

The Professional Development of Physical Education Teachers and the Construction of Their Core

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Abstract: Starting from the needs of establishing the new image of PE teachers, the new needs of PE Teachers' professional development, and the cultivation of students' core quality in the subject of physical education and health in the new era, this paper expounds the origin of building the core quality of PE Teachers' development, and expounds that building the core quality of PE Teachers' development has the goal of reshaping the professional development of PE teachers and promoting the construction of PE Teachers' team. The purpose of setting up and promoting the implementation of curriculum standard (2017 Edition) and promoting the improvement of physical education teaching quality is to lay a theoretical foundation and provide guidance for the research of physical education teachers' Education under the guidance of core literacy.

1. Introduction

In recent years, the educational reform caused by "core literacy" has not only become a hot social topic, but also an important academic research hotspot in the field of education. In this regard, some scholars have proposed that the core quality of teachers' development, the core quality of subjects, and the core quality of students' development constitute the three elements of core quality reform. The history of core literacy in China is relatively short, so it is more and more important to learn from the practical experience of European and American countries based on the "core literacy" reform, and build a core literacy oriented education model in line with China's national conditions. At present, under the guidance of the Ministry of education, China has put forward "Chinese students' development core literacy" and "sports and health subject core literacy"[1]. The former refers to the core literacy that all students should have, and the latter refers to the core literacy that can be cultivated after the learning of sports and health courses. However, if we want students to have core literacy, it is an inevitable word to construct "physical education teachers develop core literacy" based on the value linkage among the three elements of core literacy reform and the practical needs. However, most of the researches show that the research on the development of core literacy of PE teachers is still in its infancy. The research mainly focuses on the discussion on the ability or quality of PE teachers of different types and different teaching stages, and lacks the complete construction of the system framework of "PE Teachers' development of core literacy" from the overall macro level[2]. Therefore, on the basis of defining the basic concept of "physical education teachers' development of core literacy", this paper attempts to discuss the origin and practical significance of building "physical education teachers' development of core literacy", and lay a theoretical foundation for the research of physical education teachers' development of core literacy.

2. Analysis on the Concept of the Core Quality of Physical Education Teachers' Development

In the academic context of logic, the logical structure of concept is divided into "connotation" and "extension". Therefore, first of all, we should make clear the basic concept of "core literacy",

and form the concept of "core teacher core literacy" based on the definition of "teacher core literacy" by various scholars[3]. The core literacy developed by Chinese students defines "core literacy". The curriculum standards of various fields, including "curriculum plan of general colleges and universities (2017)" and "curriculum standard of physical education and health education of general colleges and universities (2017)", all disciplines are correct values, and it is necessary to form important qualifications and abilities in order to train students[4-5]. Core literacy. In this context, some scholars initially defined the core qualities teachers should have.

Table 1 Gender structure of high school PE teachers in Heyuan City

Gender	Number	Proportion
Male	82	85.41%
Female	14	14.59%
Effective person times	96	-

3. The Origin of the Construction of the Core Quality of Physical Education Teachers' Development

3.1. The Practical Need of Establishing the New Image of PE Teachers in the New Era

According to historical materialism, the root cause of all historical events is the richness of materials, and the development of social history has its own inherent objective laws[6]. We can make the following explanation, that is, the current social or educational focus is the result of the synchronic thinking of social and historical development, the renewal of ideas and the change of theoretical concepts under a certain material basis and social background, in response to the requirements of the development of the times, accept the new meaning given by the times. To a certain extent, the social demand for the image of physical education teachers changes with the current situation of social, political, economic and cultural development and the law of their own development, so it is necessary to establish a new image of physical education teachers in the new era[7]. Therefore, we can say that "the core quality of physical education teachers' development" is the inheritance, breakthrough and development of "the professional quality of physical education teachers". The former relationship between them can be described as: the development of core literacy of physical education teachers fundamentally promotes the development of professional literacy, and the development of professional literacy will affect the construction and maintenance of core literacy[8]. However, if only with the goal of professional improvement and related literacy development, the lack of construction of core literacy of physical education teachers' development, the formation of physical education teachers' professional literacy is just a castle in the air, lacking foundation. Therefore, the construction of PE Teachers' core literacy is helpful to further promote the formation of their professional literacy. To sum up, the construction of "core quality of physical education teachers' development" is not the negation and abandonment of the past professional quality of physical education teachers, but the acceptance and supplement of the past concept, and the further reflection and deepening of the image of physical education teachers as "human" professional workers. Therefore, under the trend of historical development, it is urgent to build a new image of PE Teachers Based on the professional quality of PE teachers.

