

Discussion on Several Problems of Teaching Reform of “School Physical Education”

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Abstract: School physical education is a discipline that studies and prompts the basic laws of school physical education, and clarifies the basic principles and methods of school physical education. It is a professional basic theoretical course set up to train physical education teachers at all levels and organize and implement school sports work. School physical education is an emerging subject with the intersection of sports science and education science, with modern teaching theory as the general theoretical basis. The “School Physical Education” course is a professional basic theoretical course that must be opened to train physical education teachers at all levels to organize and implement school physical education work. With the continuous deepening of the reform of physical education in schools and the pursuit of long-term benefits of physical education, the role of the “School Physical Education” curriculum is becoming more and more important. This paper mainly discusses some problems in the teaching reform of the “School Physical Education” course in colleges and universities. It mainly includes the research on the current situation and reform of the teaching method of “School Physical Education”, the exploration and practice of “Course Ideological and Political” teaching in “School Physical Education”, the application of CBE teaching mode in the teaching of “School Physical Education”, the SPOC teaching mode in the teaching of “School Physical Education”, the application of “School Physical Education” course teaching and the research on the reform path of “School Physical Education” course teaching concept. This paper proposes the combination of online and offline, integrates the core concept of ternary teaching and its effective integration with online teaching; updates teaching ideas, increases the level of “knowledge stock” and optimizes the curriculum knowledge system through the “knowledge construction” of the curriculum. The first is the construction of a creative and multi-angle course material content “knowledge integration” platform. The second is to participate closely around the course “knowledge construction and integration” activities. The third is to combine practical teaching to improve teamwork awareness and ability. The fourth is to focus on the application of flipped classroom teaching methods. Teachers provide learning guidance materials in the form of “Teaching Overview (Student Handbook)”, so that students can extend their learning from classroom to after-class. The fifth is to quantify teaching benefits. Formulate scientific and reasonable quantitative evaluation indicators and standards for homework, and adopt the teaching reform strategies of “School Physical Education” such as the “multiple participation” mechanism of student participation in evaluation. I hope to provide a new vision for the development and reform of the “School Physical Education” curriculum, and also hope to provide some theoretical

references for the development of school physical education teaching concepts.

1. Introduction

As the whole society pays more attention to health, the role of physical education in schools in our country is becoming more and more important to the whole society and education. “School Physical Education” is a subject that studies the phenomenon and laws of school physical education, and clarifies the basic theory, basic knowledge and skills of school physical education. It is a professional basic theoretical course necessary to train physical education teachers at all levels to organize and implement school physical education work. In the teaching of “School Physical Education”, students should firstly clarify the status and role of school physical education in education and physical education, understand the political and professional qualities that physical education teachers should have, establish physical education teachers’ professional thinking and teacher ethics, and be loyal to education and physical education. Secondly, make students have a comprehensive and systematic grasp of the basic theories and methods of school physical education, after-school physical exercise, after-school sports training and after-school sports competitions, and preliminarily master the basic knowledge of school sports management. Finally, focus on cultivating students’ ability to think independently, analyze and solve problems, and improve students’ skills in applying theory to school sports practice. The development of society and the progress of the times require school physical education courses to keep pace with the times. In view of this, this paper mainly discusses some problems in the teaching reform of the “School Physical Education” course in colleges and universities. It mainly includes the research on the current situation and reform of the teaching method of “School Physical Education”, the exploration and practice of “Course Ideological and Political” teaching in “School Physical Education”, the application of CBE teaching mode in the teaching of “School Physical Education”, the SPOC teaching mode in the teaching of “School Physical Education”, the application of “School Physical Education” course teaching and the research on the reform path of “School Physical Education” course teaching concept are discussed. In order to provide useful thinking and relevant reference for the teaching reform of “School Physical Education” in colleges and universities in my country.

2. Research on the Current Situation and Reform of Teaching Methods of “School Physical Education”

2.1. The Significance of Teaching Method Reform of “School Physical Education”

2.1.1. Reform is the Need of Economic and Social Development

With the development of the economy and the progress of the society, great changes have taken place in the way of mass sports and the habits of sports. However, school physical education courses still use traditional teaching methods and teaching methods, with physical education textbooks as the center of teaching, and teaching students physical education knowledge and physical education skills as the main teaching methods[1]. This relatively backward teaching method can no longer meet the teaching requirements of physical education in the new era. Therefore, the reform of the teaching method of physical education has become an urgent problem to be solved in physical education teaching.

2.1.2. The Reform Is Helpful to the Realization of the Teaching Goal of Physical Education Course

In school education, the teaching goal of physical education courses is to enhance students' physical fitness, cultivate students' habit of lifelong exercise, and promote students' physical and mental health through the teaching of physical knowledge and skills[2-3]. However, in the traditional teaching method, the main role of students has not been fully exerted. Students are passive recipients of knowledge in the teaching process and cannot actively participate in the teaching process. This affects students' enthusiasm for learning, which in turn affects the realization of the teaching objectives of physical education courses[4]. Therefore, through the reform of the teaching method of physical education courses, to give full play to the main role of students, so that students can truly improve in physical education courses, can ensure the realization of the teaching objectives of physical education courses.

2.1.3. Reform Helps to Cultivate High-Quality Talents for All-Round Development

Physical education course is a course that comprehensively cultivates students' physical quality, mental health, unity and cooperation ability[5]. However, in the traditional physical education teaching system, teachers take the teaching of physical education knowledge and skills as the main teaching goal, and the comprehensive quality of students cannot be improved. Only through teaching reform, the problems of single teaching goal and backward teaching methods in the existing physical education course teaching can be changed, and high-quality talents who can adapt to the requirements of the times and society can be cultivated.

2.2. Problems Existing in the Teaching of “School Physical Education”

2.2.1. The Teaching Concept Is Backward

At present, there is a common problem of backward teaching concepts in the teaching of physical education courses in colleges and universities in my country. On the one hand, schools and physical education teachers do not fully realize the importance of physical education curriculum teaching, so that physical education teaching has not achieved its due status in college education. On the other hand, teachers cannot update their own teaching concepts and teaching methods in time, cannot absorb advanced teaching concepts in time, and cannot take the initiative to adopt advanced student-centered teaching methods. In teaching, it only pays attention to the imparting of knowledge, ignoring the cultivation of students' comprehensive quality, which affects the teaching quality of physical education courses.

2.2.2. Monotonous Lack of Teaching Content

At present, there is a shortage of teaching content and teaching form in the teaching of physical education courses in our schools. First of all, the setting and content of the courses cannot be updated in time, which leads to the fact that the teaching of physical education courses cannot meet the needs of the development of the times[6]. Specifically, the setting of the school physical education curriculum content follows the teaching requirements of the physical education major, mostly the teaching of competitive sports. It cannot adapt to the teaching requirements of physical education courses in ordinary colleges and universities, and it also ignores the interests and hobbies of ordinary college students and their needs for physical education courses. Secondly, the content of physical education courses is relatively monotonous, and the teaching is mainly based on the teaching of single physical education knowledge and physical skills, ignoring the mutual connection

between different contents, which cannot make students form good sports concepts and sports habits. Finally, due to the lack of teaching facilities for physical education courses in some colleges and universities, the breadth of teaching content is insufficient. Sports equipment and sports venues are the basis for the teaching of physical education courses, but some colleges and universities have not set up sufficient sports venues and sports equipment due to insufficient funds and insufficient attention to sports disciplines. This affects the normal development of physical education courses, resulting in single and boring teaching content, affecting students' enthusiasm for learning, and also affecting the implementation of physical education course teaching objectives.

2.2.3. Single Teaching Form

At present, in the teaching of physical education courses in colleges and universities in my country, teachers mostly adopt the teaching form of teachers' teaching or demonstration, and students' passive learning or practice, ignoring students' subjective initiative, ignoring students' interests and hobbies, and affecting students' learning enthusiasm[7-8]. In this traditional teaching form, teachers are the main body of teaching, and students are only passive receivers and participants of knowledge, and cannot actively participate in the teaching of physical education courses. This directly affects the teaching quality of physical education courses, and also affects the implementation of the teaching objectives of physical education courses in colleges and universities.

2.2.4. Teachers and Students Cannot Form a Positive Interactive Relationship

Teachers and students are the two main subjects of teaching, but in the teaching of physical education courses in schools, teachers and students cannot form a good interactive relationship, which affects the teaching quality of physical education courses[9]. On the one hand, students' enthusiasm for physical education courses is not enough, and their enthusiasm is not high. Because the status of physical education courses in my country's education system has not been fully reflected for a long time, students have not paid enough attention to physical education courses, and have not consciously participated in physical activities and physical education courses. This affects the development of physical education courses in colleges and universities. On the other hand, teachers cannot actively explore students' interests and hobbies in teaching, and flexibly implement the teaching of physical education courses. Instead, they blindly regard physical education textbooks as the center and focus of teaching, and formulate teaching plans according to their own will, forming a teaching model of mechanical teaching for teachers and passive learning for students, which affects the depth and breadth of physical education teaching.

