

The Present Situation and Countermeasure Research of Physical Education Teaching in Rural Junior—Middle School in Linyi County

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Abstract: This paper investigates and analyzes the current situation of physical education teaching in rural junior middle schools in Linyi County, Dezhou City by means of literature, questionnaire survey, field observation, mathematical statistics and logical analysis, and proposes reasonable suggestions and improvement measures in view of the existing problems, in order to provide theoretical reference and reference for the future development of physical education teaching in rural junior middle schools in Linyi County.

Keywords: Linyi County; Junior high school; Physical education; Current situation

1. Introduction

School physical education is an important part of school education, it is very important to train students with moral, intellectual and physical ability. With the establishment of our socialist market economy system, great changes are taking place in economy, culture, education and sports. After the implementation of the new curriculum standards, the rural middle school physical education teaching more and more people's concern and attention, to understand the rural junior middle school physical education teaching status, find out the shortcomings and deficiencies, and actively change the existing, backward, does not meet the requirements of The Times rural junior middle school physical education system, is an important link facing the school physical education.

2. Research object and research method

2.1 Research object

This study takes physical education teaching of rural junior middle school in Linyi County as the research object; Physical education teachers and some students in five middle schools, namely Xingdong Middle School, Yuetan Middle School, Linpan Middle School, Xinglong Town Middle School and Luobei Middle School, were investigated.

2.2 Research Methods

2.2.1 Documentation method

Through China Journal Net and Chaoxing Digital Library, literature on physical education teaching in rural junior middle schools was consulted and retrieved, and relevant documents of "physical education teaching in Linyi County" were collected to get a comprehensive understanding of middle school physical education in Linyi County The present situation of the course provides detailed information for the research.

2.2.2 Field observation method

I went to the surveyed schools in Linyi County to conduct a field survey, and observed and studied the teaching, opening, venue and equipment of physical education classes in these schools.

2.2.3 Questionnaire survey

A random questionnaire survey was conducted on students and PE teachers in 5 middle schools. Questionnaires were distributed in person and commissioned. (See Table 1 for the distribution and recovery of questionnaires)

Table 1 Statistics of the distribution and recovery of questionnaires

| questionnaire | delivery questionnaire (copy) | recovery questionnaire (copy) | effective questionnaire (copy) | recovery rate (%) | effective rate (%) |
|-----------------------|-------------------------------|-------------------------------|--------------------------------|-------------------|--------------------|
| teacher questionnaire | 50 | 47 | 44 | 94.0 | 88.0 |
| Student questionnaire | 400 | 378 | 352 | 94.5 | 88.0 |

2.2.4 Mathematical statistics

The statistical analysis of the collected data by EXCEL and SPSS provides theoretical support for the writing of the paper.

2.2.5 Logical Analysis Method

The collected data and the data obtained from the investigation are summarized and analyzed and summarized, so that the content of the paper has a certain generality, logic and refinement.

3. Physical Education teaching status of rural junior middle schools in Linyi County

3.1 Analysis of students' learning motivation in PE class

Table 2 Motivation Questionnaire of students in PE Class (n=352)

| objective | to promote physical development | to promote psychological development | to improve social adaptability | going to school requires | pure love |
|----------------|---------------------------------|--------------------------------------|--------------------------------|--------------------------|-----------|
| numbers | 88 | 76 | 60 | 99 | 29 |
| proportion (%) | 25.0 | 21.6 | 17.0 | 28.1 | 8.3 |

As can be seen from Table 2, the motivation for students to participate in physical education accounted for 28.1% of the need for higher education, 25.0% of the promotion of physical development, 21.6% of the promotion of psychological development, 17.0% of the improvement of social adaptability, and 8.3% of the last factor is pure love. It can be seen that students prefer physical education, students think that physical education can promote physical development and physical fitness; Whether in study or life can relieve psychological pressure; Can exercise the will of students, not afraid of wind and rain bad weather, can build a deep friendship with other small partners, make students with low self-esteem become proactive, the most important is helpful to college. Therefore, schools should actively according to the actual situation of students reasonable arrangement of physical education, so that students fall in love with physical education, have an interest in sports, promote the healthy growth of students.

