

Exploration of PE Curriculum Reform Based on the Concept of Quality Education

Niu Zheng

Woosong University, Daejeon 34606, Korea

ABSTRACT

Quality education is the basic requirement of education and teaching activities in each stage of the new era, and is the fundamental guarantee of cultivating talents for socialist modernization construction. As one of the important contents of school education and teaching activities at various stages, physical education (PE) should conform to the requirements of talent training in quality education and actively promote the teaching reform, so as to improve students' physical quality and mastery of more sports skills while promoting their willpower, aesthetic ability and comprehensive cultural accomplishment. Only in this way can we truly contribute to the realization of the goal of "Five Aspects of Comprehensive Education" in China and train more talents for socialist modernization construction. Based on this, this paper will study the path of PE curriculum reform based on the concept of quality education, in order to provide reference for PE teachers at different stages.

KEYWORDS

quality education; PE curriculum reform; Five Aspects of Comprehensive Education

With the continuous progress of society, the demand of market for high quality and all-round development talents is becoming increasingly high. As an important part of school quality education, physical education (PE) curriculum should thoroughly implement the talent cultivation concept of quality education, so as to break the teaching mode in the past, which emphasizes training over culture and skills over quality. Therefore, it can strengthen students' physique, and then lay the foundation for the future growth and development of students.

1 New Requirements of Quality Education to the PE Curriculum Reform

Quality education is the need of the times and the aspiration of the people, and is the general requirement of personnel training under the new historical position in China. It not only concerns personal development, but also affects the level of national cultural quality, and has pivotal significance for the socialist modernization construction and development in China. School physical education is an important way to implement quality education in all stages of schools, which plays an important role in enhancing students' physique, cultivating students' consciousness and quality, and other aspects. In the new era, the new requirements of quality education for the reform of school PE curriculum at various stages are basically as follows.

1.1 Promote the Physical and Mental Health of Teenagers

Strengthening physical exercise and promoting the physical and mental health of teenagers are the clear requirements of the Chinese Government for the PE curriculum at all stages. In recent years, under the guidance of the concept of quality education in China, although the quality of PE curriculum has been significantly improved and the physical fitness of teenagers has been steadily improved, compared with other countries, the problem of "insufficient exercise" of teenagers is still prominent^[1]. In this regard, universities, middle and primary schools in China should continue to promote the reform of PE teaching, and further enrich the content of PE curriculum with the main goal of promoting the comprehensive development of students, which can not only help students build a strong body and sound personality, but also guide students to gradually develop the habit of lifelong exercise and a healthy lifestyle, so as to lay a solid "physical quality" foundation for students' future growth and development.

1.2 Deepen the PE Reform and Expand Extracurricular Exercise

In the new round of quality education reform, how to improve the quality of PE curriculum has become an important content of PE reform. In the past, due to the constraints of facilities, the PE teaching activities in schools at all levels in China can only focus on a variety of simple and feasible sports projects. However, with the construction of a powerful country in education, the teaching facilities in universities, middle and primary schools have been significantly improved. Based on this, it is necessary to continue to deepen the reform to meet the needs of students' personalized sports

development and improve the quality of physical education. At the same time, all schools should also break through the past thinking of physical education, and incorporate extracurricular exercise into school physical education, so as to build a long-term mechanism for the healthy growth of youth physical education, jointly create a harmonious and healthy social environment, and promote the all-round development of students.

1.3 Carry out Curriculum Standards and Standardize the PE Curriculum

The PE curriculum standard is the basic criterion for PE teachers at all levels of schools to carry out the PE curriculum. In the past, under the influence of examination-oriented education in China, many schools do not pay attention to PE classrooms, the curriculum goal setting, curriculum content setting, evaluation system and other aspects are not unified, and there is a situation of “one standard for each grade, and one standard for each school”, which affects the teaching quality and effect of PE curriculum. In this regard, PE teachers at all stages should strictly implement PE curriculum standards, strengthen the integration of PE teaching, research and training, standardize development standards and talent training standards of the PE curriculum, and pay attention to the combination of PE classrooms with extracurricular activities, sports competitions, social practice, etc., so as to strengthen the multiple educational functions of PE classrooms and help the healthy development of students.

