

Study on Strategies for Improving Physical Education Teacher Trainees' Classroom Teaching Ability under the Perspective of Disciplinary Core Literacy

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Abstract: In 2014, the Ministry of Education's Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Establishing Moral Virtues in People pointed out that it was necessary to organize research into the system of core qualities for the development of students in various academic segments, to answer in depth the question of "how to cultivate people, and for whom to cultivate people", and to make clear the necessary character and key abilities that students should have to adapt to the needs of lifelong development and the development of society. The teacher education system is a system of teacher training. The classroom teaching ability of teacher trainees is the key to measuring the quality of China's teacher education, and is also an important factor in determining whether they can become young teachers. As the main force of future national talent training, the development of teacher education of teacher trainees affects the development of basic education. It is an indisputable fact that the training of physical education teacher trainees in China has not been able to meet the needs of basic physical education reform to a certain extent, which is a prominent manifestation of the imbalance between supply and demand between college physical education and basic physical education. Improving the classroom teaching ability of physical education teacher trainees and realizing the effective convergence of the training of talents between college physical education and basic physical education is not only an important factor for the "Effective Improving the degree of goal achievement, social adaptation, quality assurance and effectiveness of talent training in colleges and universities" is also the need to "build a strong education country and do a good job of education to the satisfaction of the people". The study selected the classroom teaching ability of physical education teacher trainees under the perspective of disciplinary core literacy as the research object, analyzed the problems existing in the classroom teaching ability of physical education teacher trainees, found the factors restricting the development of the classroom teaching ability of physical education teacher trainees, and put forward the referential opinions and measures for the promotion of the development of classroom teaching ability of physical education teacher trainees under the perspective of disciplinary core literacy in China in the future.

Keywords: Core Literacy of Physical Education Discipline, Physical Education Teacher Training Students, Classroom Teaching Ability, Enhancement Strategy.

1. Purpose and Significance of the Study

1.1. Research Purpose

This study investigates the current situation of classroom teaching ability of physical education teacher trainees, analyzes the problems of classroom teaching ability of physical education teacher trainees, and puts forward the suggestions of strategies to improve the classroom teaching ability of physical education teacher trainees under the perspective of disciplinary core literacy, with a view to better promoting the development of the classroom teaching ability of physical education teacher trainees under the perspective of disciplinary core literacy.

1.2. Significance of the Study

1.2.1. theoretical Significance

By studying the core literacy, core literacy of physical education disciplines and the classroom teaching ability of physical education teacher training students, exploring their meanings, characteristics and influences, and establishing a theoretical framework for the improvement of the classroom teaching ability of physical education teacher training students under the perspective of disciplinary core literacy,

we can enrich and improve the theoretical knowledge of physical education teaching, teacher training and other related disciplines, which is of great theoretical significance for the future research on the development of the classroom teaching ability of physical education teacher training students under the perspective of disciplinary core literacy in our country. It has important theoretical significance for the future research on the development of classroom teaching ability specification of physical education teacher training students under the perspective of disciplinary core literacy in China.

1.2.2. Practical Significance

To study the actual situation of the classroom teaching ability of physical education teacher trainees, and to find out the deficiencies and their causes, and then to formulate practical strategies and opinions to enhance the classroom teaching ability of physical education teacher trainees. It can solve the problem of supply and demand relationship between physical education teacher trainees and primary and secondary basic education teachers, provide relevant decision-making references for the state or universities to change the cultivation objectives and directions of physical education teacher trainees, and have important practical significance in promoting the reform practice of physical education teaching in China.

2. Analysis of the Problems and Causes of Classroom Teaching Ability of Physical Education Teacher Trainees in the Perspective of Disciplinary Core Literacy

2.1. Lack of Awareness of the Syllabus and New Standards before Class, Weak Integration with Modern Educational Technology

