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Research on Optimization of Sports Training Scheme for Senior High School Entrance Examination Based on Sports Quality Transfer

Diling Li

Changchun Institute of Technology, Changchun, Jilin, China

Abstract: *This article focuses on the physical training program for the middle school entrance examination, and explores in depth based on the principle of sports quality transfer. There are various sports events in the middle school entrance examination, with running emphasizing endurance and speed, long jump emphasizing explosive power and coordination, and skipping rope requiring high rhythm and body coordination. The development of middle school students' physical fitness has stages and imbalances, such as some having good endurance but lacking strength, and some having good flexibility but lacking speed. The transfer of physical fitness refers to the impact of one quality development on another. By utilizing this law, more efficient and scientific training programs can be developed, such as targeted strength training, which can improve explosive power and assist in long jump performance; Long term endurance training can improve cardiovascular function, cultivate willpower, and promote performance in other sports. Optimizing the training program can not only significantly improve students' physical education scores in the middle school entrance examination, helping them to perform at their best level, but also comprehensively promote the development of their physical fitness, sports skills, psychological qualities, and other aspects, laying a solid foundation for their healthy growth and comprehensive development.*

Keywords: *Senior High School, Sports Training, Entrance Examination, Student Feedback Collection*

1. Introduction

In the evaluation of students' comprehensive quality, physical education is crucial. With society's growing concern for students' physical health, optimizing high school entrance examination physical training has become an educational focus. Traditional training often emphasized single - event repetition and short - term performance, neglecting overall physical development and long - term sports ability [1]. Today's education concept demands comprehensive and sustainable development, raising the bar for training. The sports quality transfer theory offers a new approach. It shows that different sports qualities are interconnected. For instance, speed training can boost explosive power, and increased flexibility can improve balance and coordination. Applying this theory, we can break from traditional isolated training. Studies have found that combining long-distance endurance and jumping leg strength, endurance supports jumping, strength improves running speed, and then overall planning students' sports development [2]. This optimized training, based on sports quality transfer, helps students excel in the high school entrance exam and also lays a foundation for lifelong health and sports ability. It enables students to maintain good habits and fitness, achieving long - term educational goals [3].

2.The Characteristics of Sports Items and the Demand of Students' Sports Quality in High Entrance Examination

2.1 The characteristics of sports items in high school examination

The sports covered by the senior high school entrance examination are rich and diverse, including running, long jump, throwing, ball and other categories, each of which has its unique characteristics and specific requirements for sports quality [4].

Running events, whether sprinting or long-distance running, have different tests on students' physical fitness. Sprints, usually at distances of 50, 100 or 200 meters, have a core requirement of

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speed and explosive power. During sprinting, athletes need to start quickly in a very short period of time, and burst out a powerful force to push the body forward. This requires the leg muscles to have a strong contraction ability, especially the gluteus maximus, quadriceps and other core muscles can be instant force. At the same time, sprinting also has high requirements for the reaction speed of athletes, and they can react quickly after hearing the starting gun and seize the opportunity.

Long-distance running, such as 800 meters, 1,000 meters and even longer distances, is more focused on the display of endurance. Long distance runners need to have good heart and lung function in order to continuously provide enough oxygen and energy to the body. This means that the heart needs to have a strong pumping capacity and the lungs need to be able to exchange gas efficiently. In addition, long-distance running is also a huge challenge to the willpower of athletes, long-term continuous exercise is easy to bring physical fatigue and psychological pressure, only with tough will quality, in order to stick to the end.

The long jump requires the perfect combination of good explosive power and coordination. At the moment of the jump, the athlete needs to give full play to the strength of the leg muscles to produce a strong upward and forward driving force. At the same time, the body's posture adjustment and balance control in the air are also crucial, and the coordination of the upper and lower limbs is needed to achieve a longer jump distance. Good coordination can help athletes maintain a stable movement rhythm in the process of take-off, take-off and landing, reduce energy loss, and improve the performance of the long jump.

Throwing events, such as shot put and solid ball, require a lot of strength and technique. Athletes need to have strong upper body strength, especially shoulder, chest and arm muscles, to throw the ball over longer distances. At the same time, the technical action of throwing is also very critical, including the method of holding the ball, the rotation of the body, the Angle and speed of the hand, etc. Only the perfect integration of strength and technology can achieve excellent results.

