

Research on the Status Quo of the Curriculum of Public Physical Education in High Schools

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Abstract: With the advancement of high-quality education, the importance of physical education courses has been increasing. Traditionally, the teaching of sports which mainly teaches students' sports skills has mandatory learning characteristics. With the development and improvement of the physical education curriculum, the current public physical education curriculum in high schools is considered more scientific in terms of teaching content and form, focusing on the cultivation of students' interest in learning, and improving the students' various abilities and physical fitness. This article mainly analyzes the status quo of the curriculum of public physical education in high schools and proposes corresponding countermeasures.

Keywords: High schools; Public physical education curriculum; Setting; status quo

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1 Introduction

The main purpose of carrying out public sports education in high schools in China is to improve the overall physical fitness and health level of students and promote the healthy development of students. According to the current research on public sports work in colleges and universities in our country, there are certain deficiencies in both the theoretical research content and the actual development of public sports in high schools. Therefore, this article will expound

a comprehensive analysis from the setting aspects of public physical education curriculum, resources of physical education curriculum, and management to lay the foundation for the development of public physical education curriculum in high schools.

2 Analysis of the status quo of curriculum of public physical education in high schools

2.1 Current status of the teachers

With regards to the current situation of physical education teachers in high schools of China, the workload of most teachers is 16 hours a week, while some other teachers may have to work for about 23 hours on a weekly basis. This numbers indicate that the workload of public sports teachers is relatively large. As a result of a large amount of time spent in the class, the teachers will be drained of energy, having no energy to learn new sports skills and innovate new teaching methods and organizational forms. Thus, it is difficult to improve the teachers' own knowledge level. Consequently, the development of teaching staff is lagging behind. Judging from the age structure of public physical education teachers in high schools, most of them are young, energetic teachers but equipped with less experience, which limit their role and function in the course of teaching. Judging from the teachers' education background, the current high schools have gradually raised the requirements for academic qualifications in the process of recruiting public physical education teachers. However, horizontal comparison with other disciplines has found that teachers' education level is still low^[1].

2.2 Current Status of Public Sports Equipment Facilities

First of all, from the perspective of the setting of public sports venues, the current major high schools have begun to focus on the investments of physical education. Generally, these high schools have built stadiums, and the sports facilities have been greatly improved. However, the stadiums and sports facilities still cannot meet the needs of students. In addition, the setting of sports equipment and venues in each high school is not perfect, and the supporting conditions are still relatively backward, which has led to restrictions on the development of public sports courses.

Secondly, regarding the establishment of teaching materials for physical education, the textbooks and teaching materials of various subjects in high schools are organized and compiled in strict accordance with the curriculum standards, so as to better educate the students. Physical education in high schools emphasizes both theory and application. According to the outline of physical education teaching materials of the Ministry of Education of China, we need to adhere to the core of educating people, reflect the educating function in teaching materials and courses, and meet the different needs of students in various institutions in order to strengthen the improvement of the sports teaching system. The selection of public physical education textbooks in high schools have are many loopholes, in which the incentive policies are lacking in the process of textbook preparation. Also, the teachers with vast experience in physical education have limited time and energy in the development of textbooks and teaching materials. Compared with other disciplines, there is an imbalance in the development of many physical education textbooks and the textbooks lack practicality. Therefore, it is necessary to improve the editing of textbooks and supervise the quality in accordance with the needs of students' physical exercise^[2].

2.3 Current Status of Public Physical Education Curriculum

In the course of setting up public courses for physical education, it is necessary to formulate reasonable training goals, taking into account the specialization, development and management of physical education disciplines to ensure students' physical and mental health. At the same time, we pay attention to the individual differences among students, promote the individual development of students, adhere to

the focusing on students, guide students to actively participate in physical exercise, and improve students' physical fitness. Meanwhile, in combination with students' career planning, the teachers should strengthen physical education, improve students' health and physical exercise awareness, promote students' physical and mental health, improve students' sports functions and methods, and achieve the purpose of talent training. From the aspect of physical education curriculum, it is necessary to combine the relevant national documents, focus on the needs of students and society, and timely accelerate the reform of physical education. From the analysis of the types of physical education curriculum, it is necessary to ensure that physical education curriculum can give good responses to the physical and mental quality of students, improve their social adaptability, promote their healthy development, stimulate their interest in physical education, and always adhere to sports concepts that emphasize health. However, judging from the current situation of physical education curriculum setting, there are not many high schools that can meet these standards. Therefore, further reforms in physical education curriculum setting are needed.