Table 2 Age structure of high school PE teachers in Heyuan City

Age	Number	Proportion
Under 30 years old	24	25%
31-40 years old	36	37.5%
41-50 years old	26	27.08%
Over 50 years old	10	10.42%
Effective person times	96	-

3.2. The Urgent Need to Cultivate the Core Quality of Students' Physical Education and

Health

Professor Lin Chongde pointed out that "teachers are the important factors that affect the implementation of students' core literacy and play an important role in the development of students' core literacy. With the new round of physical education curriculum reform which focuses on the core value orientation of cultivating students' physical education and health discipline, it needs the transformation of physical education teachers from the past three-dimensional goal view to the core quality goal. Therefore, it needs physical education teachers to reflect on and break the traditional education mode in Education, and create a new one under the core quality goal orientation of physical education and health discipline[9]. The series is different from the previous teaching contents, teaching methods and evaluation methods, and promotes the cultivation of students' core quality of physical education. At the same time, the internal and external consistency of education reform determines that the development of students' core literacy reform will inevitably lead to the value linkage of teachers' literacy improvement. The insight into Teachers' core literacy development adds new content to the innovation of education theory and model, which is helpful for teachers to design classroom teaching and promote the development of teachers' teaching innovation. It can be seen that the core literacy of teachers determines to a large extent the degree of the realization of educational objectives and the final results of educational and teaching activities, and is the fundamental guarantee for the development of the core literacy of students' disciplines. Therefore, in order to cultivate the core literacy of students' Physical Education and health, the framework system of the development of core literacy of physical education teachers really needs to be constructed. It can be seen that the lack of physical education teachers' development of core literacy not only affects their own development, but also affects the cultivation of students' core literacy in the subject of physical education and health. Therefore, the re development of physical education teachers guided by the development of core quality of physical education teachers can meet the practical needs and dynamic update needs of training students' core quality of physical education and health subject, so as to adapt to the new trend of school physical education teaching personnel training.

4. The Practical Significance of the Construction of the Core Quality of Physical Education Teachers' Development

4.1. Help to Reshape the Goal of PE Teachers' Professional Development

First, in February 2012, "professional concept and ethics guide the professional development goals, professional knowledge and professional ability of physical education teachers" as the basis, to rebuild the help of new development goals. The Ministry of culture and culture of the people's Republic of China announced the professional standards for kindergarten and primary school teachers on the issue of "professional standards for primary school teachers (public examination)" and "special standards for middle school teachers (Full-time)". "Professional standard" is the basic professional condition of a national teacher's qualification. It is the basic standard of teacher's education and educational activities, the basic standard of middle school teacher's professional development, and the important basis of teacher's training, enrollment and study. Among them, the goal of teachers' professional development is based on three dimensions: professional philosophy, teachers' morality, professional knowledge and professional ability. In order to develop PE Teachers' professional development, as an important part of teachers' group, it is necessary to guide the trend of professional development in accordance with the three-dimensional objectives of teachers' professional standards issued by the state. However, with the coming of the era of core literacy in the 21st century, the professional development of physical education teachers based on three-dimensional goals can not meet the requirements of physical education teachers. In order to meet the needs of the information age and knowledge society, the core framework system of physical education teacher training which can solve complex problems and adapt to unpredictable situations is constructed. The development of PE Teachers' professional development goal is based on the core quality of PE teachers, which helps PE Teachers' professional development to remove

the traditional three-dimensional goal. The core quality of physical education teachers is helpful to promote the integration of multi-stage and multi field professional development goals of physical education teachers. The professional development of physical education teachers is a long-term process, but also a process of improvement and adjustment, but there are also many problems, such as the lack of development goals in the three stages of pre employment physical education for teachers. The vertical connection between teachers and physical education; the position during the period of adaptation, mastery, maturity, development and excellent service; the professional development of teachers has not yet been clearly targeted; lack of basic education, higher education, vocational education, the impact of the lack of development center on the goals, and the difficulty of the development of the professional growth system of physical education teachers. In order to solve these problems, as the core quality of physical education teachers' training, this paper puts forward that it is a bridge for the current teachers' training, physical education teachers' post training, and multi field physical education teachers' training. As a stage of teacher training, "closing education", the adjustment mechanism of PE Teachers' life-long education has finally been established.

4.2. Help to Improve the Quality of Physical Education Teaching

The teaching quality of physical education is an important standard to measure the teaching results. However, the teaching results of "students like sports and don't like physical education, but don't really master a technology after 12 years of physical education" clearly show that the teaching quality of physical education may still not be significantly improved and improved so far. Although there are many factors that hinder and affect the quality of physical education teaching, in the final analysis, they are mainly "people, things and things". Therefore, teachers, parents and students play an important role as human resource factors, especially as physical education practitioners and leaders, but the reality shows that very few physical education teachers will find the root of the problem based on their own perspective, they are always used to attribute the quality of physical education teaching can not be improved to external factors, lack of self and physical education The correct cognition of learning relationship. In fact, as the main person in charge of the teaching process, the quality of PE teachers determines the quality of PE teaching. At the same time, the examination and reflection of PE teachers on their own curriculum concept and subject quality also affect the implementation of PE curriculum to a certain extent, and have a direct impact on the quality of PE teaching.

5. Conclusion

It can be seen that physical education teachers are closely related to the quality of physical education teaching. The construction of the framework system of physical education teachers' development core literacy will directly affect the quality of physical education teachers and the quality of their personnel training. The quality of physical education teaching is mainly reflected by the teaching results and the quality of personnel training. Therefore, as an intermediary factor, physical education teachers develop core literacy Obviously, there is a close relationship with the quality of physical education. The construction of the core quality of physical education teachers will undoubtedly promote the development of school sports activities, the implementation of talent training plan and the improvement of physical education quality.

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