Ball games, such as basketball dribbling, soccer dribbling, etc., not only test the athletes' basic physical qualities, such as speed, agility and endurance, but also have certain requirements for their special skills and tactical awareness. For example, basketball dribbling requires players to have the ability to change direction quickly, sensitive reaction speed and good control of the ball in order to shuttle freely in complex scenes; Football dribbling puts more emphasis on speed, accuracy and teamwork.

2.2 The demand for the development of students' sports quality

In the process of preparing for the physical education exam, students are faced with many challenges, not only to meet the basic quality requirements of each event, but also to pursue all-round development to flexibly respond to possible adjustments or combinations of events.

First of all, meeting the basic quality requirements of each program is the basis for achieving good results. For sprint events, students need to improve the explosive power and reaction speed of leg muscles through targeted training; When participating in long-distance running training, it is necessary to focus on improving the cardiopulmonary function and endurance level, and carry out regular long-distance endurance running exercises. In the long jump practice, in addition to explosive training, it is necessary to add coordination and balance training, and enhance the coordination of the body through auxiliary exercises such as skipping rope and yoga. For throwing events, students should carry out a lot of strength training, including weightlifting, push-ups, etc., while paying attention to the standardization and proficiency of technical movements.

Secondly, to achieve all-round development is the key to cope with the change of examination. The project setting of the senior high school entrance examination is not static, and may be adjusted or combined according to educational policies and actual needs. Therefore, students can not only focus on one or two items of training, but should pay attention to the balanced improvement of the physical quality of various sports. For example, even if a student's strength lies in speed events, strength and endurance training cannot be ignored, because in the future exam, there may be more comprehensive events that require the synergy of multiple sports qualities.

In addition, students also need to focus on improving the sustainable development ability of sports quality. Avoid short-term assault training just to cope with the high school entrance exam, which may improve performance in the short term, but often cause excessive burden on the body and even lead to injury. Moreover, the improvement of athletic quality obtained by short-term assault training is often

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difficult to last, and once the exam is over, students can easily return to the state before training. On the contrary, through long-term, systematic and scientific training methods, gradually improve the quality of various sports, not only can achieve good results in the high school entrance examination, but also lay a solid foundation for future health and sports hobbies.

In short, when preparing for the middle school physical education exam, students need to have a comprehensive and in-depth understanding of the characteristics and requirements of each project, combined with their own actual situation, develop scientific and reasonable training plans, pay attention to the comprehensive development and sustainable improvement of sports quality, and meet the challenges of the middle school physical education exam in the best state [5].

3. Summary of the Principle of Sports Diathesis Transfer

3.1 The concept of sports diathesis transfer

In the vast field of sports training, the transfer of sports quality is a crucial concept. It means that in the process of systematic sports training for athletes or exercisers, the development and change of one kind of sports quality will inevitably have a certain impact on the development of other sports quality. This kind of influence does not exist in isolation, but is interrelated and interactive.

When a motor quality is developed, its influence may show a positive promoting effect, or it may show a negative interfering effect. Taking positive promotion as an example, if an athlete significantly improves his speed quality through targeted training, then this increase in speed is likely to have a positive impact on his explosive performance. Because in many movements that require an instant burst of power, the increase in speed often means that the muscles are able to contract and release force faster, which helps to increase the level of explosive power.

However, the negative effects of interference are also of concern. For example, if excessive emphasis is placed on a single motor quality in training, such as excessive pursuit of muscle strength growth, while ignoring the training of flexibility and coordination, it may lead to problems such as muscle stiffness and limited range of joint motion. In this case, the strength quality originally expected to be developed may not only be effectively translated into the improvement of other sports qualities, but may have a negative impact on other important qualities such as flexibility, coordination, and thus interfere with the athlete's overall athletic performance [6].

3.2 Types of movement diathesis transfer

The transfer of sports quality mainly includes two types: direct transfer and indirect transfer, each of which plays a unique role in sports training.

Direct transfer is a more intuitive and obvious transfer method. For example, a significant improvement in strength quality can often directly contribute to the improvement of throwing performance. In a throwing motion, strong upper and lower limb strength is a key factor in throwing instruments longer distances. When athletes enhance the muscle strength of their legs, hips, and upper limbs through systematic strength training, such as squats, bench presses, etc., they are able to generate greater initial power and acceleration when throwing, which allows the apparatus to obtain higher hand speed and Angle, directly leading to an increase in throwing distance.

