

Research on the Present Situation and Cultivation Strategy of Moral Education Ability of College Physical Education Teachers

Ke Deng¹, Wen-Wen Liu^{2,*}

¹Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

²Hunan Institute of Traffic Engineering, Heng Yang, Hunan, 421009, China

*Corresponding Author

Keywords: Colleges and universities: physical education teachers, Moral education ability

Abstract: through the literature material method, questionnaire survey method, interview method, etc., the ability of physical education teachers in hunan province colleges and universities moral education present situation, analyzes its lack of reason: wrong ideological understanding, lack of professional moral training, teachers and schools value degree is not enough, lack of scientific system of physical education teachers of moral education ability evaluation system, and to seek the corresponding improvement strategies: changing the concept of moral education is the necessary premise that improving the capacity of physical education teachers of moral education; cultivating self moral education development ability is a solid foundation to improve physical education teachers' moral education ability. Being good at summarizing and discovering the methods and skills of moral education is an important way to improve physical education teachers' moral education ability. Constructing a scientific and reasonable evaluation index system of moral education ability is the fundamental source of improving physical education teachers' moral education ability.

1. Introduction

At the National Education Conference held in September 2018, General Secretary Xi Jinping emphasized that moral education should be integrated into all links of ideological and moral education, cultural and knowledge education, and social practice education [1]. China's educational work has new requirements and new directions. At the same time, the physical education circle around the study found that the physical education teachers own moral education ability is directly related to the realization of the goal of moral education. Based on this, the author USES the method of documents and materials, questionnaire investigation, expert interview method of physical education teachers in colleges and universities in hunan province carried out by research methods such as investigation, questionnaires, 208, and the part of the physical education teachers and experts interview, it is found that although most of the teachers are more recognized the importance of physical education in school moral education, but in moral education college sports teachers are not so good. This paper analyzes the status quo of moral education ability of physical education teachers in colleges and universities, seeks cultivating strategies for moral education ability of physical education teachers in colleges and universities, and provides theoretical guidance for the practice of "cultivating people by virtue" in college physical education.

2. The Problems Existing in the Moral Education Ability of College Physical Education Teachers

2.1 The Setting Ability of Moral Education Goal is Not Comprehensive.

Under the guidance of the Party's educational policy, most college physical education teachers will add moral education goals in the formulation of teaching goals, but the formulation of moral education goals is relatively general, abstract and high, only focusing on patriotism, socialist education and collectivism education, ignoring the lower level of principle education [2].The author

from the survey of eight found in sports teachers' whole semester teaching plan, each lesson plan of the moral education target is roughly same, teachers did not flexible according to the different content of each class to make the corresponding moral education target, such as MouShi soccer around the pole to practice in the teaching goals, develop student's self-confidence will, decisive spirit, as well as the collective consciousness, indomitable spirit, such as mixed together, without clear instructions to achieve this goal situation, content and conditions appear vague and fuzzy.

2.2 The Penetration Ability of Moral Education Content is Not Systematic.

Most teachers agree that there are rich moral education contents in physical education teaching activities, among which collectivism spirit, indomitable fighting spirit and cooperative and competitive consciousness are the top three moral education contents in physical education teaching. However, in the questionnaire survey, the author found that in the survey of “whether you choose moral education content according to different teaching content”, 88% of the teachers did not choose moral education content according to different teaching content. In the further interview, it was found that they did not organize and summarize corresponding moral education content and make systematic distinctions according to the teaching content. Such as on a track and field special teachers, a badminton special teachers and a special aerobics teachers lesson plans comparison found that they each class throughout the semester is based on the content of moral education infiltration of “cultivate students collectivism spirit, indomitable spirit and abide by the rules”, rather than according to the different project to dig the corresponding content of moral education.