First of all, physical education teacher trainees lack a full understanding of the syllabus, standards and learning situation when preparing for classroom teaching. A full understanding of the syllabus, standards and learning situation is a prerequisite for improving the quality of physical education classroom teaching [1]. It can help teachers better plan and organize physical education classroom teaching, improve teaching effect, and meet students' learning needs and curriculum requirements. Secondly, there is a lack of modern educational technology ability. Modern educational technology ability refers to the ability of physical education teachers to apply modern technological tools and resources to improve the teaching effect in the teaching process. This includes the use of multimedia and information technology to design and implement teaching activities, the use of online resources and platforms for course management and communication, and the adoption of scientific methods to assess student performance and improve teaching quality. This competency requires PE teachers to possess not only specialized knowledge but also the skills to operate modern educational technologies. A range of specific methods, techniques, tools and equipment are usually included. Optimizing teaching methods and tools in the physical education classroom can show how physical education teacher trainees are able to effectively combine modern technological educational concepts with traditional teaching methods and tools, and the more scientific and practical such a combination is, the stronger the physical education teacher trainee's modern educational technology competence will be. According to the survey data, "the combination of modern information technology and classroom teaching" is at a poor level [2]. The lack of teachers' modern educational technology ability may easily lead to the inability to effectively use multimedia and interactive software to enrich teaching content and enhance students' interest, the difficulty of accurately assessing students' progress through data analysis and designing personalized training programs, as well as the inability to incorporate distance learning and online resources in a timely manner, which limits the diversity of students' learning styles and accessibility to the curriculum, and ultimately affects the efficiency of the classroom and the results of students' learning[3].

2.2. Inadequate Classroom Organization and Management in the Implementation of Teaching and Learning for Physical Education Teacher Trainees

One of them is the lack of ability to organize teaching and competition in the classroom. Physical education classroom teaching organization is an important means for teachers to implement teaching. Good classroom teaching organization is the first step to effectively organize classroom teaching, good

classroom teaching organization is conducive to the creation of classroom teaching situation, stimulate students' interest in learning, and manage the learning process of students, so that the purpose of teaching can be achieved. Poor organization of physical education classroom teaching may lead to chaos in the classroom, which is very unfavorable to ensure the safety of students, to achieve the goals of teaching and cultivate a good atmosphere in the classroom, students may not be able to focus on the tasks in the classroom, so that they can not get the desired training and learning effects from the classroom, especially in the organization of teaching competitions in the context of teaching, if not carried out in an orderly manner, which may lead to the students in the subsequent Extracurricular physical exercise can not get the effect of exercise, which may seriously lead to the students' injuries and illnesses[4]. Insufficient organizational ability of physical education teacher trainees in physical education classroom teaching will not only affect the development of the ability of physical education teacher trainees to implement classroom teaching, but also affect the effect of physical education classroom teaching, resulting in the failure to form students' comprehensive literacy[5].

Secondly, the management ability of physical education teacher trainees in physical education class is directly related to the effectiveness of teaching, which not only involves the efficiency of the course, but also includes the ability and level of teachers and students. If PE teaching lacks proper management and supervision, it may affect students' participation, teachers' expectations of teaching outcomes, the maintenance of classroom discipline, and even the development of PE teacher trainees' individual teaching competence is challenged. Therefore, it is crucial to focus on and enhance the classroom management skills of physical education teacher trainees. Physical education teacher trainees who lack classroom management skills for students may lead to an increase in student discipline problems, which may affect learning outcomes; it may even lead to student injuries during activities. Once the management of students becomes difficult, teachers' teaching may become more lax, thus forming a vicious circle in which the development of teachers' classroom teaching ability lags behind and the worse the performance of students becomes, which is serious for the teaching effectiveness of physical education classrooms[6]. Therefore, improving physical education teacher trainees' ability to manage students and breaking this vicious circle is an important way to improve the quality of education in future physical education classrooms.

2.3. Poor Teaching Evaluation System and Inadequate Reflection on Teaching Methods for Physical Education Teacher Trainees

First, the evaluation system of physical education classroom teaching needs to be improved. Physical education classroom teaching teacher's ability to evaluate students refers to the teacher's ability to assess and give feedback on students' learning behavior, skill development, and motor effectiveness in the physical education classroom[7]. Through effective evaluation, teachers can clearly understand the specific needs of each student in terms of motor skills and theoretical knowledge, which helps to set clearer and more reasonable teaching goals.

