

The Development Strategy of School Physical Education Based on the Vision of "Healthy China 2030"

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Abstract: With the promulgation of the "Healthy China 2030" planning outline, China's school physical education has entered a new era and development stage, and the importance and necessity of optimizing traditional school physical education has gradually become prominent. This article uses research methods of literature and logical analysis to systematically analyze the plight of school sports in the context of "Healthy China 2030". The study found that the current school sports has a trend of "juvenileization" of senile diseases that has not been curbed, and the physical fitness of students not optimistic; school physical education and health education are out of touch, and the quality of physical education and health courses is worrying; this article proposes corresponding development strategies for a series of difficulties in school physical education under the background of the new era.

Keywords: Healthy China 2030, school sports, physical education

1. Introduction

In China, comprehensive health has become an important part of people's yearning for a better life. The "Healthy China 2030" plan was promulgated, and the construction of "Healthy China" has officially become a national strategy. This outline is an action guide for China's work related to building a healthy China in the next 15 years. Before the release, the State Council's Medical Reform Leading Group organized meticulous and in-depth compilation work, and tried to issue a more targeted outline document to ensure that the construction of a healthy China keeps pace with the times from the top-level design. We can see from the "Healthy China 2030" Plan that was released that health promotion has risen to the national level[1]. This document embodies the spirit of the Fifth Plenary Session of the Eighteenth Central Committee of the Party, and embodies the party and the country's major concern for people's health. Carrying out health promotion work in accordance with the "Healthy China 2030" planning outline is the only way and an important link for China to realize the goal of socialist modernization and an all-round well-off society. China has made solemn commitments to the United Nations "2030 Agenda for Sustainable Development", and the "Healthy China 2030" planning outline also reflects China's determination to contribute to global health governance and strive to achieve sustainable development[2]. As an important position for health promotion, school physical education plays a pivotal role in the implementation of this outline.

2. The real dilemma of school sports under the vision of "Healthy China 2030"

2.1 The "juvenile" trend of senile diseases has not been curbed, and the students are not optimistic

"Healthy China 2030" pointed out that in 2030, the national student's physical fitness standard reached an outstanding rate of more than 25%. The decline in student physique has always been a matter of great concern to the party and the government, and departments at all levels have also formulated many measures to promote the physical health of students. For example, the "Billions of Students Sunshine Sports Activity" formulated in June 2007 requires schools at all levels to ensure that students have at least one hour of physical exercise time per study day; "big break exercises" activities are carried out in full swing in primary and secondary schools; Since 2013, the Ministry of Education has enforced the annual "National Student Physical Health Standards" testing and data reporting activities; and the "Regarding Strengthening School Physical Education to Promote the All-round

Development of Students' Physical and Mental Health" promulgated by the General Office of the State Council on April 21, 2016", and so on[3]. The formulation of these policies and the development of activities are aimed at improving the health of students and curbing the further decline of students' physique.

However, the reality is still not satisfactory. At present, the number of patients suffering from cardiovascular diseases and the proportion of sub-healthy people in China are among the highest in the world. The situation of young people is also not optimistic. In the 2017 conscription medical examination, although the number of medical examinations increased compared with previous years, the "disqualification rate" of the medical examinations reached a record high. It is understood that the elimination rate of physical examination in a certain city is as high as 56.9%, nearly half of myopia, one third of liver, gallbladder and kidney failure, and one quarter are overweight. This group of data is staggering[4]. The worrisome physical condition of young recruits has forced the military service department to abandon the original intention of selecting the best when recruiting college recruits. Who can build and defend our country in the future? Such grim reality has sounded the alarm for us. Obesity and cardiovascular diseases that should have only appeared in the elderly are everywhere on campus, and the "juvenile" trend of senile diseases is still unstoppable. Although part of the national student physical exercise standards have been lowered. For example, in the first and second grades of the university, the standing long jump passing standard was reduced from 2.14 meters in 2007 for men to 2.08 meters in 2014, and for women from 1.58 meters to 1.50 meters; the 50-meter passing standard was reduced from 8 seconds 1 for men in 2007 In 2014, it was 9 seconds¹, and for women, it was reduced from 9 seconds to 10 seconds⁴. Even though the standards have dropped repeatedly, the pass rate is still not high, and the excellent rate is even lower[4]. In 2030, the task of achieving an outstanding rate of more than 25% of the national students' physical health standards is a long way to go.

2.2 School physical education and health education are out of touch, and the quality of physical education and health education is not ideal

"Incorporate health education into the national education system, and regard health education as an important content of quality education at all stages of education." The "Healthy China 2030" planning outline points out that health education is an important content of school education. In the new "Sports and Health Curriculum Standards", "health first" is also taken as the general guiding ideology, with the main goal of improving students' health, and the relevant content of health education is integrated. While emphasizing the characteristics of physical education, it also integrates knowledge related to the healthy growth of students[5]. Through the teaching of physical education and health courses, students can master sports skills, develop physical fitness, gradually form a sense of health and safety and a good lifestyle, and promote students' physical and mental coordination and all-round development.