2.3 The Application Ability of Moral Education Method is Not Flexible.

The scientific and reasonable use of moral education methods can not only help students to better accept the content of moral education, but also fully reflect the moral education ability level of physical education teachers. Moral penetration methods in physical education teaching are mainly divided into model demonstration method, language persuasion method, emotional influence method, practical exercise method and edification education method [3]. Each category can be subdivided into 3 to 5 more detailed moral education methods. However, according to the questionnaire survey, most teachers still focus on simple preaching in physical education teaching, instead of taking students as the main body, flexibly using a variety of moral education methods to guide students correctly. They only pay attention to “teaching” rather than “education”, and the effect of moral education is greatly reduced. At the same time, it is found in the interview that female teachers are better at using emotional influence method, and their emotional appeal is obviously better than that of male teachers. However, the majority of physical education teachers are male teachers, so there is still a large space for the application of moral education method in emotional aspects.

2.4 The Practical Ability of Moral Education Approach is Discontinuous.

The way of moral education penetration in PE teaching is mainly divided into classroom way, extracurricular way and network media. Most PE teachers will carry out moral education through classroom, while some teachers carry out moral education through competition and network media. Although most physical education teachers have certain practical ability of moral education approach, the difference is mostly in the frequency of practice, but the moral education in physical education teaching needs to be continuous and uninterrupted for a long time, in order to better enhance the practical ability of moral education.

2.5 The Building Ability of Moral Education Environment Needs to Be Strengthened.

Teaching environment is closely related to moral education activities. Physical education environment is a relatively special existence, which is composed of various elements, including physical environment such as stadiums and sports equipment for normal teaching activities, as well as humanistic environment jointly created by teachers and students. Questionnaire survey results show that physical education teachers pay more attention to the construction of the physical environment, some teachers will go to the class site 5 ~ 10 minutes in advance to carry out the

safety inspection of the site and equipment, to ensure the standardization of the physical environment. However, the humanistic environment of PE teaching is relatively lacking, which mainly includes classroom atmosphere and interpersonal relationship in teaching. Most teachers aim at completing teaching tasks and improving students' physical quality. They do not pay attention to active classroom atmosphere, but a good classroom atmosphere can not only mobilize students' learning enthusiasm and interest in physical education, but also strengthen the emotional communication between teachers and students.

3. Analysis on the Causes of the Problems Existing in the Moral Education Ability of Physical Education Teachers in Colleges and Universities

3.1 Thinking Understanding Existence Erroneous Area

Physical education courses in colleges and universities always take “health first” as the guiding ideology, but some physical education teachers' understanding of “health” is only limited to the physical health, and only pay attention to improving students' physique and skills, but ignore the ideological and spiritual education of students in the physical education class. Under such misunderstanding, physical education teachers do not pay attention to improving their own moral education ability, which subjectively hinders the implementation of moral education objectives in physical education teaching [4].

3.2 Lack of Professional Moral Education Training.

Of teachers in colleges and universities must receive pre-job training before induction, including the teacher's ethics training, the young teachers of moral education has the certain help improve the capacity, but the lack of systematic training, especially in sports education compared with other kind of education culture, have discipline particularity, its difficult to combine theory and practice of moral education, and led to many teachers hard to apply. According to the survey, senior teachers usually do not participate in relevant moral education training and learning. Although they have rich teaching experience, they lack moral education theory and do not use a variety of moral education methods and techniques. Therefore, when facing the moral education goal in the teaching plan, their own experience and ability are not enough to implement this goal.

3.3 Lack of Attention from Teachers and Schools.

Although some universities affirm the moral value of physical education, they do not really pay attention to it, which makes it difficult to carry out the moral education goal of physical education. Recruitment of new teachers focuses on skills rather than teaching. Moral education is not included in the assessment, only from the scientific research ability, teaching ability, competition results and other aspects of the evaluation of physical education teachers. In such an environment, PE teachers are divided into two categories: one focuses on “teaching” rather than “learning”, and only completes teaching tasks without in-depth understanding of students. The theory and practice of moral education are weak, and they cannot combine physical education and moral education organically. The other only attaches importance to academic research, because in most colleges and universities, teachers' scientific research ability is the first hard index to evaluate professional titles, but teachers' moral education ability is difficult to be specifically quantified.