Indirect transfers are more subtle and complex. For example, improving cardiovascular function through long-term endurance training indirectly affects the physical recovery and sustained performance required for other events. Endurance training can enhance the heart's pumping capacity, improve the efficiency of gas exchange in the lungs, and enable the body to supply oxygen and nutrients more efficiently during prolonged exercise, while removing metabolic waste more quickly. Although this improvement in cardiovascular function does not directly affect a specific movement or skill, it provides better physical reserve and recovery ability for athletes to perform other high-intensity, short-duration sports.

Another example is to improve the reaction speed and body control ability of athletes through sensitivity training, although it does not directly improve the traditional sports qualities such as strength or speed, but indirectly help athletes to react more quickly and control the movement more accurately in various sports, so as to optimize the overall sports performance.

In summary, both direct transfer and indirect transfer provide rich space for strategy selection and

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

optimization of sports training. Only when coaches and athletes deeply understand and reasonably use these transfer types, can they develop more scientific and efficient training plans, and realize the overall improvement of sports quality and sports performance breakthrough.

4. Optimization Strategy of Sports Training Scheme for Senior High School Entrance Examination Based on Sports Quality Transfer

4.1 Comprehensively evaluate students' sports quality

It is a crucial step to make a comprehensive, in-depth and accurate evaluation of the students' sports quality before formulating the sports training program for the senior high school entrance examination. This assessment process is like drawing a detailed map, which can clearly show the current status of the student in terms of strength, speed, endurance, agility and other athletic qualities, so as to lay a solid foundation for subsequent tailored training programs.

First of all, the assessment of strength quality is indispensable. This includes testing students' upper body strength (such as push-ups tests), lower body strength (such as squats tests), and core strength (such as plank tests). Through these tests, you can understand the explosive power and endurance of the students' muscles, and determine the level of force they can play in the movement of pushing, lifting, jumping, etc. For example, in a push-up test, if the student can easily complete the required number of exercises and the movements are standardized, this may indicate a strong upper body strength; On the contrary, if the performance is difficult and the movement is deformed, it may indicate that the upper body strength needs to be strengthened.

The evaluation of speed quality focuses on students' short distance sprint ability and reaction speed. This can be measured by a 50-meter dash timing test as well as a simple reaction time test. In the 50-meter dash, the students' starting reaction time, acceleration process and final sprint speed can reflect their speed quality. The reaction speed test can be used to observe the students' quick response ability to external stimuli, such as listening to the command to start running or receiving object reaction.

Endurance fitness is often assessed in relation to middle and long distance events, such as 800 or 1000 meters. Students' breathing rhythm, pace frequency, physical distribution and final completion time during long-distance running can intuitively reflect their cardiopulmonary function, muscle endurance and willpower level. In addition, some aerobic endurance tests, such as the step test, can be combined to indirectly assess a student's endurance level by measuring their heart rate recovery after going up and down steps within a certain period of time.

The examination of agility can be carried out by setting up some complex and changeable obstacle running, returning-running or changing direction dribbling in ball games. Observe students' coordination, sense of balance and agility in changing movement direction quickly and responding to emergencies. For example, in obstacle running, whether students can quickly and accurately avoid obstacles and maintain their body stability and speed is an important embodiment of agility.

In addition to the above specific quality tests, it is also necessary to consider the student's physical development stage, past sports experience, health status and genetic factors. For the students at the stage of rapid development in adolescence, special attention should be paid to the influence of the imbalance of growth and development on the evaluation results of motor quality. At the same time, it is necessary to know whether students have a history of sports injuries or diseases in the past, and whether there are specific sports advantages or disadvantages in the family. These factors may affect students' current sports quality performance and future development potential to a certain extent.

Through such a comprehensive and detailed assessment of athletic qualities, we are able to accurately identify the strengths and weaknesses of each student. As for the advantageous items, they can be further consolidated and improved to give full play to their scoring advantages in the high school entrance examination. For inferior projects, special training plans can be formulated to make key breakthroughs and improvements. This not only helps to improve students' physical education scores, but more importantly, it can lay a good foundation for them to develop long-term exercise habits and healthy physical quality.

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

4.2 Arrange the order of students' training programs

According to the law of the transfer of sports quality, it is of great significance to arrange the sequence of students' training items scientifically and reasonably to improve the training effect and avoid unnecessary fatigue and injury. When planning the training sequence, priority should be given to those projects that have a positive effect on the development of other qualities and have a strong foundation.