Influenced by the traditional educational thinking, many

physical education teacher trainees are still focusing on students' learning results and neglecting students' learning process. If a timely evaluation is made of the students' learning process, it leads to teachers not understanding the students' learning status, and it is difficult to accurately grasp the effectiveness of teaching, resulting in the result that it may not be possible to implement effective teaching improvement strategies, which in turn affects the students' ability to go further and further into the wrong understanding and methods, leading to the accumulation of errors that are difficult to correct in a timely manner. Self-assessment and mutual assessment help to focus on the learning process and pursue knowledge internalization, while the failure to implement these two types of assessment may result in students paying too much attention to results and scores and neglecting the learning process[8]. In summary, the insufficiency of making timely evaluation of students' learning process and organizing students to conduct self-assessment and mutual assessment leads to an inadequate evaluation system for physical education teacher trainees' classroom teaching.

Secondly, the lack of reflective ability of physical education teacher trainees leads to lagging teaching methods in physical education classrooms. Lagging classroom teaching methods of physical education teacher trainees refer to the ideological and structural solidification of physical education teacher trainees in classroom teaching. Effective classroom reflection skills possessed by physical education teacher education students are crucial for refreshing teaching concepts and constructing new teaching frameworks[9]. Advanced classroom teaching methods and approaches can significantly improve the quality and effectiveness of teaching and learning. These methods promote student interest, increase classroom interaction, help personalize instruction, and improve learning efficiency. However, statistics show that being able to reflect on one's own teaching styles and methods is at a poor level. Physical education teacher trainees who organize classroom teaching only according to their own fixed teaching styles and methods for a long period of time puts teachers in a comfort zone of their own, and they are reluctant to accept new and emerging teaching styles and methods, which in turn affects the development of the overall classroom teaching ability[10].

3. Strategies for Improving Classroom Teaching Ability of Physical Education Teacher Trainees in the Perspective of Disciplinary Core Literacy

3.1. Optimizing the Curriculum of Colleges and Universities and Strengthening the Concept of Basic Education and Information Age Education

First of all, the college curriculum is in line with the basic education, and the learning of the contents of the new physical education standard is strengthened. [11]With the deepening of education reform, the requirements for physical education teachers at the basic education level are increasingly emphasizing their professionalism and comprehensive quality. Physical education is no longer just a simple process of teaching students motor skills, but also a complex educational activity involving the cultivation of students' core academic qualities and the realization of their overall physical and

mental development. Policies such as the "13th Five-Year Plan for the Development of National Education" and the newly revised "Physical Education and Health Curriculum Standards" provide policy support and direction guidance for the training and professional development of physical education teachers. Therefore, as a training base for future physical education teachers, colleges and universities must carry out in-depth reforms of their curricula in order to fully meet the requirements of basic education on the comprehensive quality of teachers[12]. In order to respond to this trend, the curriculum of physical education teacher training program in colleges and universities should be adjusted accordingly: first of all, set up the course of "Education Policy Interpretation", and invite experts in the fields of education, physical education and policy analysis to give lectures or seminars to teacher trainees, to interpret the latest education policy and its specific impact on physical education teaching. By inviting experts and scholars in the fields of pedagogy, physical education and policy analysis to conduct high-quality lectures and seminars, teacher trainees can obtain first-hand policy interpretation, professional insights and practical advice[13]. These activities not only provide teacher trainees with the opportunity to gain an in-depth understanding of the content and context of education policies, but also help them to acquire the skills to apply these policies in practical teaching. Secondly, the "Core Literacy Practices in Disciplines" course is included, which emphasizes a detailed explanation of the new curriculum standards, combined with specific teaching examples, to give students a visual understanding of how to implement literacy education in physical education. The main goal of this course is to help teacher trainees deepen their understanding of the core qualities of physical education and guide them to apply these core qualities in their teaching practice, centering on the new physical education curriculum standards[14]. To sum up, physical education teacher training programs in colleges and universities should follow the education policy, adjust and optimize the curriculum, and through specific teaching strategies and methods, ensure that every physical education teacher trainee can master profound knowledge of physical education disciplines while integrating modern education concepts, so as to become an excellent physical education teacher with both theoretical literacy and practical ability.