2.3. Implementation Principles of Teaching Method Reform of “School Physical Education”

2.3.1. Guide the Reform of Teaching Methods with Advanced Teaching Concepts

In the reform of school physical education curriculum teaching methods, it is necessary to change concepts, keep pace with the times, and guide the reform of teaching methods with advanced teaching concepts. First of all, education departments and schools should further increase the emphasis on physical education courses, and ensure the effective development of physical education courses in colleges and universities through policy support and institutional guarantees. Secondly, educators should actively study advanced educational concepts, change the traditional and backward educational concepts, and establish a student-centered and health-based teaching philosophy. In the specific implementation, educators should learn from the advanced teaching experience of physical education courses at home and abroad, and establish a physical education teaching system that meets the needs of the times according to the actual situation. While teaching

sports knowledge and skills, we should pay attention to guiding students to form a healthy concept of sports. Correct students' wrong sports methods, cultivate students' regular exercise and life-long exercise habits, so as to promote students' physical and mental development.

2.3.2. Promote the Reform of Teaching Methods with Rich Curriculum Content

The choice of school physical education course content directly affects students' enthusiasm for physical education courses. Therefore, when reforming the teaching methods of physical education courses, it is necessary to further enrich the teaching content of physical education courses, and select sports items that students like and have group participation as teaching items[10]. Pay attention to the entertainment, contemporary, practical and popular nature of teaching content. For example, when choosing sports, in addition to choosing the original competitive sports, mass sports such as bodybuilding, martial arts, Tai Chi, and sports dance can also be introduced into the curriculum. By enriching the content of the course, we can improve the students' participation in the teaching of physical education, and promote the implementation of the reform of physical education teaching methods.

2.3.3. Evaluate Teaching Method Reform with Scientific Evaluation System

In the traditional teaching evaluation system, the teaching effect of physical education courses is mainly evaluated by the students' mastery of physical skills. With the development of the times and the change of educational concepts, this evaluation method can no longer fully reflect the teaching effect of physical education courses. Therefore, in the reform of physical education curriculum teaching methods, it is necessary to establish a scientific and systematic teaching evaluation system to comprehensively evaluate students' comprehensive qualities such as sports skills, sports concepts, physical quality, mental health, willpower, and teamwork ability. At the same time, educators should also pay attention to the individual differences of students when conducting teaching evaluation, and choose appropriate evaluation methods and evaluation systems to conduct teaching evaluation according to the specific circumstances of students' age and physical fitness. The evaluation results can truly reflect the teaching effect of physical education courses, thereby promoting the smooth implementation of the reform of physical education courses teaching methods.

2.4. Implementation Strategies of Teaching Method Reform of “School Physical Education”

2.4.1. Realize the Transformation of Teaching Form from “Single” to “Multiple”

Due to the problem of single teaching form in the current teaching of physical education courses in colleges and universities in my country, when reforming the teaching methods of physical education courses, we must pay attention to the “diversified” development of teaching forms. First, teachers can flexibly use a variety of teaching methods to carry out physical education. For example, teachers can teach sports knowledge through lectures and demonstrations, or they can use group teaching to promote competition within and between groups through group competitions, and improve students' enthusiasm for learning[11]. Secondly, teachers can use a variety of advanced teaching tools to achieve the diversification of teaching forms. Teachers can choose multimedia, information technology, network technology, virtual technology and other technical means to assist teaching according to the needs of the course, and cultivate students' interest in physical education courses.

2.4.2. Flexible Choice of Course

In the reform of teaching methods of physical education courses in schools, teachers should pay attention to the selection of teaching content. First, teachers should choose appropriate teaching content according to students' needs and interests. Interest is the best teacher. Only when students are interested can the teaching of physical education courses be carried out smoothly. Therefore, when teachers choose teaching content, they should take students as the main body to avoid boring and boring course content[12]. Secondly, the choice of teaching content should meet economic and social development. With the development of the times, new forms of sports are also emerging. Teachers should actively absorb new sports knowledge and introduce contemporary sports items into the teaching of physical education courses in time to improve students' enthusiasm for learning. Third, teachers should teach students according to their aptitude and pay attention to stratified education. In teaching, the selection of course content is made according to the students' physical quality, exercise habits and other specific conditions. For different types of students, courses with different content are selected for teaching, so as to improve the pertinence of teaching content. Fourth, teachers should flexibly adjust the difficulty of teaching content. At present, there are a large number of competitive sports in the teaching content of physical education courses in colleges and universities. On the contrary, the teaching content of mass sports is less, and for non-sports students, the difficulty of competitive sports is higher and the technology is more complicated. Therefore, when carrying out the teaching reform of physical education courses, it is necessary to appropriately reduce the difficulty of teaching content and improve students' participation. Finally, teachers should pay attention to the popularity of teaching content. In addition to the teaching of traditional competitive sports such as basketball, football and volleyball, teachers should also pay attention to the teaching of healthy sports and mass sports. For example, aerobics, Tai Chi, Tai Chi ball, sports dance, fitness and other popular sports can be used as the content of physical education courses to supplement the teaching of physical education courses in schools.

2.4.3. Give Full Play to the Dominant Position of Students

Paying attention to the dominant position of students is the focus of teaching method reform. Teachers should pay attention to students' hobbies and personality development in teaching, and change the teaching mode of physical education courses from the traditional "teacher teaches, students learn" to "students learn actively", so as to improve students' subjective initiative in teaching. In specific teaching practice, teachers can investigate students' interests and opinions through questionnaires, after-class surveys, etc., and set teaching content under the premise of comprehensively considering students' opinions. At the same time, teachers should choose projects suitable for group participation in teaching, and encourage and urge students to actively participate in teaching projects. Help students learn in activities, get exercise in activities, grow in activities, continuously stimulate students' interest and enthusiasm in learning, and improve students' active learning ability.

2.4.4. Ingeniously Design Teaching Projects to Cultivate Students' Comprehensive Quality

The traditional physical education course teaching focuses more on the cultivation of students' sports knowledge and skills, ignoring the cultivation of students' comprehensive quality[13]. When carrying out the reform of the teaching method of learning physical education courses, teachers should not only pay attention to the cultivation of students' physical education ability, but also design teaching projects. Intentionally cultivate students' willpower, teamwork ability, innovation ability and other comprehensive qualities[14]. For example, teachers can choose projects that require teamwork when teaching, and cultivate students' spirit of unity and cooperation through

teaching. Teachers can also deliberately set obstacles in teaching, guide students to actively solve problems, and cultivate students' perseverance and innovation ability.

3. Exploration and Practice of “Course Ideological and Political” Teaching in “School Physical Education”

3.1. The Background of the Teaching of “Course Ideology and Politics” in “School Physical Education”

In December 2016, General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that classroom teaching should be used as the main channel, and ideological and political theory courses should be strengthened in the process of improvement. Improve the affinity and pertinence of ideological and political education to meet the needs and expectations of students' growth and development. All other courses must guard a channel and plant a good field of responsibility, so that various courses and ideological and political theory courses go in the same direction and form a synergistic effect. In 2018, the “General High School Physical Education and Health Curriculum Standard (2017 Edition)” promulgated by the Ministry of Education regards “implementing the fundamental task of cultivating people with morality and the guiding ideology of health first, and promoting students' health and all-round development” as the basic concept of sports and health curriculum. And “sports morality” is listed as one of the three main aspects of the core literacy of sports and health courses. The 19th National Congress of the Communist Party of China also emphasized once again: “It is necessary to fully implement the Party's educational policy, implement the fundamental task of building morality and cultivating people, develop quality education, promote education fairness, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique and beauty”. Morality is the foundation of life, and moral education is the foundation of education and the soul of educating people. “Course Ideological and Political” means that colleges and universities take moral education as their education orientation, and all courses reflect the elements of ideological, political and moral education, transforming the previous simple ideological and political education into a comprehensive ideological and political education covering all majors, disciplines and curriculum systems. Great moral education. The implementation of “course ideology and politics” is a beneficial exploration for colleges and universities to build a “big ideological and political” education pattern, solve the problem of co-cooperation between ideological and political courses and various courses, and give full play to the role of ideological and political education. An important measure of the fundamental task of man. It can be seen that strengthening ideological and political work is not only an important part of the education system and talent training system in colleges and universities, but also the soul that guides the construction of the education system and talent training system, and is the key to comprehensively improving the ability of talent training. In this context, as an important course for training talents in sports majors, how to fully tap the ideological and political education potential of its curriculum, strengthen the hidden education part of the curriculum, and build an all-round and three-dimensional education pattern It is a question that we must study in depth.

