

# Pathways of Physical Education Core Literacy in Public Sports Classes in Colleges and Universities

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**Abstract:** *Sports core literacy is a competency that needs to be focused on in public sports classes in colleges and universities, including the cultivation of sports knowledge, skills and attitudes. The article aims to explore the cultivation path of sports core literacy in public sports classes in colleges and universities, including the cultivation methods and approaches in sports, health and spirituality. Through analyzing the literature and discussing actual cases, the article puts forward some specific suggestions and measures, with a view to providing reference for the reform and development of public sports classes in colleges and universities.*

**Keywords:** Physical education core literacy; College public physical education classes; Cultivation pathway.

## 1. INTRODUCTION

With the development of society and the deepening of education reform, public sports courses in colleges and universities also need to be reformed and innovated continuously to better meet the needs of society and the needs of students. Among them, physical education core literacy is the ability that needs to be emphasized in public sports classes in colleges and universities, including the cultivation of sports, health and spirituality. In the current public sports classes, teachers often focus only on the teaching of skills and the experience of students, while ignoring the cultivation of sports core literacy. Therefore, the article aims to explore the cultivation path of physical education core literacy in college public physical education classes, and provide reference for the reform and development of college public physical education classes.

## 2. OVERVIEW OF CORE LITERACY IN PHYSICAL EDUCATION

### 2.1 Connotation of core literacy in sports

The term "core literacy" first appeared in 1997, the International Organization for Economic Cooperation and Development launched the DeSeCo research project, as a "foreign product" core literacy in our country there are many debates, at this stage our country is mainly divided into two kinds of sports core literacy connotation: Sports discipline core literacy and sports core literacy, it is generally believed that sports core literacy is the sports discipline core literacy of the upper concept, sports science core literacy is the sports core literacy of the subordinate concept. The study takes physical education core literacy as the topic of discussion. Sports core literacy refers to the comprehensive key literacy of sports skills, mastery of sports knowledge, good sports qualities and behaviors, as well as sports emotional attitudes and values that students gradually acquire during the process of teaching and learning in sports [1]. Accompanied by the issuance of the new curriculum standards, the cultivation of students' core literacy has become the focus of education for students in the compulsory education stage, which also puts forward higher requirements for physical education teachers in the compulsory education stage, so the cultivation of physical education majors in the core qualities of college students has also become an urgent task for colleges and universities, and the core literacy education has become the necessary skills for education majors to enter the school teaching, and core literacy education is the key to the development of the core literacy of college students, especially for teacher education majors, in the contemporary society. Core literacy education is a contemporary social requirement for college students, especially teacher training students.

### 2.2 The content of physical education core literacy

The core literacy of physical education and health in the Curriculum Standard (2017 edition) mainly includes "athletic ability, healthy behavior and sports ethics" [2]. Yu Sumei proposed that the core literacy of Chinese students in physical education should include three dimensions: sportsmanship, sports practice, and health promotion [3]. Professor Ji Liu believes that compared to teaching students single knowledge and skills, it is more important to integrate the core literacy of sports into teaching to cultivate students' ability, character and values, so the teaching of public sports courses in universities should also be centered on the cultivation of ability, character and values, and the core literacy of Chinese students' physical education and health disciplines should be condensed into the core literacy of sportsmanship, healthy behavior and sports ethics [2]. The core literacy of Chinese students in physical education and health discipline is condensed into three aspects: "athletic ability, healthy behavior, and physical education moral character" [4]. Through the research of the above experts and scholars, it can be seen that the core literacy of physical education discipline mainly includes three aspects of "movement, health and spirit".

### 2.2.1 Sports dimension

Most of the students' athletic ability comes from the physical education curriculum in school, after completing the nine-year compulsory education prescribed by the state, students can generally learn several sports skills, such as: basketball, soccer, swimming, students will exercise according to their own preferences, so as to achieve the all-round development of morality, intelligence, physicality, aesthetics and labor. The teaching goal of school physical education teachers is to realize students' lifelong exercise, physical education teaching advocates one hour of exercise every day, 50 years of health, physical education teachers should make students develop the health concept of lifelong exercise [5].