3 Suggestions for the establishment of public courses in high schools

3.1 Improving the development of teachers

Public physical education teachers are the organizers and implementers of physical education activities in high schools. During the process of physical activities, teachers have a heavy workload and many tasks, so there is not too much time to learn new skills, research new knowledge and improve teaching methods. Thus, teachers are not able to improve themselves. At the same time, the teachers of physical education tend to be younger and their teaching experience is definitely insufficient. In addition, from the perspective of education background, the rate of increase of teachers with higher academic background is still slow compared to other subjects. In response to this situation, high schools must place much emphasis on the reform of the public physical education teaching team. Reasonable reduction of teaching hours can be achieved by recruiting new teachers to compensate teaching hours, or by adopting flexible teaching methods to reserve more study and discussion time so as to ensure that the teacher's own growth can promote the growth of students^[3]. Judging from the age structure of teachers,

the younger age structure is likely associated with insufficient teaching experience and lower teaching efficiency. In response to this situation, high schools can adopt the 'experienced teachers training young teachers' method to improve the teaching experience of young teachers. Young teachers have a strong ability to accept new knowledge, and they usually have youthful vitality, which can stimulate the atmosphere of physical education courses. If they can make up for the shortcomings in teaching experience, the efficiency of physical education will be greatly improved. In addition, the experienced teachers can impart knowledge and experiences to new teachers. By observing the course evaluation, teachers can be urged to strengthen teaching research, continuously accumulate experience from teaching, and promote teacher growth. From the perspective of teacher education, high schools need to raise the threshold for teacher recruitment, and raise the qualification requirements for teachers at the recruitment level. At the same time, current serving teachers are encouraged to continue their studies, obtain higher academic qualifications, and improve the level of public physical education.

3.2 Improving the public physical education curriculum

First of all, from the perspective of the development of public physical education teaching content, major high schools need to combine professional characteristics and actual teaching situations in the development of physical education curriculum, reasonably setting the teaching content and focusing on the innovative teaching content in order to achieve effective bonding between physical education and social implementation. For example, this may include incorporating physical fitness, recreational activities, sports psychology and other content in physical education. At the same time, physical education teaching content should be well adjusted. In the setting of physical education teaching content, the physical education teaching content in primary and middle schools needs to be eliminated to ensure the continuity, integrity and effectiveness of the physical education teaching system. Different students have different learning abilities, experiences, and personal preferences, which affects the quality of physical education. Therefore, in the development of public sports curriculum, it is necessary to provide different levels of curriculum content to meet the learning needs of students of different levels. In the setting of elective course content, it is necessary

to ensure the practicality of the course content. To attain this, choose simple and easy-to-operate sports activities with high learning value, such as martial arts, swimming, skating, etc., to provide students with more learning and exercise opportunities, in order to cultivate lifelong sports awareness in students. Different students have different hobbies, and hobbies are the main motivation for one's learning. Therefore, it is necessary to ensure that the content of public sports courses is diverse. Students can choose elective courses first, and then, the course content and class hours can be adjusted according to the number of students who are taking elective courses. This can help meet the students' needs of physical education.

3.3 Enhancing the guarantee of physical education in high school

The construction of software and hardware in high school is the guarantee of physical education teaching and the basis of teaching tasks. Therefore, universities need to make more investments in the construction of physical education teaching facilities, ensure the integrity of sports equipment and facilities, stimulate students' sports interest, and build public physical education curriculum system on scientific basis. We also need to ensure that the area of the college gymnasium and the adequacy of teaching equipment and facilities meet the needs of students. At the same time, if universities have insufficient investment in sports equipment, multi-channel financing can be used to raise funds for sports development. For example, sponsored advertisements can be posted in stadiums and sports fields, or publicity slogans can be used at large-scale sports events to ensure that sports funds are adequate.

4 Conclusion

In summary, with the development of society and the improvement of society's requirements for talents, public courses in high schools are also facing reforms. Higher requirements in curriculum content, teaching methods and facilities construction have been put forward. Therefore, high schools must pay attention to taking advantage of reform opportunities in the public sports courses, transforming traditional teaching concepts and methods, improving students' enthusiasm for physical education, promoting students' physical and mental health, and establishing a lifelong awareness in physical education learning.

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