

# The Principles and Promotion Paths for Precise Physical Education Teaching in Primary and Secondary Schools from the Perspective of Physical Health Standards

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## ABSTRACT

In the new era background, precise teaching of physical education in primary and secondary schools has significant practical value. Based on the connotation of physical health standards and the goal of precise physical education teaching in primary and secondary schools, this article summarizes the principles to be followed in precise physical education teaching in primary and secondary schools from the perspective of physical health standards from three aspects: adhering to the principles of scientificity, personalization, and sustainability. Finally, the specific promotion paths for precise physical education teaching in primary and secondary schools from the perspective of physical health standards were proposed from four aspects: improving the connection between physical fitness standards and teaching, optimizing curriculum design and teaching methods, strengthening data analysis and teaching guidance, and implementing evaluation feedback and teaching guarantee.

## KEYWORDS

Physical health standard; Physical education in primary and secondary schools; Precision teaching; Follow the principles; Advancement path

## 1 Introduction

At present, as the country's emphasis on the physical health of teenagers continues to increase, the problem of insufficient connection between physical education teaching in primary and secondary schools and physical health standards has become increasingly prominent and urgently needs to be effectively addressed. Against this backdrop, schools and teachers need to start from the perspective of physical health standards, actively explore and build a precise teaching system that meets the needs of students, so as to continuously improve the quality of physical education in primary and secondary schools.

## 2 A Basic Overview of Physical Health Standards and Precise Teaching of Physical Education in Primary and Secondary Schools

### 2.1 The Connotation of Physical Health Standards

The National Student Physical Health Standard is a physical health evaluation system specifically formulated by China for students from full-time ordinary primary schools to higher education institutions. This system is the detailed implementation rules of the national physical exercise standards in the field of school education. This standard, through scientific and systematic testing, encourages students to actively develop the good habit of daily physical exercise and effectively improve their physical health. It clarifies the basic requirements of the state for students of different age groups in terms of physical health, and also provides clear and specific standards for the evaluation of individual students' physical health.

From the perspective of the concept of health, health mainly covers three aspects: physical health, mental health and social adaptability. The "National Student Physical Health Standard" focuses on the category of students' physical health that is closely related to school physical education work. To precisely define its own connotation and avoid confusion with the concept of three-dimensional health, this standard uses "physical constitution" as a limiting modifier for "health", clearly and precisely defining its specific reference. In terms of assessment methods, this standard comprehensively evaluates students from three key dimensions: physical form, physical function, and physical fitness. In terms of physical form, indicators such as students' height and weight will be taken into consideration. At the physical function level, the main focus is on students' cardiopulmonary functions, etc. In terms of physical fitness, it involves multiple aspects such as strength, speed, endurance, agility and flexibility. Through this multi-dimensional comprehensive assessment method, the physical health status of students can be comprehensively and objectively reflected.

## **2.2 The Goals of Precise Physical Education Teaching in Primary and Secondary Schools**

At present, physical education teaching in primary and secondary schools in our country is constantly developing in a direction that better meets the needs of students. Against this backdrop, precise teaching has become a key approach to optimizing teaching effectiveness. Therefore, clarifying the goals of precise teaching can make teaching activities more targeted and effectively help improve students' physical health. The specific goals of precise physical education teaching in primary and secondary schools are reflected in the following aspects: In terms of focusing on individual differences, teachers should pay attention to the physical fitness foundation and motor ability differences of each student, and formulate suitable teaching plans, so that students of different levels can all make appropriate progress in physical education learning. In terms of strengthening habit formation, teachers should guide students to master practical sports skills, cultivate the awareness of continuous participation in physical exercise, and make exercise a daily lifestyle. In terms of bridging physical fitness assessment, teachers should ensure that the teaching process aligns with the evaluation dimensions of physical health standards, helping students clearly understand their own physical conditions and proactively adjust their exercise directions to achieve a better physical state.