Endurance training is often regarded as the basic link to improve the overall physical level of students. Through planned endurance training activities such as long-distance running, swimming or cycling, students' cardiopulmonary function can be effectively enhanced, and the efficiency of oxygen delivery and energy metabolism can be improved. When students' cardiorespiratory systems are strengthened, they are able to provide sufficient oxygen and energy to their muscles more quickly during other high-intensity, short-duration exercise programs, thereby reducing fatigue and improving athletic performance. For example, after a period of endurance training, students will obviously feel more energetic and more powerful when they perform sprint, long jump and other projects that require instant explosive power.

After endurance training, you can gradually introduce strength training. Strength training can not only enhance the contraction ability of muscles, improve explosive power, but also have a positive effect on bone development and joint stability. First, the basic strength training of the whole body, such as squat, bench press and other complex movements, to enhance the strength of large muscle groups; And then for specific sports, special strength training, such as leg push and stretch strength training in sprinting, long jump strength training and so on. This sequence arrangement can ensure that students can better withstand and adapt to the load brought by strength training after having a certain physical basis, and can also effectively transform the obtained strength into actual performance in sports.

Agility and coordination exercises can be interspersed with strength training sessions. Through the training of agility and coordination such as rope skipping and ball catching exercises, it can help students improve their body reaction speed, balance ability and movement coordination. The improvement of these qualities is essential for completing movements quickly and accurately in various sports, avoiding injuries and improving sports efficiency.

Finally, in the later stage of training, you can arrange some special technical training for specific items of high school entrance examination sports. At this time, students have a certain foundation in physical fitness, strength and sensitive coordination, and can better master and use special techniques to improve the performance level in the examination items.

In short, reasonable arrangement of the order of training items, following the principle from the basic to the special, from the whole to the local, can give full play to the positive role of the transfer of sports quality, so that the training effect can be optimized.

4.3 Pay attention to the choice of students' training methods

4.3.1 Adopt comprehensive training method

In the physical training of senior high school entrance examination, adopting comprehensive training methods is an effective way to promote the coordinated development of students' various sports qualities. For example, combining strength training with agility training can be achieved by setting up an obstacle course.

In the training of obstacle running, it is reasonable to set up various obstacles, such as hurdles, conical barrels, rope nets, etc. In the process of running, students not only need to quickly cross or bypass these obstacles, which requires them to have good leg strength and explosive power to complete jumping, crossing and other actions; At the same time, it is also necessary to quickly make judgments and reactions, adjust the posture and direction of the body to avoid collisions and mistakes, which puts high requirements on sensitivity and coordination.

In addition, you can also design some comprehensive training that includes strength and endurance elements, such as running stairs with weights. Students continue to climb the stairs while carrying a certain weight, which exercises their lower limb strength, especially the strength of the leg and buttocks muscles; It also tests their cardiopulmonary endurance, so that they can maintain good physical fitness and breathing rhythm during long-term load exercise.

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

Another example is combining speed training with flexibility training. Sprints are followed by full-body stretching and flexibility exercises, such as asanas in yoga or traditional static stretches. This can help students maintain muscle and joint flexibility while rapidly contracting muscles to increase speed, reduce sports injuries caused by muscle tension, and improve subsequent athletic performance.

Through these comprehensive training methods, students can exercise and develop a variety of sports qualities at the same time in the same training link, which not only improves the training efficiency, but also enhances the collaborative work ability between the body systems, laying a solid foundation for excellent results in the physical education examination.

4.3.2 Using transfer training method

Transfer training method is a clever and efficient strategy in the physical training of senior high school entrance examination. Especially, switching training between items with similar sports quality requirements can effectively promote quality transfer and improve students' comprehensive sports ability.

The sprint and the long jump, for example, share many similarities in the explosive power and speed required of athletes. During the training process, it is reasonable to switch training methods between the two items. For example, focus on sprinting start acceleration and mid-run speed increase training for a period of time, and then switch to long jump start and air movement training. The fast starting ability and the sense of movement rhythm cultivated in the sprinting training can be transferred to the run-up of the long jump, which can help the students get more speed and more accurate jumping time in the run-up. The leg explosive power and body control ability strengthened in the long jump training can feed back sprint, so that students can push off the ground more forcefully in the sprint stage and improve their speed.

Similarly, basketball dribbling and football dribbling can also use transfer training methods. Both events require players to have good hand (or foot) ball control, physical coordination, and the ability to change direction and react in fast motion. By alternating training between the two programs, students can apply the hand handling skills and ball perception skills mastered in basketball dribbling to football dribbling, and also transfer the wide range of running and physical confrontation skills in football dribbling to the basketball court to improve the level of dribbling and ball control in different scenarios.