2 Exploration on the Reform Path of PE Curriculum under the Background of Quality Education

2.1 Improve the Physical Education System

The teaching management system is the premise to ensure the orderly development of physical education activities in schools. Under the background of quality education, schools should take the initiative to build a PE teaching system guided by quality education, clarify the important position of PE curriculum in school education and the coordination and cooperation responsibilities of various departments, and coordinate various support work, so as to help the smooth development of PE reform.

First of all, the school can set up a leading group of “PE curriculum reform” to improve the related rules and regulations, and coordinate and promote the related pilot work of all grades in schools, such as the teacher evaluation system, teacher deployment system, facility and equipment management system and funding investment system, so as to safeguard the deepening of the PE curriculum reform in schools. Secondly, quality education requires that the PE curriculum must fully meet the physical quality development needs of students of all ages. Therefore, schools can set up a special work team of PE curriculum reform to thoroughly investigate the physical fitness and physical and mental development needs of students of all ages. At the same time, it can also refer to the experience of other schools in PE curriculum reform, formulate a special PE reform plan based on its own actual situation, and further connect with PE teachers of all grades, so as to constantly refine the requirements of PE curriculum reform under quality education one by one, and help the school achieve the goal of “Five Aspects of Comprehensive Education”^[2]. Finally, quality education requires respect for students’ subjectivity, creativity and initiative in physical education curriculum. In this regard, schools should also actively promote the reform of PE textbooks, break the situation of “emphasizing practice over theory” in schools in the past, and take the initiative to integrate physical education theory, traditional sports culture, folk sports activities and other diversified content, so as to further optimize the design of PE teaching content, cultivate students’ creative thinking and problem analysis and solving abilities, and promote the healthy growth of students.

2.2 Improve Physical Education Equipment and Provide Necessary Support for Physical Education Activities

Facilities are the important foundation of school physical education activities. Especially in the context of quality education, schools should take “multiple sports” as the theme, and strengthen the construction of facilities based on the actual development needs of students. In addition to providing students with the necessary sports equipment, schools can also strengthen the construction of gyms and various sports venues, and introduce advanced intelligent sports equipment, such as artificial intelligence and virtual reality equipment, which can not only provide students with a richer and more interesting sports experience, but also help schools better grasp the physical parameters of students, and support PE teachers to develop personalized education and teaching programs through long-term data analysis. For schools with limited funds and venues, they can further enrich physical education resources by carrying out diversified cooperation. For example, schools can cooperate with large sports venues in provinces and cities to carry out large-scale sports competitions regularly, and encourage students to actively participate in them, so as to stimulate students’ enthusiasm for PE classrooms. For another example, schools can actively cooperate with sports equipment companies to further enrich school sports equipment resources, and provide students with multiple channels of physical exercise so as

to help more students develop a good habit of lifelong sports.

2.3 Optimize the Curriculum Content and Consider the Actual Needs of Students

Different schools and students of different ages have different requirements for the content of PE curriculum. In this regard, PE teachers can optimize the curriculum content from the following aspects. The first is to consider the physical quality of students. Although the traditional PE curriculum pays attention to the difference in physical quality between male and female students, it does not further refine the “difference” standard by combining physique, height, weight and other indicators. In the new round of quality education reform, physical education teachers can take the initiative to use digital technology to further refine the measurement standards of differences in students’ physical fitness, so as to optimize the teaching content of PE curriculum according to the physical development needs of different students, and promote the steady improvement of all students’ physical fitness. The second is to consider students’ interests and hobbies. In addition to track and field, basketball, football, badminton and other sports, schools can also consider students’ interests and hobbies to introduce bodybuilding, cheerleading, rock climbing, martial arts, Tai Chi and other sports, which can not only further enrich students’ understanding of sports, but also help students master more sports skills and promote their physical and mental health and all-round development. Finally, schools can also consider students’ professional characteristics and career development directions to optimize the content of PE curriculum. Taking medical students as an example, their work intensity is high, and they are prone to problems such as strain of lumbar muscles and joint pain. In this regard, PE teachers can introduce “five-animal exercises” into PE classrooms to improve students’ physical fitness and encourage them to combine physical exercise with actual life^[3].