### 2.2.2 Health dimension

The development of core literacy in college sports cannot be separated from the basic knowledge of sports and the actual quality of physical education courses, and they lay a good foundation for students' core literacy, with scientific sports knowledge and skills as a guide to physical exercise. Therefore, university physical education courses should not only help students to do physical exercise, but also help students to understand the knowledge of sports and correct sports movements. First, through the teaching process of university physical education courses, students can realize the importance of physical exercise for physical health, so that they can better understand the physical injuries caused by incorrect exercise. Secondly, a scientific approach to physical exercise is adopted, with reasonable arrangements for the exercise program, exercise time, exercise frequency, and scientific planning for the diet after exercise, so as to achieve high-quality life behaviors [6].

### 2.2.3 Spiritual level

The behavior of human sports practice exists in the society, which can continuously affect people's own mood and physical condition. Therefore, physical education teachers should combine the teaching of sports skills and core literacy as a basis for the use of scientific teaching methods to cultivate students' sports character and moral emotions. Through the development of sports activities, students can unite and help each other, so that students can complete the tasks assigned by the teacher through the group, thus bringing students a sense of success and joy, so that students have a good physical and mental state, which is conducive to the development of the students' striving and enterprising and stress-resistant ability, so that students will not fail to try to innovate because of the fear of failure [7].

## 3. THE CURRENT SITUATION OF PUBLIC SPORTS COURSES IN COLLEGES AND UNIVERSITIES

### 3.1 Single content of education

In the public sports class teaching, students are the main body, but the school is the leading. The school arranges the course content, students can only choose to accept, which is different from the new curriculum reform advocated by the "students' development as the center". College students are out of the stage of full of curiosity, but the existing public sports classes generally exist in the content of boring, no fun, lack of novelty, from small to large learning sports content is not much change, can not stimulate the students' interest in learning, and the theory of the course arrangement is less, the students lack of theoretical knowledge and recognition of the relevant sports, resulting in college students for some courses directly there is psychological boredom, and even resistance, do not

want to go to the school, the students are reluctant to go to the school. They are reluctant to participate in public sports courses. Currently, the contents of public sports classes are mostly based on traditional sports, such as basketball, soccer, volleyball, and less on emerging sports and health education, while the Curriculum Standard (2022 Edition) sets the curriculum objectives based on the core literacy, and constructs five major curriculum contents covering basic sports skills, physical fitness, health education, special sports skills, and interdisciplinary thematic learning, and provides content requirements, academic requirements and academic and vocational training for the specific contents of the curriculum at different levels. In addition, content requirements, academic requirements and teaching hints are provided for different levels of specific course contents, which are used as the basis for achieving the curriculum objectives and cultivating core literacy.

In terms of course selection mechanism, the implementation of option courses in public sports courses is to give students the independent right to choose, so that college students can choose specific sports programs based on their own needs, which puts the needs of college students in the first place, changes the situation of what students learn from what the school has in the past, and greatly increases the motivation of students to participate in sports and exercise. However, there are a series of drawbacks in the selection of public sports courses, the lack of guidance before the selection, students have no idea about the course, students lack of understanding of their own physical condition, blindness and random selection, resulting in students skipping classes, the phenomenon of changing classes.

### 3.2 Outdated education methods

After entering the 21st century, the physical education and health curriculum standards have been continuously developed and updated, and the physical education classroom needs to cultivate students' core literacy with new teaching methods, such as independent learning, inquiry learning and cooperative learning. In the process of teaching practice in recent years, although promising results have been achieved, but the phenomenon of "independent for the sake of independent, inquiry for the sake of inquiry, cooperation for the sake of cooperation" still exists, the public physical education class teaching methods are mostly teacher-centered, ignoring the student's subjective position, resulting in a lack of student autonomy and creativity.