## **3 The Principles Followed in Precise Physical Education Teaching in Primary and Secondary Schools from the Perspective of Physical Health Standards**

### **3.1 Adhere to the Principle of Scientificity**

The promotion of precise physical education teaching in primary and secondary schools cannot do without the guidance of physical health standards, and the principle of scientificity is the core support to ensure the correctness of the teaching direction. Only by following scientific laws can precise teaching truly play a role in enhancing students' physical health.

Adhering to the principle of scientificity, it is first required that teachers design teaching content based on students' growth and development laws and physical development characteristics to ensure that teaching activities are in line with students' physical endurance and development needs. Secondly, the formulation of teaching objectives requires teachers to integrate the evaluation dimensions of physical health standards, ensuring that the teaching process is consistent with the core requirements of physical health. Secondly, teachers should apply scientific teaching methods and means to carry out teaching, avoid blind training or excessive demands, and ensure the effectiveness and sustainability of teaching results. Finally, during the teaching process, teachers should make precise adjustments based on individual differences among students, enabling each student to gradually improve their physical health under scientific guidance. These requirements collectively constitute the core connotation of the scientific principle, providing a clear direction and basis for precise physical education teaching in primary and secondary schools, and facilitating teaching activities to truly serve the physical health development of students.

### **3.2 Adhere to the Principle of Personalization**

Physical health standards provide clear goal guidance for precise physical education teaching in primary and secondary schools, and the principle of personalization is the key path to transform this guidance into something that meets the individual development needs of students. Due to the significant differences in each student's physical foundation, athletic ability and interest preferences, a monotonous teaching model is prone to overlook the uniqueness of students. Therefore, teaching activities need to be designed and dynamically adjusted in a targeted manner around individual characteristics.

Adhering to the principle of personalization requires teachers to have a comprehensive understanding of each student's physical condition and exercise preferences, and to formulate targeted teaching plans based on this information. The selection of teaching content by teachers and the arrangement of teaching progress should both be in line with the actual situation of students to prevent the uniform teaching mode from neglecting the unique needs of students. Meanwhile, teachers should proactively pay attention to students' performance, promptly obtain their learning feedback, and ensure that the teaching plan can truly serve students' development. Furthermore, the principle of personalization prompts teachers to dynamically adjust their guidance methods during the teaching process. For students with weaker constitutions, teachers should offer more encouragement and support in basic training. For students with strong athletic abilities, teachers can appropriately increase the difficulty of training to guide them towards a higher level.

### 3.3 Adhere to the Principle of Sustainability

The standards for physical health have pointed out the core direction for improving physical fitness in precise physical education teaching in primary and secondary schools, while the principle of sustainability is the key support for extending short-term teaching achievements into students' lifelong exercise habits and abilities. Although relying solely on short-term intensive training can quickly improve physical fitness data, it is easy to overlook the intrinsic motivation of students to participate in sports for a long time. Therefore, teaching should take into account both the current physical development needs and the cultivation of lifelong health awareness, making sports truly a part of students' lives.

Adhering to the principle of sustainability means that when teachers design teaching content, they should take into account both students' current physical endurance and their long-term development potential. In the teaching process, teachers should not adopt overly intensive training methods but should select exercise forms that are suitable for students' age characteristics and easy to adhere to. Meanwhile, teachers should focus on cultivating students' interest in sports, as interest is the internal driving force that urges students to continuously participate in sports activities. Through rich teaching scenarios and interactive methods, teachers can enable students to experience the joy of sports and make them willing to actively engage in it. This principle emphasizes that teaching should assist students in mastering scientific exercise methods and enable them to have the ability to plan their sports independently. This ability can support students to continuously pay attention to their physical health and maintain the habit of exercising in their future lives. Furthermore, the principle of sustainability also requires that the evaluation of teaching effectiveness should not only focus on the current changes in physical fitness, but also pay attention to the improvement of students' awareness of sports and the formation of good habits.

