

Zigong physical education teacher team construction and countermeasure research under the new curriculum reform

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Abstract

With the introduction of the new basic education curriculum reform policy in China, school physical education has received more attention and attention in recent years. In this context, the responsibility of physical education teachers becomes bigger, and the requirements of physical education teachers will be higher. As a relatively backward city, Zigong needs to promote the development of education. Therefore, it is of great strategic significance and urgency to carry out research on the construction of school physical education teachers in time. This paper uses the methods of literature, interview and so on to conduct research, in-depth analysis of the status quo and existing problems of the physical education teachers in Zigong, and puts forward improving strategies to further promote the healthy development of the Physical education teachers in Zigong.

Keywords

New curriculum reform, Physical education teacher team, Physical education.

1. Introduction

At present and in the future for a long period of education reform and development of the key areas gradually become the construction of physical education teachers. To promote the rapid development of China's education, cultivate excellent physical education teachers and physical education teaching backbone, encourage teachers to participate in professional training, and improve teaching and scientific research ability, training physical education teachers of all grades has gradually become an important way to strengthen school teachers.

2. Present situation of physical education teachers in Zigong

The construction of teachers in Zigong can be concluded through interviews and surveys that there are three main problems: (1) The number of teachers is still less than the actual demand for school physical education, and the number of teachers is still insufficient; physical education teachers have a heavy workload and cannot reflect the workload and performance effectively; the structure of professional titles is unreasonable, and the number of senior titles is insufficient. (2) Teachers have low requirements for lifelong learning. (3) physical education teachers with poor scientific research atmosphere, scientific research awareness, and fewer hosts and participants in the topic, the number of published papers, and the level of scientific research are low.

2.1. Title structure of physical education teachers

According to the survey data, Zigong schools have only 1-2 senior teachers. To a certain extent, this data structure can reflect the lack of disciplined academic leaders and backbone teachers in Zigong sports discipline. Many physical education teachers say that the evaluation and recruitment criteria are unfair and unjust, which is not conducive to the evaluation of senior physical education teachers. For example, there are few indicators of senior professional titles,

and the school gives priority to teachers of examination subjects and administrative leaders during the evaluation and recruitment. Schools vary in the specific criteria they provide when making recommendations.

Based on the basic standards of professional title evaluation stipulated by Sichuan Province, the specific standards implemented by various schools lack unified norms. Some of the standards in some schools are not conducive to the professional title selection of middle-aged and elderly physical education teachers, such as the need to participate in basic skills competitions and competitions and achieve certain results, which directly leads to the teachers' dissatisfaction with their treatment. At the same time, it has an impact on their enthusiasm for work.

2.2. Research situation of physical education teachers

To comprehensively improve the quality of primary and secondary school teachers, and build a team of high-quality and professional teachers, teaching research can be an important part. From the research's result, most physical education teachers express an indifferent attitude toward teaching and research, and many teachers never participate in research, which leads to a lack of scientific research atmosphere. Through interviews, it is known that physical education teachers do not realize that scientific research plays a role in promoting teaching. and busy daily work, even if the intention is to do scientific research but do not have more time and energy; in addition, their scientific research level is limited, do not have mature scientific research conditions.

2.3. Teachers' requirements are not high in the aspect of lifelong learning and self

Data show that many teachers do not have clear goals for their career planning, and few teachers can persist in daily lesson preparation for more than one hour, which indicates that teachers do not pay enough attention to the improvement of their professional quality. Many teachers only pursue the completion of daily teaching content and teaching tasks stipulated by the school in terms of the demand for training. That's about a third of the teachers. Teachers do not have a strong sense of panic, and few of them study in their spare time. Many teachers are unwilling to change themselves and develop themselves, unable to meet the requirements of the change and development of the situation of education and teaching. In the face of new educational theories, educational methods, and other effective learning goals, they only require their ability. And do not require their ability to be very strong, such a result is inevitably difficult to adapt to the development of sports new requirements.

2.4. Heavy workload of teachers

As far as the current situation is concerned, the courses that each Physical education teacher needs to teach and the number of students have increased significantly, which will lead to a significant shortage of Physical education teachers. At the same time, the number of Physical education teachers provided by the Education and Sports Bureau every year is very small, so the number ratio of Physical education teachers in Zigong does not meet the actual needs of the implementation of school PE work under the new curriculum reform. There is a gap between the number of teachers and the learning requirements. Each Physical education teacher has 13-21 classes per week, and often delays class ending time, which makes the Physical education teachers' workload very heavy. Many sports projects cannot be effectively implemented due to the backward physical education infrastructure of Zigong schools and other reasons; thus, the effective workload of Physical education teachers is not obvious. In addition, the cost of class hours and after-school extended service is also very low, which leads to the teacher's performance is not consistent with the workload input. At present, there are too few senior

titles in primary and secondary schools in Zigong. The title structure is unreasonable. Each school only has about two senior teachers.

3. Zigong's physical education teacher team's suggestions under the new curriculum reform

Based on a series of new requirements for teachers in the context of the new curriculum reform, physical education teachers must make timely adjustments to match the progress of The Times and adapt to the development of physical education. At the same time, schools and the government also need to give corresponding supporting policies to jointly promote the development of school physical education and education, and further promote the development of students. Given this, the following suggestions are put forward

3.1. Strengthen policy support for building a good hardware environment for physical education

The new curriculum standards emphasize that good hardware infrastructure should be supported to improve the carrying capacity of facilities for school education and teaching. From the perspective of the survey results, under the macro background of rapid economic and social development and the increasing basic conditions of school public teaching, there are still a small number of schools that cannot meet the needs of daily physical education teaching in terms of hardware facilities and teaching equipment. As the basis and premise for the development of physical education teaching, "Even the cleverest housewife cannot cook a meal without rice" (Chinese proverb), if the physical education infrastructure cannot be guaranteed, then there is no point in improving the quality and effectiveness of teaching. Therefore, the government should strengthen policy assistance and support for primary school physical fitness, sports, and exercise facilities, so that teachers can teach students according to their teaching design in teaching, and students can also be in good venue conditions. With the assistance of physical education equipment and sports equipment, we can complete the task of physical education learning, and let physical education have a good and solid hardware environment as support and guarantee.

3.2. Improve the ratio of physical education teachers

Relevant departments and schools should increase the posts of physical education teachers according to the actual demand while reducing their workload, and scientifically setting the workload. When evaluating the professional title of physical education teachers, the conditions for scientific research achievements should be relaxed to a certain extent.

3.3. Strengthen the supervision of teaching ability

Strengthen teachers' learning with the modern information technology of Internet + sports, and use information technology flexibly; have a full understanding of the importance of after-school sports activities, and standardize sports training and the second classroom of sports. (3) The cultivation of the scientific research ability of physical education teachers should be strengthened. Set up incentive funds for teachers' teaching and scientific research; rely on the resources of relevant sports colleges and universities in Guangdong Province to carry out activities such as scientific research assistance and exchanges.

3.4. Optimize business training system

To choose the method and content that can effectively improve the level and ability of physical education teaching, we must pay attention to the tracking and feedback of physical education teachers on the training effect, and constantly improve the innovation of training models and

training systems, so as to establish a school suitable for primary school physical education teachers in Guangzhou. training mechanism.

4. Conclusion

The new requirements put forward by the new curriculum reform for physical education represent the important position of physical education in the future development of education. As the instructors who guide students to carry out physical education and exercise, teachers need to have professional teaching ability and a solid theoretical foundation. Only with advanced ideology can we move forward steadily in the development of the times and become the vanguard of educational reform.

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