3.2. The Necessity of Carrying out “Course Ideological and Political” Teaching in “School Physical Education”

School physical education is a discipline that studies and reveals the phenomenon and laws of school physical education, and clarifies the basic principles and methods of school physical education. It is a professional theoretical course opened by the physical education major of colleges

and universities to train physical education teachers at all levels and organize and implement school physical education work. It has an important position and role in the training of professional talents. Through the study of this course, on the basis of mastering the theoretical knowledge of school sports, students are required to be competent in the teaching of physical education courses in primary and secondary schools, and effectively carry out school sports work such as extracurricular sports activities, extracurricular sports training and extracurricular sports competitions. School physical education, as a necessary means of school education, is an important content of school education. It not only plays an important role in promoting students' growth and development, enhancing students' physical fitness and other "sports". Moreover, it shows significant curriculum advantages in cultivating students' ideology and morality, tempering students' will and quality, and promoting students' mental health. It can well undertake the important responsibilities of students' physical education, moral education and health education.

Therefore, in the teaching process of physical education courses in schools, teachers impart professional knowledge and at the same time integrate ideological and political education to refine the ideological, political and moral education elements contained in the curriculum. Promote professional knowledge education and ideological value to lead the same frequency resonance, and realize curriculum education. Guide students to establish a sense of professional mission of "national health, national aspirations, and sports first". Implement the educational concept of Lide Shuren, improve self-confidence and self-reliance, tenacious struggle, unity and cooperation, dare to take responsibility, and be willing to contribute to the humanistic quality. Students will be trained to become sports talents with high political literacy, good ideological and moral character, deep humanistic literacy and strong professional ability. This is not only to implement the practical needs of ideological and political education in every course in colleges and universities, and each teacher to teach people, but also an effective way to integrate professional education and ideological and political education.

3.3. Sorting Out and Refining the Elements of Ideological, Political and Moral Education in the Teaching Content of "School Physical Education"

School physical education is a knowledge system formed by school physical education as the research object. Its teaching content mainly includes the historical changes, purpose and function of school physical education, school physical education system and regulations, school physical education curriculum and teaching, school extracurricular physical education, and the professional development of physical education teachers. To carry out ideological and political teaching in school physical education courses, we must first carefully sort out the ideological and political education resources of school physical education courses, dig deep into the ideological, political and moral education elements contained in the teaching content, and carefully design the teaching content. Then, it took no time to ingeniously integrate ideological and political education, so that the physical education courses also have an "ideological and political flavor".

3.3.1. Patriotism

Sports is an important symbol of social development and human progress, and the development of sports is closely linked with national and social development. For example, Chapter 1, the historical evolution and ideological evolution of school physical education, can fully explore the content of patriotism education when teaching the military and national sports ideology that was the mainstream of school physical education in our country at the beginning of the 20th century. Cai E, an outstanding patriotic general in China at that time, was an advocate and practitioner of military and national sports thought. Throughout his life, he has been trying to save the country, and he has

the world in his heart. During the critical period of the revolution, he always came out bravely, was not afraid of danger, and fought to the end for the country and the people. The sports ideas he put forward are to revitalize China with sports, save the country and strengthen the people with sports, advocate the spirit of martial arts, and carry out military education for the whole people to improve the quality of the people. The military and national sports thoughts have had an important impact on modern sports in our country, promoted the establishment of modern sports courses, broke through the shackles of traditional education that emphasizes the mind over the body, and promoted the formation of a “martial arts” ethos. In the process of teaching, teachers combine Cai E’s case of prospering the country through sports, thereby deriving the current dream of my country’s sports power. Let students realize that the strength of sports and the strength of the country complement each other, and that the strength of sports is an important part of the Chinese dream of the great rejuvenation of the Chinese nation. In this way, students’ patriotism is stimulated, and students are guided to combine their personal destiny with the destiny of the motherland, and work hard to realize the dream of building a strong country through sports.

3.3.2. The Value of Life

Contemporary young college students have knowledge, ideals, and aspirations, and are a special group favored by society. They are the pillars of the motherland, the future and hope of the nation. Strengthen the ideological and political education of college students, guide them to think about life, pursue a valuable and meaningful life, and establish correct life values. It is necessary to be close to real life, to be close to social reality, to be close to the people, and to inspire them how to proceed from their own reality and make a good life and career plan. When describing the content of this chapter of physical education teachers, the personal case of Zhang Qiongqiong, a real-life rural physical education teacher, provides very good ideological, political and moral education materials for classroom teaching. The story tells how Zhang Qiongqiong, a young teacher born in the 1980s who is willing to give and take root in the grassroots, uses his sports expertise to support the rural left-behind children to support their basketball dreams. Help them open the road to another beautiful life, so as to realize their life value in dedicating their youth. Moreover, there are many shining details on Zhang Qiongqiong’s body that can be infiltrated into classroom discussions. For example, at the beginning of the establishment of the "Gangtingao School Women's Basketball Team", the school had no funds, so Zhang Qiongqiong spent nearly a month and a half of wages of more than 280 yuan, and bought 8 sets of jerseys, sneakers and basketballs from the Internet for 8 left-behind players. In the process of team training, we overcame various difficulties and persuaded the parents of the team members to allow their children to practice basketball. During the holiday training, Zhang Qiongqiong did not care about personal gains and losses, and gave the team members food and control, teaching them to actively participate in training and so on. These subtle and touching points allow students to subtly accept the baptism of their souls, to think about the value and meaning of life, and to create unlimited life value in their limited life.

3.3.3. Women's Volleyball Spirit

When it comes to the Chinese women’s volleyball team, people can’t help but think of the “women’s volleyball spirit”. Along the way, the Chinese women’s volleyball team has overcome all obstacles, overcome all obstacles, and created one brilliance and miracle for China. Fighting is courage, unity and cooperation, tenacious struggle, never give up. This is the spirit of the women’s volleyball team, the power that inspires China to move forward bravely, and it is also China's precious spiritual wealth. When studying the content of this chapter of school after-school sports competitions, teachers can naturally infiltrate the spirit of women's volleyball into classroom

ideological and political teaching, so that students can thoroughly understand and deeply understand the significance of school after-school sports competitions. Carrying out school sports competitions can help to cultivate young people's competitive awareness of striving for the upper hand and fighting hard. The competition of group projects helps students develop their sense of cooperation and rules. Moreover, sports competitions can also select and transport outstanding sports reserve talents for the country. At the same time, in the process of learning, students should be inspired to integrate the spirit of the women's volleyball team into their daily sports training, be solid, study hard and practice hard. In the face of strong opponents and fierce competitions, we must fight in unity, be fearless, work hard, and have the courage to forge ahead, learn how to win under the rules, and have the courage to lose with dignity and dignity. By integrating the spirit of the women's volleyball team into the teaching of professional knowledge, and using the spirit of hard work and progress to regulate and correct the ideological behavior of young college students, the value guidance of the spirit of the women's volleyball team is realized.

3.3.4. Professional Responsibility

Physical education teachers are the main body in the implementation of school physical education work. The professional responsibility and mission of physical education teachers directly affect the implementation effect of school physical education work, and are related to the physical and mental health and growth of students[15]. At present, the physical health of young people in our country is not optimistic, and the situation is still grim. Health problems such as overweight and obesity are serious, and the incidence of myopia continues to increase. The development of students' physical function and physical quality has not reached the expected ideal goals. When studying the content of Chapter 2 School Physical Education and Students' All-round Development, teachers supplement and extend relevant current affairs materials in a timely manner while explaining professional theoretical knowledge. Expand students' horizons and introduce ideological, political and moral education in a timely manner. To make students aware of the current reality of the physical health of young people in my country, and to correctly understand the problems of overweight, obesity, decreased cardiopulmonary function, and low exercise ability during adolescence. All of them lay hidden dangers for the health of adulthood, resulting in a great increase in the prevalence of cardiovascular and cerebrovascular diseases, diabetes and other diseases. This will cause great loss and harm not only to individuals and families, but also to the health of the entire Chinese nation. At this time, teachers take advantage of the situation to inspire students to shoulder more professional responsibilities. Not only will we have good physical education classes in the future, but also enrich extracurricular sports, so that children will like sports and fall in love with sports. They should also take more professional responsibilities in popularizing health knowledge and improving health literacy, and contribute their due strength in promoting the construction of a healthy China.

3.3.5. Legal Awareness

As a sport, sports have the functions of physical fitness, leisure and entertainment, but at the same time it also has inevitable dangers. School sports activities are mainly based on students' physical exercises, and students have to bear a certain amount of exercise load. Especially when participating in some collective sports with strong confrontation, physical contact with each other is inevitable. Therefore, it is difficult to completely eliminate and avoid student injury accidents in school physical education teaching. When teaching the content of the chapters of the sports safety management system in schools in our country, some physical education teachers are listed as neglecting classroom teaching management, ineffective in safety protection measures, and failing to

fulfill their responsibilities. The explanation and demonstration of sports technical skills are not in place. Or corporal punishment of students in disguise. As a result, the cases of personal injury accidents among students are used to remind students that legal awareness is a compulsory course for students majoring in physical education, just like teachers' moral literacy. Some of the student injury accidents in school sports in recent years are closely related to the omissions of physical education teachers' teaching management and weak legal awareness. As a physical education teacher, professional ability is of course important, but also a strong concept of the rule of law and a noble teacher's morality. Through classroom teaching, the legal awareness is infiltrated into the hearts of students, so that students can understand the socialist laws of our country, learn to use the law to protect their legitimate rights and interests, and cultivate their good habits of knowing the law, understanding the law and abiding by the law.