Secondly, strengthen the integration of modern information technology and physical education classroom teaching for physical education teacher trainees. With the development of information technology education, traditional teaching skills are not enough to cope with the needs of the new era. Teacher trainees need to develop modern educational skills and integrate information technology and teaching strategies. This includes learning to use educational software, managing online classrooms, utilizing smart educational tools and data analysis. Teachers' roles need to change from knowledge transmitters to guides, collaborators and innovators in order to develop students' information literacy and lifelong learning abilities[15]. In this way, a system of teachers' professional skills that is compatible with the information society can be constructed. The integration of modern information technology and classroom teaching is mainly enhanced in the following aspects:

On the one hand, improve the curriculum. The curriculum needs to include the basics of information technology to ensure that physical education teacher trainees have an adequate reserve of information technology knowledge. This

can be achieved by adding courses such as basic computer science and educational technology, so that students can master practical skills such as data processing, multimedia production and Internet search. Second, specialized courses in technology applications are essential. These courses should be centered on how to integrate information technology with physical education teaching, and the content may include digital lesson plan design, sports analysis software application, and the use of intelligent sports equipment. Through specific cases and practical exercises, students will be guided to gain a deeper understanding and mastery of the integration of technology and physical education teaching. Finally, the advanced courses should focus on the development of skills such as data analysis, online assessment and tracking learning progress. In this part of the curriculum, students can learn how to record students' sports performance through information technology, analyze their progress trends, as well as develop more personalized and targeted training plans[16]. In addition, practical courses should not be overlooked. In addition to simulation teaching within the classroom, students should also go to the school site for internship, putting the theoretical knowledge learned in the classroom into practice and accumulating practical teaching experience. In this way, students can more quickly grasp the practical use of information technology, rather than just staying at the level of theoretical knowledge.

On the other hand, to create a good information technology environment: first of all, the integration of modern educational technology in the physical education classroom by college teachers has a demonstration effect on the teacher training students, and this teaching mode can directly affect the teacher training students' understanding of educational technology and the development of their application ability. By observing and experiencing these physical education classrooms that utilize information technology, teacher trainees are able to understand and master the use of advanced educational technology in real time, such as smart wearable devices, motion analysis software, interactive videos, and online educational platforms. This hands-on experience makes teacher trainees more familiar with these modern technological tools and able to better understand their positive effects on enhancing teaching effectiveness and student engagement[17]. When teacher educators observe the significant enhancement of student learning outcomes as a result of the use of modern educational technologies in physical education, they realize the importance of mastering these skills as part of their pedagogical skill development. Higher education teachers also act as role models by showing teacher trainees how to effectively integrate these technological resources to make the classroom more dynamic and interactive, for example, by using real-time feedback systems for student assessment or by using virtual reality to simulate sports scenarios; and secondly, schools and teaching institutions should provide adequate information technology support for physical education teaching and learning, such as the installation of smart chalkboards, the coverage of the sports halls by wireless networks, and the provision of enough tablets and smart wearable devices, etc. The guarantee of these devices and networks is the basis for realizing high-quality IT-integrated teaching[18]. By learning in a technology-supported environment, physical education teacher trainees are able to continuously explore and try out new educational methods and techniques, and enhance their technological educational capabilities. In their future teaching

careers, these experiences and skills will greatly help them to flexibly utilize modern information technology in their teaching practice, improve the quality of their teaching, and develop technological literacy in the next generation of students.

3.2. Combining Theory and Practice to Optimize the Organization of Classroom Teaching and Improve the Effectiveness of Classroom Teaching