## 4 The Promotion Path of Precise Physical Education Teaching in Primary and Secondary Schools from the Perspective of Physical Health Standards

### 4.1 Improve the Connection Between Physical Fitness Standards and Teaching

From the perspective of physical health standards, the core of precise physical education teaching in primary and secondary schools lies in fully integrating the requirements of physical health standards into the teaching system to achieve a deep connection between evaluation and teaching. Improving the connection between physical fitness standards and teaching is not merely about matching goals; rather, it is about making physical fitness standards an inherent guide for teaching activities. On the one hand, teachers need to restructure teaching objectives based on the dimension of physical fitness standards to ensure that each teaching link points to the core elements of physical health. On the other hand, the selection of teaching content by teachers should cover the key indicators of physical fitness standards and take into account the growth and development laws and individual differences of students, so that teaching not only meets the standard requirements but also suits the actual situation of students.

Take the rope skipping teaching in the third grade of primary school as an example. Before class, the teacher first sorts out the physical fitness standard test results of the students from the previous semester to clarify the overall level and individual differences of the students in the rope skipping project in the class. At the beginning of the class, the teacher first demonstrated the correct posture for skipping rope, emphasizing wrist force application and rhythm control. These key points directly correspond to the movement norms and continuity requirements of the skipping rope event in the physical fitness standards. Then, the teacher divided the class into three groups based on the students' current levels, and set different training goals for each group: the basic group focused on mastering the correct posture, the advanced group focused on increasing the number of consecutive rope jumps, and the advanced group focused on improving the rope jump speed. The goals of each group were all in line with the attainment level of the physical fitness standard. During the training process, the teacher observed each student's movements one by one and promptly pointed out the details that did not meet the standards. For instance, some students jumped too high, resulting in rapid physical exhaustion. The teacher then guided them to adjust the jump height to meet the efficient requirements stipulated in the standards. After class, the teacher assigns rope skipping practice tasks and requires students to record their daily practice situations. In the next class, the teacher will adjust the training content of each group based on the practice records and real-time tests to ensure that teaching always revolves around the improvement of physical fitness standards.

### 4.2 Optimize Course Design and Teaching Methods

Optimizing curriculum design and teaching methods is the core implementation link of precise physical education teaching in primary and secondary schools from the perspective of physical health standards. Teachers need to closely combine the requirements of physical health standards with the actual development of students, and integrate the principles of scientificity, personalization and sustainability into the entire curriculum process. When designing courses,

teachers should break away from the traditional single model and reconstruct teaching modules based on the core indicators of physical fitness standards to ensure that the modules cover the key points of the standards and are in line with the age characteristics of students. Teachers' teaching methods should abandon rigid forms and adopt dynamic adjustment strategies. They should flexibly switch guidance methods based on students' real-time feedback and individual differences. At the same time, they should focus on cultivating students' autonomous movement abilities, so that teaching not only serves the current physical improvement but also supports the long-term formation of habits. Course design and teaching methods need to be linked. Module setting provides a basis for the implementation of methods, and method innovation injects vitality into modules. Together, they promote the implementation of physical fitness standards in the classroom.

Taking the fifth-grade endurance running teaching as an example, the teacher first divides the course into three modules based on the requirements of the endurance running project in the physical fitness standards: posture standardization, breathing adjustment, and rhythm control. At the beginning of the class, the teacher demonstrates and explains the correct posture, emphasizing the coordination of body straightness and arm swinging, corresponding to the posture norms module. Then, the teacher divided the students into groups based on the results of the physical fitness test from the previous semester for practice. The basic group mainly focused on slow running and breathing coordination, the advanced group on moderate running and rhythm maintenance, and the advanced group on variable-speed running and endurance improvement. The guidance points for each group were different. During the practice, the teacher moved around each group to observe and adjust the guidance strategy in a timely manner. If the teacher found that the students in the basic group were breathing rapidly, they would guide them to adopt the method of inhaling every two steps and exhaling every three steps. After class, the teacher assigns targeted practice tasks, requiring students to record their daily practice based on what they have learned in class. In the next class, the module content is adjusted according to the practice records, achieving a deep integration of course design and teaching methods, and effectively promoting the implementation of physical fitness standards in the classroom.