3.4. Design and Implementation of Ideological, Political and Moral Education in the Teaching Link of "School Physical Education"

School physical education is a course in the professional knowledge system of physical education in colleges and universities. It has its own clear teaching goals and objectives. As a new educational concept and a new way of thinking, curriculum ideology and politics are integrated into the teaching of physical education courses in schools to produce a chemical reaction. Inevitably, on the basis of fully excavating the elements of ideological, political and moral education in the curriculum, the ideological value should be guided through all aspects of curriculum education and teaching, which puts forward higher requirements for teachers' teaching ability and moral education level. Teachers must first establish a sense of responsibility for ideological, political and moral education, and shoulder the responsibility of educating people in the classroom. Secondly, work hard in all aspects of the course teaching work, carefully design ideological and political moral education, and improve the effect of ideological and political teaching in the classroom.

3.4.1. Legal Awareness

The content of school physical education textbooks can be divided into four parts: basic problems of school physical education, physical education curriculum and teaching, extracurricular physical education, and physical education teachers. As a teaching teacher, first of all, you should be familiar with and study the textbooks, carefully sort out the knowledge structure system of the textbooks, sort out which chapters of the textbooks can effectively use the ideological and political education resources, and fully tap the ideological and political education materials, which are suitable for the development of ideological and political education. Which chapters can highlight the teaching of professional knowledge, list the content items of ideological and political teaching, and formulate an overall plan for the ideological and political teaching of the course. In this way, it can be clear at a glance, know what to do, and carry out ideological and political teaching in a targeted manner. For example: the development of Chinese school physical education in the school physical education curriculum, the comprehensive development of school physical education and students, the goals and objectives of school physical education in my country, the system and organizational management of school physical education, after-school physical education training, after-school physical education competitions, physical education teachers and other chapters can be integrated into ideological and political education. From a methodological point of view, curriculum ideology and politics should also pay attention to methods and strategies. Not all chapters can be mechanically imitated, far-fetched, and talk about ideology and politics in a formal way. It is to realize the guidance of ideological value in the spring breeze and drizzle and moisturizing things silently.

Secondly, for each ideological and political teaching of physical education courses in schools, teachers should carefully prepare lessons before class, strengthen lesson preparation, and collect and sort out positive energy materials of the times and society according to the curriculum syllabus. Combined with the content of physical education, find an effective “connection point” with the content of ideological, political and moral education. On this basis, the ideological and political teaching plan for each class is formulated, focusing on the design and implementation of the ideological and political teaching objectives, teaching methods, and teaching organization of the course. Let the theoretical courses of sports majors also shoulder the students' correct world outlook, outlook on life and values education, and encourage students to grow up healthily and talent.

3.4.2. Clarify the Ideological and Political Teaching Goals in the Class, and Use the Teaching Methods Rationally

Classroom teaching is the main position and main channel for implementing course teaching tasks. From the logical starting point of the classroom teaching process, the teaching goal is the starting point and end point of the teaching link and classroom teaching activities. The ideological and political teaching goals of professional courses can be roughly divided into knowledge goals, ability goals and ideological, political and moral education goals. According to the integration of professional content and the content of ideological, political and moral education, the goals of ideological, political and moral education can be subdivided into ideological and political, moral quality, humanistic quality, affection and other goals. For example: in the ideological and political teaching plan of the second chapter of school physical education and students' all-round development, the teaching goals are set as knowledge goals and moral goals. It not only emphasizes the teaching of sports professional knowledge, but also pays more attention to students' thinking about the significance and role of school sports, and the examination of the professional responsibility awareness of physical education. The course not only allows students to resonate with values such as professional responsibility and selfless dedication, but also lays a moral and emotional foundation for future teaching practice.

The choice and application of teaching methods are directly related to the effect of classroom teaching. In the process of ideological and political teaching of physical education courses in schools, teachers should combine the characteristics of ideological and political materials, students' receptive ability and teachers' own conditions according to the goals of ideological and political teaching. Flexible use of correct teaching methods and methods can effectively improve the effectiveness of classroom ideological and political teaching. For example: in the classroom teaching of physical education teachers in Chapter 15, the teacher introduces a new class according to the teaching routine and shows the teaching objectives of this class. Then focus on teaching physical education teachers' personality, knowledge, ability, work, research and other professional content. On the basis of students' mastery of professional knowledge, teachers skillfully introduce ideological and political education and teaching in combination with relevant typical cases. First, through the case teaching method, the teacher briefly introduces the content of the video case, and at the same time pushes out the pre-set questions through the teaching courseware. Then, use the intuitive method to organize the whole class to watch the teaching video “The World of ‘News Investigation’ Left Behind (Part 1)” together. And asked the students to think while watching with questions. After the task of this teaching link, the teacher asked the students to dedicate their youth and talents to Zhang Qiongqiong, a rural special post physical education teacher in ordinary positions. The deeds of creating “The Legend of the Mountain” will be discussed, and students will be guided to clarify their views from the realization of personal life value, the promotion of social positive energy, the beauty and beauty of rural teachers, and the social impact they produce. Finally, teachers make comments and summaries based on students' classroom discussions, so that students

can learn professional knowledge while subtly learning the life insights and ideological essences they have acquired.

3.4.3. Extend Classroom Teaching after Class to Promote Students' Moral Internalization

With the rapid development of modern information technology such as the Internet and multimedia, educational information technology is widely used in the field of education. Various new teaching methods emerge in an endless stream, providing teachers with a variety of online classrooms and smart classroom teaching interactive platforms. Through online and offline mixed teaching, teachers should extend the tentacles of classroom teaching to families, schools and society, and at the same time integrate after-school practical activities into students' learning and life. Enhance students' deep understanding of classroom knowledge, and sublimate students' cognition and thoughts and emotions. For example, after learning the role of school sports on health, teachers assign after-school tasks to students through online smart classrooms. Students are required to consult relevant materials after class "Health is a Responsibility", analyze and think about the sense of responsibility for health, the subject of responsibility and effective measures for health promotion. And submit personal ideas to the classroom online teaching platform, so that teachers can grasp the students' thinking and understanding. And in the next class to conduct class discussion in the form of small groups. Teachers timely guide students to analyze the responsible subjects of health from different angles and levels, including individuals, families, schools, society and government departments. Health promotion is a comprehensive and systematic project, which requires government leadership, departmental cooperation, social participation, unit and family implementation, and individual attention to form a joint effort, so as to improve the health awareness and level of the entire nation. Afterwards, teachers commented and concluded that the most important responsibility and maintenance of health is to start from oneself. Improve the level of health literacy, actively practice a healthy lifestyle, and develop good living habits. After-school homework is an effective expansion and extension of classroom teaching. In this ideological and political teaching, it not only consolidates the professional knowledge learned in the classroom, but also strengthens the students' sense of responsibility. And while delivering health, it cultivates students' humanistic feelings of caring for themselves, their families, and friends, and promotes the internalization of students' morality while moisturizing things silently.

4. The Application of CBE Teaching Mode in the Teaching of "School Physical Education"

4.1. The Characteristics and Connotations of CBE Teaching Mode

4.1.1. The Characteristics of CBE Teaching Mode

The CBE teaching model breaks the general higher education curriculum system that uses the academic system for curriculum development. This kind of education system aims at cultivating students' practical and operational ability as the main goal, and takes the professional job demand as the starting point, and its purpose is ability-based education. This ability is the theoretical knowledge, practical skills, spirit, ideas and attitudes required to complete certain occupational tasks. It has the following characteristics: 1) CBE takes the actual ability of students to engage in professional occupations as the basis for education, training objectives and evaluation standards. 2) CBE takes ability as the basis of teaching, and makes flexible and controllable formulation of students' study plans according to the needs of different levels of occupational positions and social needs, which changes the simple and rigid academic system in the past. 3) Starting from the actual situation of students, teaching students in accordance with their aptitude and local conditions,

starting from the needs and interests of students, and adopting differentiated teaching. 4) The evaluation of ability focuses on using it in real situations. In the teaching process, CBE emphasizes students' self-learning and self-evaluation, and adopts teachers' guidance as the main method to promote students' autonomous learning. 5) CBE emphasizes flexibility in teaching and strict science in management. 6) Different students are allowed to have different learning progress, and the teaching plan is tailored to the needs of students.

4.1.2. The Connotations of CBE Teaching Mode

The sustainable development of a person's life is fundamentally a process of excavating and awakening the inner potential of a person as the subject. It is precisely because of the continuous development of people that promotes the continuous development and renewal of today's society. The continuous improvement and improvement of people's cognitive and development ability, practical ability, creative ability, competition and cooperation ability, etc., is completed in the process of their education[16]. Therefore, the "ability" in ability-based education is a summary of the comprehensive ability that the educated should have. The American scholar Chatboya has made innovations on the concept of ability, and widely understands ability as the potential ability of human beings. It can be a motivation, a trait, a skill, a person's self-image, an aspect of a social role, or a whole of knowledge used. Therefore, ability is the quality preparation necessary to perform one's duties. Through vocational training, one's potential can be transformed into actual ability.