In addition, there is a certain quality transfer relationship between freestyle and butterfly swimming. Freestyle emphasizes the streamlining of the body, the efficiency of the arm stroke and the rhythm of the leg stroke, while butterfly focuses more on the explosion of strength in the upper body and the coordination of the rise and fall of the body. Reasonable arrangement of these two types of swimming exercises in training can make students in the strength, endurance coordination and other aspects of the overall improvement, but also to avoid the fatigue and monotony of a single stroke training.

In short, the use of transfer training method, flexible switching and targeted training between similar sports quality items can fully stimulate students' sports potential, achieve effective transfer and comprehensive development of sports quality, so as to better cope with the challenges of high school entrance examination.

4.4 Adjust the intensity and frequency of student training

The key to ensure the consistency and effectiveness of the training is to adjust the training intensity and frequency in a timely and flexible manner according to the students' adaptability and the effect of sports quality transfer.

For the adjustment of training intensity, it is necessary to pay close attention to the students' physical response and sports performance. In the initial stage, the training intensity should be moderate to help students gradually adapt to the training load and avoid excessive fatigue and injury. With the improvement of students' physical adaptability, the training intensity can be gradually increased, but it is necessary to ensure that the increase is within the range of students' affordability. For example, if students are doing endurance training, they can start by running at a slower pace and a shorter distance, such as 1500 meters three times a week, and maintain a moderate pace. When students adapt to this intensity, they can gradually increase the distance of running to 2000 meters, or increase the speed of running.

At the same time, the training intensity should be adjusted according to the effect of sports quality transfer. If after a period of training, it is found that students have significantly improved in a certain

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

quality, but the transfer effect of this improvement on other related qualities is not obvious, it may be necessary to re-evaluate and adjust the training intensity. For example, if the student's leg strength has been significantly improved, but the performance in the long jump is not significantly improved, it may be necessary to increase the intensity of the specific training of the long jump, such as increasing the height and difficulty of the jump, or increasing the number of training.

In terms of training frequency, it is also necessary to make reasonable arrangements according to the individual differences of students and the actual situation. In general, training three to five times a week is more appropriate, but for students with strong physical recovery ability, the number of training can be appropriately increased; For students who are physically weak or easily injured, the number of training sessions needs to be reduced to ensure sufficient time for recovery and adjustment. In addition, students' learning pressure and time arrangement should also be taken into account to avoid affecting students' learning and rest due to too frequent training.

In addition, seasonal and climatic factors also affect the intensity and frequency of training. In the hot summer or cold winter, the student's physical consumption and endurance will be different, and the training plan needs to be adjusted accordingly. For example, in the summer high temperature, high-intensity training should be avoided in the noon high temperature period, the training can be arranged in the morning and evening cooler time, and the training intensity should be appropriately reduced, and the water supplement and rest time should be increased; In the cold winter, it is necessary to do a good job of warm-up activities, appropriately increase the warm-up time and intensity, and prevent sports injuries.

In short, the adjustment of training intensity and frequency is a dynamic process, which requires comprehensive consideration of various factors of students, continuous optimization and improvement to achieve the best training results. At the same time, we should always emphasize the principle of scientific training, avoid sports injuries caused by overtraining, and ensure that students improve their physical education results under the premise of health and safety.

5. The Implementation Effect Evaluation of the Optimized Training Scheme

5.1 Performance improvement assessment

It is a direct and important way to evaluate the effectiveness of the training program to compare the scores of the students before and after the optimized training program. Through detailed data recording and analysis, students' performance changes in different projects can be clearly seen.

In the sprint event, the completion time of students before and after optimization was compared. For example, before the program was implemented, the average time of students in the 50-meter dash was 8 seconds, but after optimized training, the average time was reduced to 7.5 seconds. In long-distance running, observe how long it takes students to complete a specified distance. Students who originally needed 4 minutes and 30 seconds to run 1,000 meters may shorten the time to less than 4 minutes under the training of the new program.

For the long jump event, the student's jump distance is measured. The average distance before optimization is 2 meters, and after optimization, it may reach 2.2 meters. In the throwing event, compare the distance of the students throwing, from the previous 6 meters to 7 meters or even more.

The comparison of these specific performance data can intuitively show the remarkable effect of the optimized training program in improving the speed, explosive power and strength of students, and provide a strong empirical basis for the effectiveness of the program.