First of all, we should strengthen the educational practice of physical education teacher training students, and develop the integrated classroom teaching organization of “learning, practicing, competing and evaluating”. The new curriculum standard for physical education and health emphasizes the implementation of the concept of “teaching, practicing and competing” in the curriculum concept, under the guidance of this concept, and from the direction of creating a high-quality physical education classroom, the physical education classroom follows the classroom teaching arrangement and organization of “learning, practicing, competing and evaluating”. The classroom teaching arrangement and organization of “Learning, practicing, competing and evaluating”[19]. The integrated classroom teaching of “learning, practicing, competing and evaluating” provides a new way of thinking for the implementation of the core qualities of physical education, and helps students to form the core qualities of physical education. The practice of physical education is an important part of physical education teacher training colleges to improve the classroom teaching ability of physical education teacher training students, and the educational practice of physical education teacher training students generally includes educational internships, apprenticeships and study activities. The purpose of organizing the educational practice of physical education teacher training students is to hope that the students of various teacher training colleges and universities can effectively apply the theories they have learned in school to actual teaching, and effectively connect to the reform of basic education to adapt the ability of classroom teaching to the new curriculum[20]. The purpose of the educational practice is to enable the students to effectively apply the theories they have learned in school to practical teaching, and to effectively respond to the reform of basic education, so that their ability to implement classroom teaching can be adapted to the requirements of the training of talents in physical education after the new curriculum reform. When implementing the “Learning, Practicing, Racing and Evaluation” model, PE teacher trainees need to constantly reflect on and adjust their teaching strategies to truly be student-centered and to comprehensively improve the quality and effect of physical education teaching, so as to enhance the classroom organization ability of PE teacher trainees. In addition to focusing on the training of physical education teacher trainees in the integrated classroom organization of “learning, practicing, competing and evaluating” during the educational internship process, it is also necessary to strengthen the supervision of physical education teacher trainees' educational practice. Educational internship mainly adopts the collective internship as the main, supplemented by individual independent internship mode[21]. Group internships make it easier for educational institutions to manage and intervene in the performance and progress of interns, and at the same time help teacher trainees deeply

understand the importance of internships. In contrast, autonomous internships may result in interns' lack of adequate attention to the internship and affect the development of practical skills. Finally, the integrated classroom teaching organization of “learning, practicing, competing and evaluating” should be used as the evaluation index of classroom teaching in the educational practice of physical education teacher trainees to judge the effectiveness of their educational practice. The teacher trainees' teaching journals and reflections should be combined to determine whether the content of “learning, practicing, competing and evaluating” is relevant to their studies[22]. The two-way assessment strategy of combining quantitative and qualitative evaluation aims to prevent teacher trainees from purely pursuing the fulfillment of teaching tasks and neglecting their personal insights and growth in the actual teaching process. This approach encourages teacher trainees to focus on theoretical learning beforehand and in-depth reflection in subsequent practice.

Secondly, the classroom teaching management of physical education teacher trainees should be optimized to improve the effectiveness of classroom teaching. Teachers' classroom teaching management ability is especially important in the process of classroom teaching implementation. Teachers' classroom teaching management ability determines students' learning effect, classroom order and teaching efficiency. Teachers' effective classroom teaching management can make the teaching goal more clear, teaching organization more fluent, thus improving the effectiveness of teaching. Therefore, physical education teacher trainees need to continuously improve their classroom teaching management ability, so as to improve the effectiveness of classroom teaching, the following are several aspects of improving the classroom teaching management ability of physical education teacher trainees[23]. It is necessary to strengthen the theoretical learning of physical education teacher trainees to ensure that physical education teacher trainees have rich knowledge of physical education disciplines and the theoretical basis of physical education teaching. First, the curricula of colleges and universities should not only cover a wide range of physical education disciplines, such as physical education teaching theory, sports psychology, sports physiology, sports injuries and various kinds of sports first-aid knowledge, etc., so as to provide theoretical support for the teacher trainees in various situations encountered in actual teaching. Moreover, according to the latest relevant documents such as the Physical Education and Health Curriculum Standards, and taking into account the international trend of the development of the physical education discipline and classroom teaching, it is necessary to formulate a specialized curriculum system that meets the needs of the new era of education, so as to improve the teaching management ability of physical education teacher trainees. Secondly, theoretical lectures are carried out, mainly through teaching management theory lectures, case studies, training seminars and other teaching forms, so that their physical education teacher trainees can imitate and innovate in actual cases[24]. To sum up, to help physical education teacher trainees in the process of classroom teaching management to have theoretical support, and combined with case studies to continuously improve their classroom teaching management ability. Secondly, strengthening teaching practice, physical education classroom teaching practice is an effective way to improve the teaching management ability of

physical education classroom. Colleges and universities should increase the practice opportunities for teacher trainees through on- and off-campus educational internships, simulated teaching skill competitions, participation in school sports activities and other ways[25]. Through practice, PE teacher trainees can accomplish how to manage PE classroom, how to communicate effectively with students and how to deal with emergencies in classroom teaching with the assistance of instructors, so that PE classroom teaching can become safe and efficient. At the same time, colleges and universities can cooperate with actual physical education institutions, so that physical education teacher trainees have the opportunity to participate in real teaching management. Through cooperation with schools, sports associations, sports training and other institutions, physical education teacher trainees can be exposed to more diverse teaching management scenarios and improve the teaching management ability of physical education classroom.