One of the core spirits of the CBE teaching model is to pay attention to the fact that the learning progress of the educated is determined by its own ability, rather than the length of the prescribed learning time. This point of view highlights the connotation of ability-based education. The unity of knowledge and ability structure optimization and personality development is the realization process of the actual social existence and social needs in the educational process. It marks the optimization of the educated cognitive structure, moral structure, aesthetic structure and psychological structure, as well as the construction of the subject status on this basis, the establishment of subject consciousness, and the publicity of subject spirit and personality.

The CBE teaching model is a quantifiable and observable model system based on CBE education, which requires that the overall development of personality should be paid attention to in the optimization of students' knowledge and ability structure, and the optimization of knowledge and ability structure and the unity of personality development should be realized. From the perspective of social needs, each educated person is both an ordinary member of society and a specific social role. In the process of a person's socialization, it is necessary to follow the universal social norms, so that the personality can develop in a comprehensive, balanced and coordinated manner. It is also necessary to focus on the dominant resources of individual subjects, so that the structure of knowledge and ability can be optimized in a specific way. This teaching model focusing on human development will be more applied to more disciplines in the future.

4.2. Problems Existing in the Teaching of “School Physical Education”

Constructivism believes that knowledge is actively constructed by cognitive agents, construction is achieved through the interaction of old and new experiences, and knowledge is the product of attributes and interactions between individuals and social or physical situations. The course “School Physical Education” has been offered for many years in colleges and universities that set up physical education majors in my country, and it plays an important role in cultivating students' good professional terminology, consolidating teaching theoretical knowledge and shaping students' strong physical education practical ability. However, there are still many problems in the teaching of physical education in schools. For example, students majoring in physical education have a low

degree of understanding, mastery and flexible application of professional theoretical knowledge, and they cannot easily convert the theoretical knowledge they have learned into practical ability in actual professional positions. Mainly divided into the following situations.

4.2.1. The Current Situation of Teaching Emphasizes Tradition and Neglects Innovation

The teaching mode that pays too much attention to the teaching of theoretical knowledge highlights the accumulation of theoretical knowledge and teaching ability of teachers, and emphasizes the teaching atmosphere of the classroom and the final examination results. The development of students' practical application ability and the development of students' learning motivation, learning attitude and learning emotion are ignored. In addition, the learning and acceptance abilities of different students are uneven, and the counterpart schools for their future employment are also different. Because this kind of teaching is out of touch with the needs of actual professional occupations, the biggest victim is the students themselves.

4.2.2. The Contradiction Between Educators and Educators

Through the analysis of the questionnaire survey, it is known that there is a general shortage of teachers in the theoretical courses of physical education, especially the teachers in the field of sports humanities research to which the physical education courses belong. Due to the influence of teachers' personal educational experience, personal professional quality and external environment, the teaching mode of most theory teachers follows the traditional teaching mode, and less highlights individual characteristics and teaching characteristics. There is no substantial change in the ideas and educational models handed down by the students, and they cannot meet the needs of the rapidly developing society. Due to the limitations and characteristics of the "School Physical Education" curriculum itself, most chapters are a little boring, and there is an irreconcilable contradiction between the inner resistance of students and the too absolute dominance of teachers. In addition, there is a certain contradiction between the goals of the curriculum and the limitations of the ways to achieve them. The carrier of this contradiction is both teachers and students.

4.2.3. The Distance Between Curriculum Construction and Curriculum Content Compilation and Social Demand

The essential decoupling of school physical education teaching theory research and teaching practice[17]. For example, the setting of goals for each learning area is very ideal and still remains at the level of imagination, while the actual situation of students changes every year, so the setting of level goals and expected effects is out of reality. With the development of society and the physical and mental development requirements of students at all levels and types of schools, the voice of some outdoor sports and the training of necessary wild survival ability and self-protection ability has gradually become stronger. There is also a lack of teaching and practice of such content in current textbooks. In addition, school physical education is generally offered as a compulsory course. Before the opening, there were no tests on students' interests, students' abilities, and students' understanding of sports, so it was affected by students' own negative attitudes to a certain extent.

4.2.4. The Gap Between Urbanization Demand and Theoretical Knowledge Update

The new "Curriculum Standards" put forward new goals for the teaching of physical education courses in schools at all levels in our country. However, my country's current urbanization development trend is unbalanced, and the economic, political and cultural development of coastal

areas is much stronger than that of inland cities. Therefore, there is a certain gap between the school teachers, teaching facilities and equipment, and the quality and source of students in economically developed cities and economically underdeveloped cities. Teaching according to the unified standards of the existing textbooks will hinder the teaching of physical education courses in economically developed cities to a certain extent, and will make the teaching of physical education courses in economically underdeveloped cities feel pressure. Therefore, the premise of the realization of the goals in the teaching field should be the need for relatively balanced differentiated teaching under the conditions of a generally progressive economy and culture, which can reduce the differences between urban and rural physical education and increase it.

4.3. The Difference between Teaching Mode and Traditional Teaching Mode

A schema is the standard form of something. Joyce and Weir in the United States believe that a teaching model is a paradigm or plan for composing courses and lessons, selecting teaching materials, and prompting teachers' activities. It has common characteristics: 1. It is closely related to teaching theory or teaching concept and fully serves it. Second, it is the concrete embodiment of the teaching process, with a relatively stable teaching process structure. Third, the teaching mode is not a specific teaching method and organizational form, but it itself reflects a certain teaching concept. The traditional teaching mode of physical education in schools is relatively rigid, generally dominated and active by teachers, and students spend most of their time in class. The ability to participate in practice, discover and solve problems from practice is insufficient, combined with existing research, the author compares the traditional teaching mode with the CBE teaching mode. See Table 1 for details.

Table 1: Comparison of traditional teaching mode and CBE teaching mode

	Traditional teaching mode	CBE teaching mode
Type of education	Subject education	Ability + Quality Education
Professional setting	Education Sector Planning	According to market and workplace needs
Professional assessment	Determine whether the credits are qualified or not according to the subject content	Assessed according to the size of the ability and occupational conformity
Professional goals	Ability to idealize	Ability to meet actual needs
Teaching environment	Abstract, general, rigid	Individual design and flexibility
Teaching implementation	Strictly follow the progress of the syllabus; teaching and learning are single; based on paper-based assessment	Teaching students in accordance with their aptitude, jumping; teachers and tutors are parallel; practical operation assessment is the main
Teaching evaluation	Poor measurability and controllability	Periodic, timely and measurable and controllable

It can be seen from Table 1 that the traditional teaching mode and the CBE teaching mode are quite different in terms of education type, professional setting, professional assessment, professional goals, teaching environment, teaching implementation and teaching evaluation. And this difference is precisely the innovation of the CBE teaching model itself, which is more suitable for the practice of school physical education teaching, and can assist the school physical education course to find a

new way in the traditional teaching.

4.4. Feasibility Study on Adopting CBE Teaching Mode in School Physical Education Course

4.4.1. Feasibility Analysis of School Physical Education Curriculum Development

How to better apply the CBE teaching model to the school physical education curriculum requires a feasibility analysis of curriculum development. The Canadian DECUM (Developing Curriculum) method is a typical representative of the development method of capability analysis. It is an analysis method of professional ability, and a special committee is formed by outstanding practitioners who have worked in a certain profession for a long time and have rich experience. Use the brainstorming method to discuss and identify the comprehensive ability and related special ability required for the job. Usually, a profession can be decomposed into 8-12 comprehensive abilities, and each comprehensive ability contains 6-30 special abilities. See Table 2 for details.

Table 2: DECUM analysis sheet

Comprehensive ability 8-12	Special ability 6-30		
A1	A2	An
B1	B2	Bn
.....	
L1	L2	Ln

Table 3: DECUM analysis of CBE teaching model perspective

The laws and principles of school sports development	Comprehensive thinking ability, oral expression ability, generalization ability, etc.
School Sports History	
School physical education management and organization	Independent thinking ability, school physical education teaching methods and principles planning and management ability, social sports activity guidance and school sports guidance ability, teaching and training ability, organization and referee ability, choreography and innovation ability, comprehensive application of sports science principles ability, personal charm cultivation, etc.
Handling of emergencies in school physical education	
Teachers' quality and further study	Self-learning ability, exploration spirit, skepticism, innovation ability, etc.
The development trend of school sports in the future	Explore and discover learning ability, critical reality ability, materialistic thinking ability, etc.

CBE teaching mode is a completely new teaching mode which is completely different from the traditional teaching mode. The reason why it is widely adopted by higher vocational colleges is because of its outstanding practice and ability to meet the needs of occupational positions. It is a fundamental change in higher education teaching, a brand-new educational teaching method, and a brand-new educational concept. Applying the CBE teaching model to the teaching of physical education in schools, the main teaching goals are as follows: to promote the formation of students' comprehensive sports ability, to cultivate students' creativity, to cultivate students' awareness of independent work and unity and cooperation, and to promote the formation and development of students' ability to coordinate and cooperate. The formation of students' good adaptability. Try

CBE teaching mode in school physical education teaching. The purpose is to improve students' self-learning awareness and the development of exploration spirit, enhance their own subjective practice, innovation and creativity, teamwork and individual division of labor. Establish a practical teaching model for physical education majors that is conducive to students' personality development and lifelong sports[18]. It provides some references for the further improvement of the theoretical knowledge of physical education in schools and the reform of practical teaching.

