

Discussion on the Ideological Change of School Physical Education under the Transition of Educational Paradigm

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Abstract: Educational paradigm is a category that reflects the main difference between education in one era and education in another. Facing the realistic crisis of the scattered effectiveness of the school physical education ideological system, the author explores and studies the transformation of the school physical education ideological system under this background. By using the methods of documentation and logical analysis, this paper analyses the reasons for the coexistence of pluralistic school physical education thoughts. The research results show that with the transformation of the educational paradigm, the healthy sports thought will certainly change to the ecological sports thought. He also believes that contemporary domestic should pay more attention to the integration of school sports, social sports and family sports, and gradually realize the connection between school sports, social sports and lifelong sports.

1. Introduction

School sports is an important aspect of sports and an integral part of school education [1]. Practice shows that the correctness of guiding ideology will directly affect the development of school sports [2]. This paper uses the literature method, comparative analysis, Inductive law studies the guiding ideology of modern Chinese and modern schools, points out the advantages and disadvantages of various guiding ideologies, and has important practical significance for the development of school sports. In China, the development of school sports thoughts is the most intimate interpretation of the phenomenon of concentrating Post, the symbiosis of sports thoughts in multiple schools, exposes the attributes of school sports to the maximum extent, and guides the all-round interpretation of school sports. [3] School education should establish the guiding ideology of health first and strengthen sports work [4]. It is formed in the practice of school physical education in a certain social background and the development of the times. It reflects the researchers' understanding and views on the essence of school physical education, and even forms an academic school [5]. It has a positive guiding role in the management and development of school physical education [6-8].

2. Methodology

The educational paradigm is a category that reflects the most common commonality, the most basic characteristics, and the most fundamental spirituality of education in an era. It is a category that reflects the main difference between the education of one era and the education of another era. Therefore, it has a strong fan and force [9]. Therefore, the research on school sports thoughts objectively reflects the requirements of school politics in the aspects of social politics, economy, culture and education. It is forward-looking and plays a driving role in the development of school sports from a macro perspective [10]. At that time, due to the implementation of the "military national education" in China, the school sports correspondingly proposed the military national sports thought. School sports thought is the understanding or view of school sports directly or indirectly formed by people in school sports practice activities in a certain society and era. The idea of school physical education is people's understanding or view of school physical education directly or indirectly formed in the practice of school physical education in a certain society and era. Physical education is a purposeful, planned and organized educational process in accordance with

certain plans and outlines. It aims at imparting sports knowledge, technology and skills to the participants, effectively developing the body, strengthening the physique and cultivating the moral will quality.

The physical education teaching, extracurricular physical exercise, extracurricular training and competition in school physical education are all changing with the development of school physical education thought, and show their own characteristics. This kind of thought is more extreme than the thought of skill education. The main theoretical basis is that school physical education is the basis of competitive sports, and school physical education should serve the establishment of competitive sports power. At the same time, the school physical education thought can be defined as the real school physical education thought only if it can play a guiding role in the four aspects of physical education teaching, extracurricular physical exercise, extracurricular training and competition. However, it is precisely because of this multi-dimensional explanation that it also causes great inter-situ hidden dangers in the school sports operation process, which causes the school sports to be "three-four". Its manifestations are diverse, not only concentrated in the guiding ideology with direction and policy, but also in the concept of individual or group, and also reflected in the theoretical form of the study of school sports problems.

3. Result Analysis and Discussion

School physical education is an important part of school education. It is closely integrated with moral education and intellectual education, and shoulders the historical mission of cultivating talents for the society. It introduced the "gymnastics" in Europe, and later introduced the "Bing Gymnastics" in Japan, which was compatible with the track and field of modern sports, ball and national martial arts. It had a certain influence on the early stage of the exploration of physical education in China, but it also produced A lot of negative effects. The core content of school sports thought is the essential understanding of school sports. Therefore, looking at the changes of school sports thoughts from the macro background of educational paradigm shift is conducive to improving our understanding of the development of school sports, and thus promoting the overall reform of school sports. In the school sports thoughts in China since the reform and opening up, there are three kinds of school sports thoughts. It has played a positive role in promoting the teaching, training, training and competition of school sports. The understanding and Research on the development of school physical education, the selection of content and the evaluation of quality provide an important and reliable theoretical basis for school physical education from both macro and micro perspectives.

Educational activities are special social activities consisting of teachers, students, educational contents and educational materials. The relationship between teachers, students, educational contents and educational materials constitutes the contradictory structure of education. As a result, school physical education is also a basic and stage education. It can only be regarded as the education that students need to develop in a specific education section, and can not be called lifelong physical education. As a result, school physical education is also a basic and stage education. It can only be regarded as the education that students need to develop in a specific education section, and can not be called lifelong physical education. This kind of thinking has had a great impact on the content, methods and organization of school teaching. However, it has not yet formed a perfect and mature teaching model. Whether it can fulfill the mission of "lifelong" should also be considered. However, it is worthy of recognition that the research on school sports thought has gone from macro to progressive to micro, and is in a rising course.

4. Conclusions

Although from the single physical sports concept to the multi-dimensional view of life sports, the school sports thought has undergone a fundamental transformation and achieved certain achievements, but in terms of lifelong sports thinking, there are still many problems, such as education for people. Segmented, the development of a person's life needs constant re-education.

Any attempt to get rid of this restriction and negation of this service, only emphasize the individual sports needs of the students and the school sports guiding ideology of the school sports itself, is unrealistic and impracticable. School sports thought is the transcript of school sports, which occupies and highlights some of the attributes of school sports in different fields of view. They appear at different points of time, one is due to the need of historical scenarios to explain the essence of school physical education, the other is due to the internal requirements of school physical education operation. In fact, only in frequent and multi-directional international exchanges can the national characteristics of education be embodied and national characteristics be realized. Therefore, the correct establishment of school physical education thought, we should grasp the basic idea of school physical education, understand the basic goal of school physical education. At the same time, we should grasp the different physical and mental characteristics of students at different stages. Only in this way can the idea of school physical education be really conducive to the reform and development of school physical education.

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