an important part of the core literacy of the development of college students. It can reflect the necessary elements of college students' future life and lifelong sports development. Performance. Through theoretical research, the key factors of cultivating college students' core literacy in physical education include: sports ability, sports knowledge, healthy behavior, sports morality, sports values, and sports information literacy.

Put forward the cultivation strategy of students' core literacy in college physical education: cultivating students' core literacy of physical education is a long-term systematic project, mainly through the sports-related policies promulgated by the state, education departments and schools to provide a guaranteed implementation environment. In the training process, we should combine the six key elements of sports core literacy and the characteristics of college students' physical and mental development, and implement the curriculum to reform and innovate teaching objectives, teaching content, teaching methods and teaching evaluation to cultivate students' sports core literacy.

5. Recommendations

According to the key elements of students' physical education core literacy, optimize the overall design of physical education courses, enrich classroom teaching content resources, and flexibly use teaching methods to increase classroom interest and improve students' interest in learning. The diversified teaching evaluation adopts the combination of process and finality, and the combination of qualitative and quantitative to improve the student participation rate and enhance the sense of student participation.

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