Specific manifestations are as follows:

#### (1) Teaching methods are relatively isolated

Although there are many teaching methods, they are not isolated from each other, but are intertwined, for example, cooperative learning contains independent learning, there is independent learning in inquiry learning, and independent learning contains cooperative learning and inquiry learning. Teachers are the leading teachers in the teaching of public sports classes, and their choice of teaching methods and means directly affects the effectiveness of teaching and students' learning needs. Most of the teachers of public sports classes have a single teaching method, a one-size-fits-all problem, the implementation of simple teaching, simply teaching some sports skills to students, ignoring the individual differences and understanding of students and acceptance of the situation, resulting in students are prone to anorexia, and even sports trauma, not only can not achieve the purpose of improving physical fitness, but also jeopardize the physical health of students.

#### (2) Confusion between teaching style and teaching method

Teaching style is from the perspective of students, teaching style is from the perspective of teachers, and the two are interrelated. For example, when the teacher is demonstrating and explaining the movement, the students are observing and imitating, which is also a kind of teaching style. In addition, students in the process of independent learning, cooperative learning, inquiry learning, the teacher is not nothing to do, and the need for timely guidance and feedback.

#### (3) The teaching method is superficial

The way of independent learning, cooperative learning and inquiry learning should point to deep learning in order to effectively improve the quality of learning. For example, inquiry learning should have a clear theme, a gradual process, and outside the classroom may also involve social investigation, information retrieval, data collection, exchange of views on this type of process, so physical education teachers need to study the textbook and to design a chain of questions, so that students can gradually explore, which is the real inquiry learning.

### 3.3 One-sided educational evaluation

The purpose of the reconstruction of the evaluation system of university public physical education courses is to realize the enhancement of students' physical fitness while taking into account multiple goals, taking into account the immediate and long-term benefits, developing exercise habits and cultivating lifelong sports as the ultimate goal. As early as in 2002, the Teaching Guidelines for Physical Education Courses in National Colleges and Universities clearly pointed out that "the evaluation of students' learning should be the evaluation of the learning effect and process, which mainly includes physical fitness and motor skills, cognition, learning attitudes and behaviors, interaction and cooperation spirit, and affective performance, and should be carried out through the way of students' self-assessment, mutual evaluation and teachers' assessment. The evaluation should de-emphasize the screening and selection function, strengthen the motivation and development function, and incorporate the students' progress into the evaluation.

Existing evaluation methods of public physical education classes are mostly test-based, favoring skills assessment, and neglecting the evaluation of students' health literacy, physical activity and physical culture and other aspects of the main problems are as follows:

#### (1) The positioning objectives are not clear

Ordinary college physical education teaching for in the end how to cultivate what kind of people, the positioning is not clear enough, the students will take the initiative to weaken the physical quality class test, physical education teaching assessment is for the assessment and assessment, and the goal of talent cultivation deviation, ignoring the true meaning and role of the public physical education course assessment, the goal is not clear. The goal of the assessment system is to promote students' physical fitness, to achieve the national physical fitness standard, or to cultivate students' lifelong sports ability. The directional role of the assessment system is not strong, and the guiding role for students' health concepts is not reflected, weakening the cultivation of lifelong sports ability.

#### (2) The assessment of public sports courses lacks scientificity

At present, the assessment system of public sports courses still lacks certain scientificity. Firstly, the assessment content of public sports courses in most universities is single, and the proportion of specialties is too large; secondly, the proportion of grades accounted for by quantitative assessment is too large, and the standardization of assessment is too much pursued, and the proportion of quantitative assessment in some universities is even more than 70%, which seriously affects the enthusiasm and enthusiasm of students to participate in sports activities; thirdly, the evaluation of "National Physical Exercise Standard" is overstated, so that the evaluation standard emphasizes the physical ability related to the genetic factors, and thus puts the "physical ability" into the "physical fitness" of the students. Third, the evaluation role of the National Physical Exercise Standards is exaggerated, so that the evaluation standards emphasize too much on physical fitness, which is more related to genetic factors, so that "reaching the standard" is the only goal of physical education. Fourthly, qualitative assessment lacks effective assessment methods and is mainly subjective.