3.2 Physical Education teachers of rural junior middle schools in Linyi County

3.2.1 Age of PE teachers

Table 3 Age survey of Physical Education Teachers (n=44)

| age | 27 and younger | 28-38 years old | 39-49 years old | 49 years and older |
|----------------|----------------|-----------------|-----------------|--------------------|
| numbers | 5 | 11 | 13 | 15 |
| proportion (%) | 11.4 | 25.0 | 29.5 | 34.1 |

Through the investigation on the age of physical education teachers in 5 rural junior middle schools in Linyi County, it can be seen that the number of physical education teachers is increasing with the increasing age of physical education teachers. Among the five junior high schools, the number of PE teachers aged 27 and below is the least, only 5, accounting for 11.4%; 25 percent of PE teachers were 28 to 38 years old, 29.5 percent were 39 to 49 years old, and 34.1 percent were over 49 years old. It can be inferred from the investigation that there are more old PE teachers in the school. Because the knowledge that old PE teachers impart to students in rural areas is what they learned when they were young, they can not keep pace with The Times, which will lead to a decrease in the interest of students in PE. The reason for this situation is that schools do not pay attention to physical education, for many years did not recruit young PE teachers, unable to change the aging phenomenon.

3.2.2 Education background of PE teachers

Table 4 Educational Background Survey of Physical Education Teachers (n=44)

| educational background | graduate student | undergraduate | junior college |
|------------------------|------------------|---------------|----------------|
| numbers | 4 | 23 | 17 |
| proportion (%) | 9.1 | 52.3 | 38.6 |

Through the investigation on the educational background of physical education teachers in 5 rural junior middle schools in Linyi County, it can be seen that there are only 4 postgraduates in the five schools, and there is no physical education teacher with postgraduate education in one of the five schools. Among them, bachelor degree accounts for 52.3%, accounting for the main part, and specialist degree accounts for 38.6%, accounting for a certain proportion. The main reasons for this phenomenon are as follows: First, since the physical education teachers of the school are older, they were recruited before, and the educational requirements at that time were not high, so there

were more junior college and undergraduate degrees. Second, because school leaders do not pay attention to physical education, there is no introduction of high degree PE teachers; Third, the students who graduate from the postgraduate degree want to stay in the city and do not want to go back to the countryside to teach. To solve these problems, the government and schools should actively formulate some policies, so that students with higher education back to rural teaching, so that students receive a good education, have an interest in sports.

3.3 Sports facilities of rural junior middle schools in Linyi County

Table 5 Survey of students' satisfaction with Physical education teaching Venues (n=352)

| satisfaction Degree | very satisfied | relatively satisfied | satisfied | no satisfied | very dissatisfied |
|---------------------|----------------|----------------------|-----------|--------------|-------------------|
| numbers | 10 | 39 | 88 | 140 | 75 |
| proportion (%) | 2.8 | 11.1 | 25.0 | 40.0 | 21.1 |

As can be seen from Table 6, students are not satisfied with the physical education venue of our school, of which 61.1% are dissatisfied or very dissatisfied, 25.0% are satisfied, 11.1% are relatively satisfied and 2.8% are very satisfied. It can be seen that the school sports venue can not meet the needs of students, which will affect the students' love of sports, can not make students have good exercise, can not actively participate in exercise, have a negative impact on the students' physical and mental.

4. Countermeasure Analysis of Physical education of rural junior middle school in Linyi County

4.1 Stimulate students' interest in sports

Schools should pay more attention to physical education, increase the investment in sports facilities, encourage old teachers to go out for training and learning, so that these old teachers can keep pace with The Times. The school can have a small sports meeting in extracurricular time, so that every student can actively participate in, so that students can perform their own duties and find their own advantages; Schools can set up some sports clubs, let students according to their own preferences to use their spare time to participate in sports, stimulate students' interest in sports.

4.2 Strengthening the construction of physical education teachers in rural middle schools

To train PE teachers, constantly improve PE professional ability and other aspects of knowledge reserve, let PE teachers better each class; Improve the status of physical education teachers, so that it is recognized by the society, increase the salary of rural teachers, so that they take the initiative to participate in the work; The government and schools can formulate relevant policies to carry out ideological and moral education for physical education graduates, so that they can actively participate in the ranks of rural physical education teachers; Students are very concerned about the attitude of PE teachers. PE teachers should keep a positive and optimistic attitude during class, which will affect students' mentality and interest in sports activities.

4.3 Increase the investment in sports facilities

Site construction should be carried out through the mode of social funding or school-enterprise cooperation. School leaders should attach great importance to the necessary sports equipment for class, and increase efforts to purchase equipment to meet the needs of physical education teaching.

5. Conclusion

The physical education teaching content of rural junior middle school in Linyi County is single and the teaching method is outdated, which can not stimulate students' interest in learning. Physical education teachers are generally older and less educated, which leads to outdated knowledge. The serious lack of sports venues and sports equipment makes students unable to learn the sports they love, reduce their enthusiasm for sports, and directly affect students' interest in sports learning and teaching effect. Aiming at the problem of physical education in rural junior middle school in Linyi County, the practical and feasible measures are put forward.

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