3.3. Keeping Pace with the Reform of the Times, Changing the Concept of Evaluation and Reconstructing Teaching Methods

First, improve the evaluation system and promote the change of the evaluation concept of physical education teacher trainees. In the educational policy of pursuing core literacy in disciplines, the field of education encourages the integration of learning, teaching and evaluation. This requires teacher educators to actively integrate evaluation into their teaching design, rather than just focusing on post-class assignments and immediate classroom feedback. Physical education teacher trainees need to fully recognize the importance of classroom teaching evaluation in enhancing the effectiveness of classroom teaching and promoting the overall growth of students, and the following are several aspects of enhancing the classroom teaching evaluation ability of physical education teacher trainees[26].

First of all, change the concept of evaluation: classroom teaching evaluation should be centered on students' personal growth, and emphasize substantial progress rather than just test scores. The evaluation system should be diversified to include not only academic achievement but also student literacy and growth. Teachers need to guide PE teacher trainees to change their views and realize that assessment should not rely solely on scores. In this way, physical education teacher trainees can examine knowledge, skills, and practical experiences from the perspective of self-growth, and thus develop a holistic concept of educational evaluation[27]. For example, the role modeling role of college teachers, college teachers in the classroom teaching should be from the physical education teacher trainee's technical movement scoring, skill outcome scoring, effort and classroom performance, and other multiple perspectives to comprehensively assess the student's academic performance. Let the physical education teacher trainees learn implicitly that students should be evaluated comprehensively in the physical education classroom. Secondly, learn evaluation-related knowledge and train evaluation skills; in the face of the new requirements of disciplinary core literacy, build an evaluation system based on disciplinary core literacy and academic quality with multi-dimensional evaluation content, diverse evaluation methods and multiple evaluation subjects. First, physical education teacher trainees need to constantly refresh and absorb the relevant knowledge and skills of

evaluation, deeply understand the evaluation guidelines in the physical education and health curriculum standards, establish their own evaluation concepts, and learn to implement evaluation activities according to the purpose of evaluation[28]. Secondly, physical education teacher trainees should emphasize on cultivating and improving the ability of diverse evaluation methods, such as process evaluation and self-evaluation, in order to be able to flexibly adopt different evaluation means. Third, colleges and universities should provide training platforms for the evaluation skills of physical education teacher trainees, such as teaching videos, cases of excellent evaluation, personal videotaping through the platform of practical teaching training, and self-evaluation and other evaluation of the personal teaching process, so as to improve the evaluation ability[29]. In addition, a diversified cooperation platform is constructed to provide physical education teacher trainees with a broad vision and opportunities for rich practice evaluation. By establishing a smart learning environment and enhancing situational simulation and interactivity, students' teaching evaluation ability in complex scenarios is strengthened. The establishment of intelligent classrooms, recording and broadcasting systems and teaching training rooms not only supports immersive learning, but also promotes the development of digitization to intelligence, helps students to have more exploration and practice in teaching evaluation, and refines their evaluation skills in real teaching environments.

Second, the teaching methods of physical education teacher trainees should be reconstructed to promote the formation of a "learning-oriented" classroom teaching method. The new curriculum standard for physical education and health requires that classroom teaching methods should be based on realizing the real change from "teaching-oriented" to "learning-oriented", and improving students' motivation, learning attitude and learning behavior. In the process of teacher education, building and practicing the concept of "learning-oriented" classroom teaching is a crucial task[30]. Especially in physical education teacher education, the implementation of this teaching concept is crucial because physical education involves not only the transfer of knowledge, but also the acquisition of skills, the development of attitudes and the formation of healthy habits. To achieve this goal, it is necessary to reorganize the pedagogical approach of PE teacher educators to ensure that they adopt and promote a "student learning-oriented" teaching and learning environment[31].