#### (3) Weakening process evaluation

Most colleges and universities public body class assessment focus on summative evaluation, that is, a one-time test to see the results, ignoring the performance of students with distinctive personality in the learning process and the emergence of other problems, but also ignoring the progress of the learning process of the students and the extent of their efforts, so that the process of monitoring and evaluation of the learning process of the students appeared in a vacuum, not conducive to the mobilization of the initiative and enthusiasm of the students to learn.

## 4. CULTIVATION PATH OF PUBLIC SPORTS COURSES IN COLLEGES AND UNIVERSITIES

### 4.1 Enriching course content

Teachers in the teaching of content-centered, the first thing to consider is "what to teach", seldom consider the students need to "learn what", which is the same as the same as a professional doctor in the work of the first thing to think about is "what patients need to This is a far cry from a doctor who also works as a professional and thinks first of all about "what the patient needs to be treated". The root cause of this phenomenon is the lack of thinking

about the "image of a well-educated individual". The main answer to the core question of "what kind of people to cultivate and how to cultivate them" in "Lifelong Learning of Virtues" is that the proposal of core qualities of athletic ability, healthy behavior and physical integrity has answered the question of "what kind of people" should be cultivated in the physical education and health curriculum well. What kind of people", and emphasizes the need to focus on the core qualities to carry out curriculum teaching, so as to implement the fundamental task of "cultivating people with moral integrity".

The rich paths include:

(1) Increasing the curriculum resources of public sports courses

This includes not only traditional sports such as ball games and track and field, but also the introduction of new sports programs such as yoga, aerobics and outdoor development to meet the interests and needs of different students.

(2) Increase the content of health education to help establish a healthy concept of life

Research studies have found that when people participate in sports, they will choose the appropriate exercise methods according to their own actual situation, thus developing good lifelong sports concepts and habits, and thus improving their physical fitness. This not only affirms the value of sports, but also reflects the need to form a healthy concept.

(3) Clarify the "supply and demand relationship"

To the development needs of students as the starting point and destination, fully reflecting the demands of students, in order to make the teaching content more vivid, lively, more easily accepted by students. Under the premise of meeting students' demands, attention should be paid to the selection of teaching materials, so that the complex and chaotic teaching content has a systematic and holistic. The selection of teaching materials should be in line with the needs of students' development, so that the effective connection between physical education materials and teaching content, scientific and reasonable selection of teaching materials, is conducive to students' physical exercise.

(4) Large unitization and structuring of content

The idea of solving the problem of fragmentation of the content of physical education materials lies in the following: sports technology is the basic unit that constitutes a sports program, and the core sports technology movements of a certain sports program are interrelated. Based on the above thinking, in the design of 18 hours of large-unit teaching, we should strengthen the combination of various technical movements, the integration of technology and tactics, and the integration of technology and physical fitness, so as to realize the structuralization of large-unit sports teaching content, avoid the isolation of sports technology teaching in each lesson, and thus improve the overall learning of sports technology and the ability of students to use technology and tactics.

(5) The design of large-unit teaching content should carry out the spirit of integration of "learning, practicing and competing"

"Learning" is the foundation, "practicing" is the fundamental, "competition" is the application, the previous sports classroom teaching is overly dependent on a single technology learning and practicing. For example, although we have learned to shoot, pass, dribble and other single technology, but still can not play basketball; learned pads, pass, serve, but also still can not play volleyball.

#### 4.2 Changing teaching methods

In the part of "Focus on the reform of teaching methods" of the Curriculum Standard (2022 Edition), it is emphasized that "it is advocated that the teacher's action demonstration and key explanation should be organically combined with students' independent learning, cooperative learning and inquiry learning" [8]. This fully indicates that independent learning, cooperative learning, inquiry learning is still the new era of physical education curriculum reform to continue to implement the teaching methods.

Its changes are:

(1) Fully understand the relationship between teaching styles and core literacy.