The current research field divides the implementation of the CBE teaching model into the following steps. Determining the real needs of students - analyzing students' occupational positions - determining students' different conditions and formulating different teaching tasks - preparing tests - developing study packages - testing and revising study instruction manuals - managing the development of learning systems - implement and evaluate curriculum programmes. Then, through comparative analysis and expert interviews, combined with questionnaires, the reference indicators for curriculum development and analysis using the CBE teaching model in school physical education teaching are shown in Table 3.

The indicators in the field of professional knowledge and special skills in this table are obtained from the textbooks currently in use and the surveys and interviews of relevant experts in the field of physical education in colleges and universities: to a certain extent, it reflects the characteristics of the school's physical education curriculum and the current society's demand for the professional ability of physical education students, and the degree of agreement between the two is relatively high. Therefore, the introduction of CBE teaching mode is an innovation for the reform of school physical education teaching mode. CBE teaching mode should include the assessment of students' learning attitude and conduct. Assessment of students' professional knowledge and skills. In terms of the basic skills and basic equipment and equipment that students need to master, as well as the assessment of students' actual professional ability, the combination of CBE teaching mode in school physical education teaching can be used as an attempt.

4.4.2. Four Teaching Modules of CBE Teaching Mode

The CBE teaching model emphasizes the determination, learning and application of the competencies required for occupational positions. All its specific practical operations revolve around the skills and abilities required for professional positions, and use this as the standard for formulating relevant teaching plans, curriculum development and management, student learning and final assessment[19]. The CBE teaching mode requires that the training of each skill taught should highlight the combination of practical operation and theory, and closely link students' quality, ability and special skills.

First, the training curriculum is modular.

The modularity of the training course is conducive to the systematic and scientific management of the course development, and based on this, the whole course is organically unified. For school physical education courses, the practical teaching part is the training content and progress that requires the teamwork of teachers and tutors to tailor the training content and progress to students[20]. According to the differences of students themselves, the courses taught can also be differentiated. At the same time, flexible teaching methods are adopted to make the practice part of the school physical education curriculum form a fixed mode within a certain period of time.

Second, the roles of trainers and trainees have changed.

In colleges and universities, the trainer is the teacher, and the trainee is the student. In the traditional teaching model, the teacher plays a leading and active role, is the executor and the maker of the entire teaching activity, and is at the top of the entire teaching system. The educated role played by students is the receiver, lacking their own innovation and exploration. In the CBE teaching model, the role of teachers gradually evolves into servants, guides and mentors, playing

the role of “beacon” for students. On the other hand, it greatly encourages students’ own subjective initiative, and cultivates students’ abilities of autonomous learning, self-management and self-evaluation. The comprehensive quality and professional quality of students can be greatly improved, and they will become compound talents who can learn, can learn and love learning.

Third, the development of learning resources.

The development of learning resources in the CBE teaching mode includes teachers, classrooms, laboratories, simulated practice environments, training bases, training materials, reference books, tutoring materials, various audio-visual materials (such as teaching films, video tapes, projectors, disks), CD-ROM), computer software, etc. Therefore, the innovation of CBE teaching mode is mainly explored through these learning resources.

Fourth, training management innovation.

In the CBE teaching mode, students' study and practice time are more freely controlled. According to the individual ability of students, break through the traditional time limit of studying in school. Students are encouraged to enter a social or simulated work environment to examine in practice what they have learned and what they lack.

5. The Application of SPOC Teaching Mode in the Teaching of “School Physical Education”

5.1. The SPOC Teaching Mode and Teaching of “School Physical Education”

5.1.1. The SPOC Teaching Mode

With the rapid development of network information technology, network information technology has been continuously applied to teaching. In 2011, the MOOC (massive open online course) platform was born. The MOOC platform can share high-quality teaching resources and promote the reform and development of school curriculum. However, MOOC teaching cannot fully adapt to the classroom teaching of schools. Teachers and students lack face-to-face communication and communication, lack of teachers’ management and monitoring of students’ learning process, low learning enthusiasm, and unsatisfactory learning efficiency and effect. This affects the quality of education. With the continuous innovation and exploration of MOOC courses and increasing the management of online courses, SPOC (small private online courses, that is, small-scale restricted online private courses) hybrid teaching mode that integrates MOOC and traditional teaching emerged. This model is an organic integration of online teaching and offline classroom teaching. It has the characteristics of small number of people, teachers and students can face to face, and the class is relatively fixed. It also inherits the characteristics of MOOC online teaching videos, online learning, and online evaluation. It fully realizes the organic integration of online learning and offline classroom teaching, and improves the effect of course teaching.

5.1.2. Analysis of the Current Situation of “School Physical Education” Teaching

“School Physical Education” is a comprehensive and applied subject that studies the phenomena and laws of school physical education. This course is a very close combination of theory and practice. In addition to learning the relevant theories of school physical education, it must also be combined with the current new situation of my country’s basic education physical education and health curriculum reform, and apply theoretical knowledge to school physical education practice. In the long-term traditional teaching process, it often only pays attention to the learning of theoretical knowledge, while ignoring the cultivation of students' comprehensive practical ability. Furthermore, due to the limitation of school hours, the role of school physical education in cultivating students’ comprehensive ability will be weakened. Therefore, the use of blended teaching mode in the

teaching of “School Physical Education” is an effective way to comply with the curriculum reform and development and improve the teaching effect and students' comprehensive quality.

5.2. Construction of the Blended Teaching Mode of “School Physical Education” Based on SPOC

Combined with the curriculum standards of “School Physical Education”, the curriculum objectives and content of each chapter are systematically sorted out, and Panya Chaoxing is used as the main online teaching platform, combined with high-quality teaching resources such as Rain Classroom and MOOC for Chinese Students. The blended teaching mode is adopted in the teaching of “School Physical Education”, and three forms of design are mainly carried out, namely online learning activities, offline teaching activities and practical exercises (see Table 4 for details).

Table 4: “School Physical Education” Blended Teaching Mode

Teaching link	Teaching form		
	Online learning activities	Offline teaching activities	Practical exercise content
Before class	Receive study assignments, watch videos, study courseware, complete assignments, complete test questions, assignments and discussions	Summarize the results and sort out difficult problems	Receive study assignments, watch videos, and practice exercises Individual and group exercises
In class		Course review, achievement presentation, case explanation, communication and interaction, solving key and difficult problems	Micro-classes, trial teaching, demonstration of teachers' basic skills, physical education class density and exercise load strategies, etc., evaluation and analysis
After class		Check for gaps and fill in the gaps and complete the homework	Summarize

Online learning activities are mainly students' self-learning of courses using the SPOC platform. The design and development of the SPOC teaching platform is a critical factor for the success of blended teaching. The content of the teaching platform construction mainly includes teaching courseware, lesson plans, teaching videos, course standards, chapter content, chapter detection, etc. Before class, teachers prepare teaching resources, use the platform to assign tasks, and push the preview before class. Students watch videos, PPTs, lesson plans and other content through mobile phones, computers and other terminals according to the learning tasks, and complete the test questions. Students discover problems through online learning, and solve them in time through offline classroom teaching activities.

Offline teaching activities are also different from traditional classrooms. The teaching of traditional classrooms is carried out in the form of teachers “speaking” and students “listening”, and students are in a passive acceptance state, which is not conducive to students' personalized development. The offline teaching of the blended teaching mode is mainly to test the results of online learning, and uses the form of course review, random questions, group results display, case explanation, communication and interaction to test the effect of students' learning. Teachers prepare

lessons carefully and collect relevant materials before class. Students complete various tasks assigned by teachers, sort out and review what they have learned online, and sort out what they have learned and difficult problems, so that they can be solved centrally in the course of class. The in-depth blended teaching mode is continued in the class, and the key issues in the learning are emphasized, so as to deepen the understanding of knowledge and improve the application ability, and enhance the students' attention and participation in "School Physical Education". Students put forward the problems encountered in online learning, and use the form of discussion, answering questions, etc., to exchange and feedback the doubts and problems before the class at any time. Combining professional knowledge and cases, teachers encourage students to think independently, help students sort out knowledge, and cultivate students' awareness and ability to apply theoretical knowledge to practice. After class, continue to check and fill omissions, publish assignments, test questions, etc. on the teaching platform. Students use group discussions to conduct inquiry-based learning, respect students' ideas, and truly reflect students' subjectivity. The content of practical exercises is mainly that students apply theory to practice through theoretical study and observation and analysis of high-quality physical education class videos. Through the practical exercises of various elements of physical education, including the issuance of passwords, the transformation of queues, the organization of teaching, the application of teaching methods, the compilation of lesson plans, the measurement of physical education class density and exercise load, etc., the trial teaching ability is continuously improved.