In order to achieve the physical education curriculum standards, various schools have introduced optional physical education courses and elective physical education courses, and divided sports and health content into modules, but the actual implementation effect is not satisfactory, and the disconnection of physical education and health education is quite serious. Most schools neglect the teaching of health knowledge to students. At present, the content of health education in primary and secondary schools is mainly taught to students in the following ways. One is to set up special health education courses, which are taught by full-time health education teachers; the other is to invite health education experts or teachers to focus on health education lectures. Time to give students health education lectures; third, use rainy days to make health education as the content of indoor physical education, taught by physical education teachers; fourth, in physical education classes, physical education teachers impart health knowledge to students in student sports activities. The health education courses of the first three models are basically from theory to theory, lack of the combination of theory and practice, it is difficult to arouse students' interest. In the fourth mode of curriculum design, theory and practice can be combined, but it is restricted by current physical education teachers' inadequate grasp of health education knowledge and other issues, and it can't achieve the expected results. Obviously, health education and school physical education in China's primary and secondary schools have not been fully integrated, and the quality of physical education and health courses is worrying. In 2008, the Ministry of Education formulated the Guidelines for Health Education in Primary and Secondary Schools, but some schools did not pay much attention to this. On the one hand, physical education teachers are also relatively lacking in health education knowledge. At present, most of the physical health teachers in primary and secondary schools in China are held by physical education majors graduated from physical education colleges. Although they have systematic physical

professional knowledge and good pedagogical qualities, but they don't have much knowledge about health education because they don't have enough health education courses during their college years. Even if some are offered, they are not closely related to the content of health education in primary and secondary schools. At present, most middle and primary schools have a relatively lack of health education teachers. In the process of pre-service and post-employment training of physical education teachers in middle and primary schools, they do not pay much attention to health education. The content of health education is very small. Arbitrary arrangements, and health education is a mere formality. On the other hand, school physical education and health classes have been marginalized, and the professional status of physical education teachers has not received due respect. Speaking of which is important, the situation of not being busy has not changed. In the eyes of parents, the most important subjects are related to further studies; some students believe that physical education is not necessary, as long as they have good cultural performance; in the consciousness of the head teacher, physical education can be squeezed out for the subjects of the entrance examination; In the eyes of school leaders, as long as the sports team scores well and the students who participate in the physical education college entrance examination scores are good, it does not matter whether the quality of the regular physical education class is good or bad. Physical education teachers can't have equal pay for the same work as teachers of mathematics, Chinese, etc., can't be promoted to the same professional title as teachers of other subjects, and can't be evaluated as the first priority with teachers of other subjects. In the plan of school leaders, full-time physical education teachers can be vacant for decades, but they cannot be without math and Chinese teachers for a day. You don't need exams in physical education, you can fool around in physical education, but the absence of a full-time teacher in mathematics will affect the college entrance examination and so on. This is not only the helplessness of the leader, but also the sorrow of school sports. Physical education and health education can't be organically combined, and physical education and health courses can't achieve the desired results. It is difficult for students to form good health awareness habits and physical exercise habits. It will also become empty talk to incorporate health education into the national education system.

3. The development strategy of school sports in the vision of "Healthy China 2030"

3.1 Government-led, full participation in the management of school sports, to improve the efficiency of the implementation of the school sports system

Promoting the construction of a healthy China and improving the people's health requires the participation of all citizens. The solution to the plight of school sports needs to be implemented jointly by management departments at all levels under the framework of national laws and regulations. The main body of school sports practice activities are teachers and students, and the focus of school sports is on the healthy development of students' physique. The development of school sports requires schools and parents to change their minds, introduce the concept of participatory governance, fully mobilize the enthusiasm of teachers, parents, and students, and promote school-related subjects including teachers, parents, students, etc., and make every effort to participate in school sports. In governance, let every subject enjoy the benefits of participating in governance, and form a learning atmosphere in which schools, teachers, parents, and students love sports and pursue healthy learning[6]. The central government's core indicators of local sports management performance should be linked to the construction of school sports. The evaluation of students' physical fitness should be included in the performance appraisal of the government and school leaders. The assessment mechanism and accountability system for school sports work should be improved and normalized, regular evaluation mechanism and division of labor of each task department, supervision and evaluation plan. In this way, monthly and annual monitoring and evaluation of the degree and effect of school sports work can be carried out to improve the ability of school sports system implementation.