Teaching styles and core literacy are not a single linear relationship. Multiple core literacies may be pointed out in one teaching style. For example, in the process of inquiry learning, it may point to the inquiry of motor cognition as well as the inquiry of physical character and healthy behavior.

(2) The choice of teaching methods should take into account the characteristics of students, the nature of the teaching materials, and the specialties of teachers.

Different students due to the differences in physical fitness, sports foundation and interests between individuals, is an important consideration in the development of teaching programs; ball sports teaching is more suitable for cooperative learning because it belongs to the collective sports program. Of course, in the cooperative learning process can also be arranged for students to learn independently. Teacher knowledge is also a factor that affects the choice of teaching methods. If teachers have a higher level of knowledge of sports technology theory, they can choose more inquiry teaching methods; if teachers have rich experience in cooperative teaching, they can choose more cooperative teaching methods.

(3) Focus on the main position of students and play the leading role of teachers.

Teachers can use contextual teaching and project-based learning methods to guide students to actively participate and independently explore, and to improve students' independent learning and innovation ability. Physical education teachers should choose different teaching methods and means to teach students according to their abilities. Teachers are the absolute leaders in the selection of teaching methods and means, therefore, teachers must give full play to their own subjective initiative, constantly improve their own teaching level and ability, keep the teaching methods up to date, fully grasp the modern teaching methods, and at the same time, according to the age of the students, their physical characteristics, the type of sport they choose, as well as the objectives of the teaching and learning scenarios, to choose the appropriate teaching methods and skillfully utilize them, so that the teaching methods can be more effective, and make the teaching methods more innovative. The teaching methods can be more personalized and ensure the fairness and democracy of students' learning.

#### **4.3 Improve the evaluation system**

Evaluation is a systematic, step-by-step quantitative measurement or description of the nature of the learning process and results of the educated, only scientific, rigorous, systematic evaluation can make the process of physical education teaching more effective, the teaching objectives can be truly realized. Sports assessment is an important means of university physical education teaching, but not its ultimate goal, the ultimate goal of university physical education teaching assessment and evaluation is to cultivate students' interest in physical exercise, develop habits of physical exercise, master the scientific methods of physical fitness, and ultimately form a lifelong awareness of physical exercise and ability to realize the enhancement of college students' physical fitness and health.

The methods for its improvement are:

(1) Classroom learning evaluation indexes point to the classroom learning objectives of sports core literacy

As mentioned above, the basis for setting sports classroom learning objectives is the three aspects of the core literacy of physical education and health curriculum and its specific content and requirements, since the sports classroom learning objectives have been set based on the core literacy, then the docking of the classroom learning evaluation content with the classroom learning objectives is logical, i.e., the classroom learning evaluation indexes are selected directly in accordance with the pre-set sports classroom learning objectives.

(2) Diversification of evaluation system

In addition to the traditional skills assessment and examination, various evaluation factors such as health literacy, physical activity and sports culture should be included to achieve a comprehensive understanding of students' development in these areas. Among them, the evaluation of sports culture can include students' knowledge of sports ethics and understanding of sportsmanship; the evaluation of physical activity can focus on the frequency

and intensity of students' exercise in order to realize a comprehensive understanding of students' level of physical activity; and health literacy can be evaluated by observing students' living habits and the use of health knowledge.

(3) Synthesize the evaluation results of different subjects' learning in the physical education classroom

To conduct effective and fair learning evaluation for each student, it is not enough to rely only on the lecturer, but should synthesize the evaluation results of different subjects such as teachers' evaluation, students' self-assessment, mutual evaluation among students and group evaluation.

## 5. CONCLUSION

Sports core literacy plays an important role in the cultivation path of public sports classes in colleges and universities. Through the understanding of the connotation of sports core literacy and the analysis of the current problems, and then put forward targeted recommendations. These suggestions aim to improve the teaching quality of public sports classes, so as to better cultivate students' core literacy in sports. This is of great significance to the overall development of students in colleges and universities, and provides a referable path for the future development of public sports classes in colleges and universities.

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