5.3. Teaching Evaluation Design of "School Physical Education" Based on SPOC Environment

The blended teaching model based on SPOC is applied to the teaching of "School Physical Education" in the physical education major, and it is designed from three aspects: online learning activities, offline teaching activities, and practical exercises. Compared with traditional teaching, the content and weight of students' evaluation have been revised. In the traditional teaching mode, the evaluation of students does not include learning feedback and online testing. In the SPOC-based blended teaching model, considering the status of learning feedback and online testing in learning, they are included in the assessment scope, and the usual grades and final grades are appropriately reduced (see Table 5 for details)

Table 5: Comparison of traditional teaching and blended teaching mode evaluation (%)

	Final grade	Usual performance	School assignment	Learning feedback	Online test	Practical exercises
Traditional teaching	70	15	15	/	/	/
Blended teaching	50	10	10	10	10	10

5.4. Analysis of the Effect of the Blended Teaching Mode of "School Physical Education" Based on SPOC

In the blended teaching mode, the summative assessment is constantly weakened, its proportion is reduced, the process assessment is enhanced, and the content of the process assessment is increased. Through a survey of students majoring in physical education, it is found that students are very interested in the blended teaching mode adopted in "School Physical Education", and believe

that they can easily master knowledge and can control their time. More opportunities for self-expression and exercise are added, and professional skills are better improved. By comparing the grades of students of the same major in different grades, the students' grades under the blended teaching model have been significantly improved, and the effect is better in the improvement of their professional skills and the cultivation of practical ability.

6. Research on the Reform Path of Teaching Concept of “School Physical Education”

6.1. The “School Physical Education” Course Needs to Pay Attention to the Concept of “Health First” and the Cultivation of Lifelong Sports Awareness

At the end of the last century, Chinese school sports formed a relatively unified guiding ideology of “health first” and “lifelong sports”. “Health first” is manifested as a three-dimensional view of health in harmony with physical, psychological and social adaptation. School sports are the foundation of lifelong sports, and the establishment of lifelong sports ideas is crucial to the reform of school sports. The update of educational concepts is the first to bear the brunt of the new round of physical education curriculum reform. The “School Physical Education” course is a professional basic theoretical course set up to train physical education teachers at all levels to organize and implement school physical education work. Therefore, establishing the concept of “health first” and lifelong sports ideology is a forward-looking and practical key topic in the reform and development of school sports in our country. The “School Physical Education” course is a professional basic theoretical course set up to train physical education teachers at all levels to organize and implement school physical education work. Therefore, establishing the concept of “health first” and lifelong sports ideology is a forward-looking and practical key topic in the reform and development of school sports in our country. The “School Physical Education” course should establish the concept of making the educated realize the happiness and health brought by sports activities in the teaching. And no matter under what conditions, from children to old age are actively and consciously participating in some kind of physical activity. Therefore, how to choose suitable sports for students, stimulate their interest in sports activities, and promote their mastery of sports and health care knowledge and skills. Experience the fun of sports and gradually form sports habits, these are the arduous tasks faced by school sports workers[21]. Only by thinking ahead of action, aiming at enhancing students' physical and mental health, cultivating lifelong sports awareness and habits, and establishing a new teaching view, student view and academic view, can the talent training model be further reformed. Realize a fundamental change in learning methods, so that students can form a sound personality, perfect personality, strong cognitive ability, independent survival ability, collaborative spirit and good psychological quality.

6.2. The Course of “School Physical Education” Should Correctly Examine Foreign Sports Thoughts

The “School Physical Education” course is an important course in sports schools, and its special role cannot be replaced by other courses. School physical education in our country is deeply influenced by foreign cultures, from the “Zaoding School Regulations” promulgated by the Qing government in 1904 to open gymnastics subjects to the implementation of capitalist and militaristic sports ideas in Germany and Japan during the May 4th Movement. From 1919 to the 1930s, the idea of naturalism and pragmatism in sports, which originated from Rousseau's naturalistic view of education and took American Dewey's pragmatism theory as its main theoretical basis, was promoted. From the War of Resistance Against Japanese Aggression to the War of Liberation, the implementation of a wartime sports ideology - advocating the trinity of national skills, military and

sports, is actually a democratic sports ideology. After liberation, in the 1950s, he studied the Soviet Union's competitive sports ideas, advocated that physical education should be based on technical teaching, pursued students' physical quality and competitive skills, and focused on teachers, teaching materials and classrooms. From the late 1950s to the mid-1960s, just trying to make some changes to inherit traditional culture, it was interrupted by the "Cultural Revolution". From the end of the 1970s to the mid-1980s, I began to study Europe and the United States. In the late 1980s, due to anti-bourgeois liberalization, he returned to study the Soviet Union and Eastern Europe. After the great changes in Eastern Europe, the disintegration of the Soviet Union, and the study of Japan and the United States, several ideas such as happy sports, lifelong sports, and successful sports began to be widely spread and experimented in the school sports field. But we have too little of our own. Some scholars pointed out: "In recent years, a bad atmosphere has formed. Some people specialize in 'reselling' foreign slogans for a living, taking the new as the pride and the foreign as the beauty. German, and for a while Nordic, slogans flew all over the sky, and they flickered from left to right, making PE teachers all over the country 'flicker'." Therefore, foreign sports ideas should be inherited critically, taking the essence and discarding the dross. All sports workers engaged in the "School Physical Education" course should act with conscience towards academics. Under the premise of comprehensive, serious research and exploration of modern teaching ideas and theoretical systems with high theoretical, scientific and democratic nature, careful selection and careful teaching.

6.3. The Course of "School Physical Education" Should Attach Importance to Sports Cultural Literacy and Sports Intelligence Training

Someone once said that teachers should look at students with appreciation and treat students with respect. Modern physical education teachers should change from the imparters of course content to course design developers and researchers. From the traditional teachers and coaches to the inheritors and practitioners of sports culture. From the main body of the classroom to a partner who guides students to progress together. According to some data, more than 70% of the athletes in 25 sports in the United States rank among the top 4 in the class in terms of academic performance. More than 55% of the people with higher education in the entire sports system of the former Soviet Union, 68% of the athletes are college students, and some are even masters, doctoral students or experts in some aspects. According to the data, the educational structure of the coaching team in American universities is relatively reasonable, and 61.7% of the coaches have master's and doctoral degrees. Those who have received systematic education will have a relatively high understanding of sports and the ability to reasonably use techniques and tactics. The training of professional talents in the course of "School Physical Education" is guided by advanced educational ideas and educational concepts. Try to make students systematically master the basic knowledge about school sports and understand the general principles of curriculum preparation and teaching. Students are required to initially master the basic skills of curriculum development and compilation, teaching design and evaluation, and use the professional knowledge they have learned to make general analysis and discussion on the teaching practice of physical education courses. Pay attention to sports cultural literacy and sports intelligence training, and future sports workers can use advanced instruments, methods and theories to guide teaching and training. He is well versed in the concept of team system culture construction, and is good at stimulating the initiative, creativity and effectiveness of athletes and other related practitioners in work and training. Create a sports team full of humanistic feelings, innovative vitality and team spirit, and then form a virtuous circle over and over again to build an efficient, reasonable and sustainable development system for sports.

6.4. The Course of “School Physical Education” Needs to Explore Various Modes of Physical Education Teaching

Some scholars believe that there are seven types of physical education teaching modes in ordinary colleges and universities in my country: three-base type, parallel type, integrated type, three-stage type, hierarchical type, club type and three-autonomous type. Some scholars have done research on the past physical education teaching models, summed up 10 kinds of physical education teaching models. Such as skill-based physical education teaching mode, happy physical education teaching mode, small group learning-based physical education teaching mode, situational teaching mode, discovery teaching mode, student-subjective physical education teaching mode, successful physical education teaching mode, selection-standard physical education teaching mode, understanding model of physical education. In the teaching of “School Physical Education”, under the guidance of teachers, we can try to use various modes of physical education teaching. Such as skill-acquisition, discovery, success, autonomy, guided learning, learning-guided, supermarket, comprehension, selection, innovation, and exploratory physical education teaching mode[22]. Students then carry out the practice of teaching practical skills, and on the basis of practice, conduct self-assessment, mutual assessment and teacher comments. Students end by applying what they have learned through direct participation in practice and ultimately problem solving. Students can activate the knowledge storage of their own physical education in practice, and improve their comprehensive application ability through exploratory activities to solve practical problems. It should be noted that, first of all, teachers should continuously summarize and improve teaching, strengthen teaching research in combination with students and feedback (teaching evaluation), and reform teaching methods and means to improve teaching quality. Secondly, pay attention to the basic problems that should be paid attention to in physical education teaching. The obstacles encountered by students in physical education and the teaching strategies teachers should adopt in teaching, and combine these theories with students’ teaching practice. Strengthen students’ study of the law, and fully mobilize the initiative and consciousness of students' learning. Finally, constantly update knowledge, deepen and activate theoretical knowledge, train students’ practical teaching skills, and lay a good foundation for students to engage in physical education teaching practice.