First, conceptualization and professional learning: Reform begins with conceptualization. Physical education teacher trainees first need to understand what the concept of "learning-centered" teaching is. With the help of theoretical learning, they will realize that the role of teachers should be changed from knowledge transmitters to learning designers and guides when student development is the core. In this process, teachers are not only required to have profound subject knowledge and teaching skills, but also an in-depth understanding of students' learning processes and the ability to design and regulate learning experiences[32]. This involves learning about psychology, philosophy of education, curriculum reform, and other aspects of knowledge acquisition to ensure that teacher trainees are able to link theory to practice. Secondly, combining theory and practice: advocating a "learning-oriented" teaching philosophy requires teacher trainees to explore and experience it in

practice. This is achieved through simulation teaching, instructional design workshops, and internships. In these practical activities, PE teacher trainees should be encouraged to change the role of the teacher from a pedagogue to a facilitator. Therefore, during the educational practice of physical education teacher trainees, university supervisors need to guide physical education teacher trainees to redesign physical education programs and classroom activities in order to enhance students' engagement and interest in inquiry. For example, through project-based learning or task-driven learning, physical education can be combined with students' daily life and knowledge of other disciplines, and students can be encouraged to explore and learn independently around open-ended questions[33]. Then, the "model" role of college teachers: the teaching methods and approaches adopted by college teachers in real classroom teaching will have a decisive impact on the teaching behavior of teacher trainees in the future. In their teaching practice, college teachers use scenario teaching, inquiry methods and case studies to enrich the learning experience of physical education teacher trainees. By simulating real classroom scenarios, guiding teacher trainees to explore issues, and analyzing real teaching cases, physical education teacher trainees are able to gain a deeper understanding of the nature of teaching and learn how to attract and maintain students' participation in the classroom. In addition, teachers should encourage cooperation and group interaction to promote students to help each other and experience the power of teamwork. In this process, physical education teacher trainees not only acquire teaching skills, but also learn how to build a "learning-oriented" atmosphere for classroom teaching[34].

4. Conclusion

The overall level of classroom teaching ability among physical education teacher trainees is not high. By using questionnaire surveys and statistical methods, this study aims to investigate the classroom teaching abilities of physical education teacher candidates from three aspects: classroom teaching preparation ability, classroom teaching implementation ability, and classroom teaching evaluation ability. The results show that the overall classroom teaching ability of physical education normal students is at a passing level, but there is still a certain gap compared to their ideal level.

Through investigation, it was found that although the overall classroom teaching preparation ability of physical education teacher students is at a good level, their understanding and analysis of the teaching outline, curriculum standards, learning situation, and the combination of modern educational technology in classroom teaching design are at a relatively poor level. Experts believe that it is because the curriculum design of universities has not kept up with the pace of modern high-quality education, resulting in a lack of classroom teaching preparation ability for physical education teacher students.

Through investigation and analysis, it was found that the classroom teaching implementation ability of physical education normal students is at a passing level, and there is still a lot of room for improvement compared to the ideal level. This is specifically reflected in the ability to organize teaching and competitions in the classroom teaching process and the management of students in physical education classrooms. Although they are at a passing level from an interval perspective, the specific scores of the three issues related to

these two abilities are approaching a poor level and urgently need to be improved. From the feedback and reasons provided by experts, it was found that the reason for the lack of abilities in this area is due to the lack of organic integration between theory and teaching practice among physical education teacher trainees.

The cultivation of physical education teachers in universities is influenced by traditional educational concepts. Through mathematical statistics, it was found that the classroom teaching evaluation ability of physical education normal students is within a passing level range. And it was found that physical education teacher students scored only 2.94 and 2.90 on two specific issues of evaluating students' learning process and organizing self-evaluation and peer evaluation, which are at a very poor level and have a certain gap with the ideal evaluation methods and means. At the same time, the reflection on their own teaching methods is also at a relatively poor level, which can easily lead to lagging classroom teaching methods for physical education teachers. During the expert interview process, relevant issues were also discovered, and the experts stated that these problems were caused by the influence of traditional educational ideas on physical education teacher trainees.

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