3.2 Strengthen students' health education, standardize the school environment, and enable students to develop good healthy habits

"Healthy China 2030" points out the direction for school sports and health education. First of all, primary and secondary schools should attach importance to health education, with the promotion of student health as the core. Every school must carry out health education in a planned way, cultivate students' health awareness and public health awareness, enable students to master the necessary health knowledge and skills, and promote them to consciously develop healthy behaviors and lifestyles, reduce or eliminate risk factors affecting health lay a solid foundation for lifelong health. Health

education is not a theoretical preaching, but should be based on the actual situation of the school and the students, especially the kindergarten and elementary students who have just entered the school. Point out the students' bad habits in terms of health, so that they can develop good eating habits from an early age, and the right way of behavior. For example, in the physical education class of the first grade of elementary school, students are told the basic requirements of physical education, the correct way of sitting, standing, and walking, how to drink healthy water, how to play games safely, how to eat healthy, how to exercise, and even how to use the toilet in a civilized manner. Promote the development of students' daily behavior norms through the teaching of physical education. Secondly, physical education teachers themselves should develop good eating habits, healthy behaviors, no smoking, no alcohol, no junk food, no staying up late, and set a good example for students. Health education and physical education should go hand in hand, and physical education and health education should be organically combined. At present, what the country needs most is teachers who are proficient in sports professional knowledge and knowledge of health education. This requires that physical education colleges and universities should regard health education courses as public compulsory courses for physical education students. Compile teaching materials that meet the needs of students in the health education module of physical education; attach importance to the evaluation and supervision of the teaching of the health education module of physical education; effectively implement the requirements of "Healthy China 2030", establish a health education promotion mechanism focusing on primary and secondary schools, and explore more various ways to train primary and middle school health education teachers, such as including health education in the pre-service training and post-service education of physical education teachers; adding the content of health education courses for physical education students and so on.

3.3 Strengthen the key care for disadvantaged schools and disadvantaged student groups, and implement a sports targeted poverty alleviation plan

In view of the substandard investment in sports facilities and sports funds in rural primary and secondary schools, government departments should first rationally plan the layout of rural primary and secondary schools, and concentrate on resource advantages to run schools. For example, take measures to merge and relocate several schools with small numbers and remote locations merge together. Secondly, take the national per capita sports facilities and sports equipment standards as an important index for school running and enrollment, especially for newly-built schools to strictly follow the standards, and for schools that do not meet the standards for sports facilities, they should control the scale of its enrollment, and even not allow its enrollment. Promote the balanced development of urban and rural schools, invest sports funds in schools based on the principle of actual conditions, and supervise and manage the specific use of sports funds throughout the process. According to the specific conditions of the school, the venues and facilities should be configured rationally, instead of being the same, regardless of the actual needs of the school, blindly configuring. The investment in economically underdeveloped areas and disadvantaged schools should be appropriately tilted. Private capital or public welfare funds can be introduced to investment in disadvantaged schools in rural areas, with targeted and precise investment, and actively improve the conditions of sports facilities in disadvantaged schools. For disadvantaged schools in the city, the sports facilities of surrounding schools or units can be used to achieve shared sharing and improve the conditions for physical education and extracurricular exercises. In order to protect the basic rights of students in sports activities, it is necessary to increase support for schools in poverty-stricken areas, allocate funds in strict accordance with the national per capita sports funding standard, and require special funds to be used for special purposes, and gradually improve the conditions for running schools in disadvantaged schools. The students are weak, because the exercises of this part of the students are not targeted, and many students have not mastered the methods of exercise. Therefore, it is necessary to formulate physical health intervention plans for special students such as weak, obese, disabled, and left-behind children. Just like the government's targeted poverty alleviation, precise measures should be taken for these students, and their situation should be accurately identified and finely managed, precise positioning, and enhance the pertinence, scientificity, professionalism and effectiveness of assistance. Customize healthy recipes, fitness prescriptions, and develop family exercise plans for them. Carry out targeted training according to the child's weakness to determine the intensity and density of the exercise. Parents or class teachers should also lead by example to join the family or class exercise program, lead their children to exercise, and ensure that these students spend no less than one hour of physical activity every day.

4. Conclusion

Promoting the construction of a healthy China is an important foundation for building a well-off society in an all-round way and basically realizing socialist modernization. It is a national strategy for comprehensively improving the health of the Chinese nation and achieving the coordinated development of people's health and the economy and society. Based on the analysis of the plight of school sports, this article provides an in-depth study of the causes of the plight of school sports in our country from multiple dimensions. In the context of "Healthy China 2030", it puts forward suggestions on how to get out of the plight of school sports, and advises the Chinese sports authorities to formulate and the promotion of school physical education and health policies is of reference significance and has guiding significance to the physical education work of Chinese sports workers.

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