6.5. The Curriculum of “School Physical Education” Should Urge the Updating of Teaching Evaluation Concepts and Methods

Chinese sports learning evaluation methods include physical fitness evaluation, knowledge and skill evaluation, learning attitude evaluation, affection performance and cooperative spirit evaluation, and healthy behavior evaluation. From a theoretical analysis, the purpose of my country's sports evaluation is clear. But from the current actual situation of physical education teaching, there is a situation that the theory does not match the practice. In our country’s new “Sports and Health” curriculum guidance outline, the evaluation content still regards physical fitness and athletic ability as the main content of the evaluation of physical education. The evaluation of non-physical factors such as emotional and social development such as sports awareness, sports attitude, and cooperative spirit is insufficient. There is also a lack of scientific and systematic methods in learning evaluation practice, the content of process evaluation is immature, and the practice of summative evaluation is very common[23]. Due to the vast territory of our country, the political, economic and cultural development of various regions is uneven, there are situations such as slow updating of social and teacher education ideology, unreasonable structure of teaching staff, and low educational level. Some areas ignore the real purpose of school physical education and regard evaluation as the fundamental goal of physical education teaching. Teaching is carried out for evaluation, evaluation for evaluation, and examination for evaluation. Moreover, the

evaluation is often conducted by teachers after the teaching, and the role of evaluation is not fully exerted. The “National Sports Standards” of the United States was officially promulgated by the National Sports and Sports Association in 1995, and each state can formulate standards that are suitable for their own state. Because it is not promulgated by the US Department of Education, the implementation of the standard is optional. The fitness level of students is evaluated by the fitness standards of the corresponding gender and age groups promulgated by the National Sports and Physical Education Association, and states do not have mandatory evaluation regulations. At present, although there is no unified sports evaluation standard system in the United States, the successful experience of several states is being promoted and applied in the United States. For example, all original videotapes of South Carolina’s written tests, student technical performance and fitness tests are sent to a peer committee for review at the end of the year. A supervisory committee representing each grade randomly selects 25% of a sample of students from each class to test the accuracy of the data. The standard does not provide rigid evaluation indicators, which avoids evaluation indicators as the only goal of teachers' guidance and students' learning, and avoids the common phenomenon of various cheating behaviors. American sports learning evaluation methods include self-evaluation, peer evaluation, teacher-student evaluation, and folder evaluation[24]. Japanese physical education evaluation methods include diagnostic evaluation, process evaluation, summative evaluation, progress evaluation and achievement evaluation. How to realize the learning objectives set by the new curriculum standard in our country, what content, methods and means to use to complete the curriculum tasks, and how to establish a feasible evaluation system are the problems that need to be solved urgently in school physical education in our country. The “National Sports Standards” of the United States is developed by the National Sports and Sports Association of the United States after extensive and in-depth solicitation of suggestions from experts and scholars. After 10 years of long-term discussions and research, it has a solid foundation of public opinion. School sports in our country should extensively solicit suggestions from experts and scholars, listen to the voices of the grassroots, and earnestly consider the actual needs of the front line. Formulate practical evaluation standards that are in line with my country’s reality and truly reflect students’ conditions, and incorporate them into the “School Physical Education” curriculum. It is convenient for future physical education teachers to understand and use, and it is expected to produce a series of good chain reactions.

7. Conclusion

The significance of the reform of the teaching method of the “School Physical Education” course has very important practical and theoretical significance. First, it is helpful to the realization of the teaching goal. Through the explanation of students’ sports knowledge and sports skills, the system of students is enhanced. Guiding students to form the habit of lifelong exercise and promoting the healthy development of students’ physical and mental health is an important goal of physical education course teaching. However, in the traditional teaching method, it is difficult for students to play their own dominant position, and they can only passively accept the knowledge imparted by teachers, and cannot actively participate in it. In turn, it affects the enthusiasm of students to learn, and the teaching objectives of physical education courses are difficult to achieve. Therefore, the reform of teaching methods can make students really improve and promote the realization of teaching goals. The second is to help cultivate high-quality talents. The course “School Physical Education” is a comprehensive course that can cultivate students’ physical quality, mental health, and spirit of unity and cooperation. However, in the traditional physical education teaching system, teachers mainly explain sports knowledge and skills to students in the form of lectures, and it is difficult for students to improve their own comprehensive quality. Reforming teaching methods can

improve various deficiencies in the teaching process, and then cultivate more high-quality talents needed by society. The third is to meet the needs of economic and social development along with economic progress and social development. The use of sports and sports habits have undergone earth-shaking changes, but the school physical education curriculum has not kept pace with the development of the times. The traditional teaching methods and means are reformed, and the teaching materials are still taken as the center to explain the relevant knowledge and skills to the students. Such backward teaching methods are difficult to meet the teaching requirements of physical education in the new era. Therefore, it is urgent to reform the teaching method of “School Physical Education”.

Curriculum ideological and political education is a beneficial exploration of integrating ideological, political and moral education into all curriculum teaching under the background of “big ideological and political”. As teachers of physical education majors in colleges and universities, they should take on the important responsibility of “educating people” in the classroom, dig deep into the connotation and elements of ideological, political and moral education contained in physical education courses, and actively explore the design and implementation of ideological, political and moral education in physical education courses. Focusing on the teaching goals of ideological and political courses in sports majors, the content of ideological and political teaching is selected in a targeted manner, and the education and teaching methods of ideological and political courses are innovated, so as to achieve the teaching of sports professional knowledge and the leading of ideological value. School sports are closely related to the physical and mental health of students and the physical condition of the nation. As the main body of education engaged in school sports work in the future, how to cultivate students majoring in physical education to become sports talents with good morals, noble teachers and solid professionalism is an important mission shouldered by colleges and universities in our country. The teaching reform of the course of school physical education is in line with the goal of today’s education reform, and also responds to the call for the employment needs of today’s sports majors in our country. Essentially, the school physical education curriculum focuses on the ability to translate theoretical knowledge into practical teaching skills and the ability to solve problems that arise in sports. Therefore, the direction of teaching reform should always be consistent with the actual operation, highlight the practicality of theoretical knowledge, and meet the needs of students and the needs of the society for the professional ability of the major. It can be seen from the above research that the use of CBE teaching mode in school physical education curriculum is a brand-new attempt of teaching reform. The CBE teaching mode is in line with the teaching characteristics and goals of the school’s physical education curriculum. At the same time, as a new teaching mode, it will inject fresh blood and motivation into the development of the school’s physical education curriculum. The blended teaching mode of “School Physical Education” based on SPOC can not only meet the needs of students’ personalized learning, but also truly realize “student-centered learning”. Moreover, it can stimulate teachers’ research on teaching, and teachers can focus on the design of teaching process and the evaluation of students’ process. In addition, the blended teaching model puts forward higher requirements for teachers, and teachers need to carry out teaching activities around students, platforms, and teaching resources. Therefore, it is necessary to continuously enrich teaching resources and improve the teaching platform, and scientific process evaluation indicators are the guarantee for the effective implementation of teaching.

“School Physical Education” is a must-have main course for physical education majors in colleges and universities. It is directly related to the concept and consciousness, professional theoretical level, vocational skills, and the future direction of school physical education in colleges and universities. Therefore, adhering to the concepts of “cultivating people with morality”, combining with the construction of “course ideology and politics”, “promoting students’ all-round

development” and “stimulating learning initiative”, after years of curriculum teaching practice. The focus of the curriculum reform of “School Physical Education” is as follows: First, the combination of online and offline, the core concept of ternary teaching and its effective integration with online teaching. Three-dimensional teaching is what Han Yu said about preaching, teaching and solving doubts. Teaching is the stage of teaching, which is faced to the whole class. After that, students are given homework, so that they can practice, experience, perceive, summarize and reflect, and finally answer their doubts. Including lectures, independent study/homework/practice/reflection. Reflection is more to replace the teacher’s evaluation of homework alone in the past, and the teacher’s evaluation and the student’s self-evaluation. Second, update the teaching ideas, increase the level of “knowledge stock” through the “knowledge construction” of the curriculum, and optimize the curriculum knowledge system. Creative multi-angle course material content “knowledge integration” platform construction. The third is to participate closely around the course “knowledge construction and integration”. Combined with practical teaching, improve teamwork awareness and ability. Fourth, pay attention to the application of flipped classroom teaching methods. Teachers provide learning guidance materials in the form of “Teaching Overview (Student Handbook)”, so that students’ learning extends from classroom to after-class. Fifth, quantify teaching benefits. Formulate scientific and reasonable quantitative evaluation indicators and standards for homework, and adopt the “multiple participation” mechanism for students to participate in evaluation. All in all, update the teaching concept of “School Physical Education”, strengthen the combination of theory and practice, cultivate various vocational skills of students majoring in physical education, and improve students’ teaching level, organization and guidance ability. It is of great significance to the physical fitness and sports competition level of our future citizens.

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