3.4 Lack of Scientific and Systematic Evaluation System of Physical Education Teachers' Moral Education Ability.

At present, few colleges and universities have established a scientific and reasonable evaluation system of physical education teachers' moral education ability, which is also an important reason for the failure of moral education into physical education teaching. Due to its recessive characteristics, the construction of moral education objectives is relatively complex. If the construction is not scientific and reasonable, it is difficult to operate and carry out, so it is easy to be ignored.

4. Cultivation Strategy of Moral Education Ability of College Physical Education Teachers

4.1 Transforming Moral Education Idea is the Necessary Prerequisite to Enhance Physical Education Teachers' Moral Education Ability.

Only when the PE teachers really realize the necessity of moral education in the PE teaching, can they carry out moral education to students in the PE class better. Physical education teachers have unique advantages in moral education, they are warm and generous, positive and cheerful, forthright and courageous character in the communication with students more affinity, and their exquisite skills and healthy body is more appealing to students. Therefore, only by changing the moral education idea of physical education teachers, making full use of these advantages, clarifying the moral education goal in physical education teaching, updating the moral education method, and excavating the moral education content contained in different teaching contents, can the moral education ability of physical education teachers be really improved.

4.2 It is a solid foundation to improve physical education teachers' moral education ability to establish a sound regular training system and cultivate their self-moral education development ability.

Although physical education teachers in colleges and universities in Hunan province carry out uniform pre-service training before entering the service, the training content about teachers' moral education ability is relatively small. Therefore, the proportion of teachers' moral education ability training should be relatively increased during the pre-service training. In physical education courses, teachers bring students the most direct feeling, which requires physical education teachers must have a higher teaching level and moral education quality, so after the induction training, schools also need to carry out regular training for teachers to improve their moral education ability. After the training, schools should guide physical education teachers to combine moral education theory with physical education teaching practice, and gradually form a training system for physical education teachers oriented by the promotion of “the combination of moral education theory and practice”, so as to fundamentally improve the moral education ability of physical education teachers.

4.3 Being Good At Summarizing and Discovering the Methods and Skills of Moral Education is an Important Way to Improve Physical Education Teachers' Moral Education Ability.

Physical education classroom in colleges and universities is not only limited to simple technical movement teaching, but also includes a variety of competition projects, group cooperation projects, etc. No matter which type, physical education teachers should have the awareness of education, integrate physical activities and moral education, so that students can accept moral education imperceptibly. This requires physical education teachers to flexibly use a variety of moral education methods in the classroom, dig out the hidden moral education resources, improve the moral education skills.

4.4 Constructing a Scientific and Reasonable Evaluation Index System of Moral Education Ability is the Fundamental Source of Improving Physical Education Teachers' Moral Education Ability.

Accurately and objectively evaluating the moral education ability of college physical education teachers is an important measure to improve the moral education ability of physical education teachers. To build scientific and reasonable evaluation index system of PE teachers' moral education ability, make the physical education teachers through the feedback information, perfect the teaching procedures, improve moral education methods, rich way of moral education, sports and moral education together hand in hand, really solve the problem of physical education teachers ability evaluation of moral education from the sources, the higher vocational colleges to improve the penetration effectiveness of moral education in physical education teaching is of great significance.

5. Conclusion

In order to strengthen the integration of moral elements in higher vocational physical education courses and realize the fundamental task of “cultivating people by virtue”, it is necessary to fundamentally improve the moral education ability of college physical education teachers. Physical education teachers should correct understanding of “health first” guiding ideology, to actively take part in the moral education ability training, and combining theory with practice, be good at summary, found that the moral education methods and techniques, the moral education goal, planed and orderly way to infiltrate the classroom teaching, the truly sports with the direction of moral education, form a synergistic effect.

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