5.2 Evaluation of sports quality development

In addition to the improvement of grades, it is important to evaluate the development of students' sports qualities such as strength, speed, endurance and agility through the effect of sports training to judge whether the training program has promoted the comprehensive and balanced development of students.

The assessment of strength quality can be measured by the student's performance in weight lifting, push-ups and other strength tests. If students can only complete a certain amount of weight lifting or a limited number of push-ups before the implementation of the optimized training program, and after the implementation of the program, they can lift heavier barbells or complete more and more standard

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

push-ups, which indicates that their strength quality has been enhanced.

Speed quality can be assessed by running the sprint test again or the reaction speed test. If the students' starting reaction time is shortened and the sprint speed is increased, it indicates that the speed quality has improved.

The development of endurance can be demonstrated by longer running tests or by increasing the duration of sustained exercise. For example, the ability of students to complete longer runs with the same level of fatigue, or the shorter recovery time after completing a certain intensity of exercise, means improved endurance.

Agility can be assessed by complex obstacle traversing tests or by rapidly changing directions. When the students can complete these movements more quickly and accurately, and the mistakes are reduced, it indicates that the agility quality has been improved.

The comprehensive analysis of these sports quality assessment results can comprehensively understand the development of students in all aspects, and judge whether the training program has played a positive role in promoting the comprehensive and balanced development of students.

5.3 Student feedback collection

As a direct participant in the training programme, the students' feelings and suggestions are of great value for the further improvement of the training programme. Through questionnaire survey, face-to-face interview or group discussion, students' experience and ideas in the training process were collected.

Some students may report that in the optimized training program, the intensity and difficulty of the training are set reasonably, so that they can gradually challenge themselves and make progress. At the same time, they also feel that they have significantly improved in various sports qualities, and thus have a stronger interest and confidence in sports training.

Other students may make suggestions about training schedules, the variety of training methods, or the coaching style. For example, I hope to increase some interesting training links, or to get more personalized guidance in the training process, and carry out more special training for their weak links.

Students may also share experiences of cooperation and competition with classmates during the training process, and the positive impact of these experiences on their own growth and the development of a sense of teamwork.

By synthesizing the feedback of students, we can have an in-depth understanding of their psychological, physiological and social experiences, so as to provide practical directions for further optimization and adjustment of the training program, so as to better meet the needs and characteristics of students, and improve the training effect and student satisfaction.

6. Conclusion

There is no doubt that the research on the optimization of sports training scheme based on the transfer of sports quality has far-reaching and important practical significance. In today's educational environment, more and more attention has been paid to the cultivation of students' comprehensive quality. As a key part of it, the scientific and effective training program of high school entrance examination is particularly important.

The principle of movement diathesis transfer provides us with a new and insightful perspective. Through in-depth understanding and rational application of this principle, we can get rid of the limitations of traditional training methods, break the single and isolated training mode, and develop a more systematic, comprehensive and targeted training program. This program is no longer simply piling up training items and increasing the amount of training, but based on the accurate grasp of the relationship between different sports qualities, cleverly arranging the training content and order to achieve the maximum training effect.

For example, by using the positive transfer effect of the improvement of strength quality on the explosive power project, and the support of the enhancement of endurance quality on other projects with high physical demand, the training combination is designed in a targeted way, so that students can obtain more significant results within the limited training time. This can not only effectively improve

ISSN 2618-1576 Vol. 7, Issue 1: 45-53, DOI: 10.25236/FSR.2025.070107

students' physical education scores in the short term, help them get better scores in the exam, but more importantly, in the long run, it can promote the development of students' overall sports quality.

This comprehensive development is not only reflected in the enhancement of physical fitness, such as strength, speed, endurance and sensitivity, but also includes the mastery of motor skills, the improvement of motor coordination and the healthy development of sports psychology. Students can have enough ability and self-confidence in the face of various sports activities, cultivate their lifelong sports awareness and habits, and lay a solid foundation for their future healthy life.

In the future sports training work, we should keep an active exploration attitude, constantly summarize practical experience, and continue to improve this optimization strategy. Pay close attention to the latest research results and developments in the field of education, combine the actual needs of students and individual differences, timely adjustment and innovation of training programs. At the same time, it is also necessary to strengthen the integration and connection with other education links, forming an all-round and multi-level physical education system, in order to better adapt to the changing educational needs, and contribute to the cultivation of a new generation of physical and mental health and all-round development of teenagers.

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