2.4 Expand Extracurricular Activities and Create a Good Physical Education Atmosphere

Physical education teachers should actively expand extracurricular activities and help students establish the connection point between PE curriculum and actual life, so as to gradually help students develop the good habit of lifelong sports and loving sports. Taking middle and primary schools as an example, in addition to PE curriculum, schools can also regularly hold various theme sports meetings, and call on all grades and classes to send representatives to participate in, to create a passionate and vigorous campus cultural atmosphere, which not only helps to stimulate students’ sports potential, but also helps students to develop the sportsmanship of perseverance, hard work, and unity, and improve students’ comprehensive quality. In addition to the theme sports meetings and sports competitions, vocational and ordinary colleges and universities can also make full use of the strength of the community to establish sports clubs led by professional PE teachers, and call on students from different colleges and different majors to participate, in order to carry out systematic sports skills training for students. At the same time, schools should also give the club a certain autonomy, so that it can participate in competitions on and off campus according to the needs of members, so as to broaden the vision of students and meet their diversified needs for physical exercise. In addition to sports practice activities, schools should also pay attention to the organization of various sports and cultural activities. For example, schools can make full use of the existing network publicity channels to speed up the publicity and popularization of Chinese excellent sports culture and further improve students’ cultural accomplishment. Alternatively, schools can regularly invite professional athletes, senior sports experts and medical health experts to give lectures to help students master more sports skills and avoid potential sports risks^[4].

2.5 Improve the Assessment System and Promote the Healthy Growth of Students

Under the background of quality education, the PE curriculum evaluation should not only pay attention to traditional sports skills, but also include many aspects such as cultural accomplishment, physical quality and willpower.

First of all, the physical quality and athletic potential of each student are different, so teachers should pay attention to individual differences when constructing the assessment and evaluation system. Physical education teachers can make full use of the digital teaching platform to collect various sports data of students, such as physical test results, attendance, sports skills, and build a personalized PE teaching evaluation system based on the actual situation of students to ensure the pertinence of the final evaluation. Secondly, in terms of evaluation content, teachers should emphasize the assessment of athletic sports theory and traditional sports culture of students, help students understand the importance of sports culture more deeply, and promote the overall development of students’ comprehensive quality. Finally, in the physical examination, teachers can also take students’ sports competition results and club performance as one of the important contents of student evaluation, such as giving credits to students who perform well in various sports competitions and club activities, so as to stimulate students’ sports enthusiasm. Alternatively, PE teachers can also take the initiative to introduce some comprehensive sports items to test students’ mastery of knowledge and exercise skills. In addition, PE curriculum evaluation and assessment should also be a process of continuous improvement. PE teachers

should take the initiative to understand the opinions and suggestions of students in the assessment, constantly optimize the PE evaluation indicators, and adjust the teaching strategy according to the feedback of PE teaching evaluation, so as to continuously improve the quality of PE teaching.

3 Conclusion

To sum up, the proposal of quality education provides a new idea for the reform of PE curriculum in middle and primary schools, but it also brings great challenges. PE teachers at all levels should take the initiative to conform to the development trend of the times, thoroughly summarize the requirements of quality education for PE reform, and optimize the teaching system, curriculum content, teaching equipment, extracurricular activities and other aspects to strengthen the education function of PE curriculum.

About the Author

Niu Zheng (1988.07-), Male, Han, Zhengzhou, Henan; PhD Candidate of Grade 2021, International Education Management Major, College of Global Management, Woosong University, Research Field: International Education Management.

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