### **4.3 Strengthen Data Analysis and Teaching Guidance**

Strengthening data analysis and teaching guidance is a key support for the implementation of precise physical education in primary and secondary schools from the perspective of physical health standards. It transforms quantified physical fitness information into operational teaching strategies to achieve precise adjustments in teaching. Teachers need to systematically collect multi-dimensional data such as students' physical fitness test results, classroom sports performance, and daily exercise habits. Through integrated analysis, they should clarify students' strengths and weaknesses in physical fitness indicators and accurately identify the key directions for teaching. Data analysis should not remain superficial; teachers need to delve deeply into the root causes of problems behind the data. Based on the analysis results, teachers need to dynamically adjust the teaching content, progress and guidance methods to ensure that each student can receive teaching support that suits their own situation, which not only meets the current needs of students' physical improvement but also conforms to the requirements of long-term sustainable development.

Taking the standing long jump teaching in junior high school as an example, before class, the teacher collected the students' standing long jump scores and lower limb strength test data of the previous semester. Through analysis, it was found that there were two typical problems among the students in the class: some students had a disordered sequence of force application when taking off, and some students had insufficient explosive power in their lower limbs. In class, the teacher divided the students into two groups based on the analysis results. For the group with a disordered sequence of force application, the teacher focused on demonstrating and guiding them to practice the coordinated movements of arm swinging and pushing off the ground when jumping. For the group with insufficient explosive power in the lower limbs, the teacher arranged basic strength training such as frog jumps and step jumps. During the class, the teacher records in real time the data on the quality of movement completion and training intensity of each group of students. After class, the teacher further optimized the training content of the next class based on these data, ensuring that the teaching guidance always closely met the actual improvement needs of the students.

### **4.4 Implement Evaluation Feedback and Teaching Support**

The implementation of evaluation feedback and teaching guarantee is the key closed loop and supporting system for precise physical education teaching in primary and secondary schools from the perspective of physical health standards. Evaluation feedback requires teachers to break through the limitations of traditional result evaluation, build a dynamic evaluation mechanism that attaches equal importance to process and result, and incorporate the phased changes of students' classroom sports performance, daily exercise habits and physical fitness indicators into the evaluation scope. The feedback on the evaluation results should be immediate and targeted. It should not only enable students to clearly recognize the strengths and weaknesses of their own motor abilities, but also provide precise basis for teachers to adjust

teaching content and methods. Teaching support should be advanced from multiple dimensions, including specialized training to enhance teachers' evaluation capabilities, optimizing the configuration of venues and equipment to meet the precise teaching needs, and establishing a home-school collaborative sports supervision mechanism.

Take the dribbling teaching in junior high school basketball as an example. Before class, teachers need to sort out the core indicators related to dribbling in the physical fitness standards, and prepare the classroom observation record form and the action demonstration video. At the beginning of the class, the teacher systematically explained the correct posture for dribbling and the key points of force application, and then organized the students to practice in groups. During the practice, the teacher observed each student's dribbling movements one by one, and recorded in real time the details such as the way each student's wrist applied force, the stability of ball control and dribbling speed. After the practice, the teacher gave specific feedback on each student's performance, such as pointing out that some students' elbow abduction Angle was too large when dribbling, which led to a decrease in ball control efficiency, and demonstrated the correct elbow posture on the spot. After class, the teacher adjusted the teaching plan for the next class based on the results of the class evaluation, adding specialized training content on wrist force application and elbow control. Meanwhile, schools need to ensure that there are sufficient basketball teaching venues and the equipment is in good condition, so that each student can have enough practice time and space, and guarantee that the improvement suggestions in the evaluation feedback are implemented.

## 5 Conclusions

In conclusion, the precise teaching of physical education in primary and secondary schools should take the physical health standards as the core guidance. By improving the connection mechanism, optimizing the curriculum design, and strengthening data analysis and evaluation guarantees, the precise implementation of teaching can be achieved, thereby providing an effective path and solid support for enhancing students' physical health levels. In the future, this teaching model is expected to continue to deepen and expand, injecting stronger sports impetus into the cultivation of all-round developed new era talents in terms of morality, intelligence, physical fitness, aesthetics and labor.

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