

Research on the Development of Elementary School Physical Education Teaching Resources

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ABSTRACT: *The development and utilization of physical education teaching resources in elementary school is analyzed in this paper from the perspective of curriculum and teaching theory based on theoretical analysis; on the basis of establishing the awareness of physical education teaching resources development, the comprehensive utilization of venue facilities and sports project transformation, the introduction of emerging sports event and the use of information technology and other specific strategies are proposed.*

KEYWORDS: *Physical education; Teaching; Resources; Development*

1. Requirements and basic theories of the development of elementary school physical education teaching resources

1.1. Requirements for the content selection of physical education curriculums

Elementary school physical education is the enlightenment stage of physical education. Therefore, the selection of curriculum content should be consistent with the characteristics of physical and mental development of elementary school students, follow the guiding ideology of health first, focus on stimulating students' sports interest, cultivate lifelong sports awareness, as well as focus on student development and individuals' differences and different needs, which requires teachers and education administrators to fully explore and utilize colorful teaching resources with open vision and flexible thinking.

Physical education curriculums are based on physical exercises and sports participation. According to the nature of physical education curriculums, the development and utilization of curriculum content resources should follow the principles of purpose, science, feasibility, hierarchy, fun, and culture. Also, it should be noted that the content of development and utilization should be related to physical education, and poorly correlated content should not be used as teaching content of physical education and health curriculums.

1.2 Connotation and extension of physical education teaching resources

Teaching resources refer to various conditions that can be used to provide materials for the effective development of teaching, usually including teaching materials, cases, movies, pictures, curriculum ware, etc., also including teacher resources, teaching aids, infrastructure, etc. In a broad sense, teaching resources should also include educational policies, etc. According to different classification criteria, teaching resources can be divided into the following categories:

1.2.1 Tangible teaching resources and intangible teaching resources

Tangible resources include tangible material resources such as teaching materials, teaching aids, instruments and equipment; intangible resources have a broader scope and can include students' existing knowledge and experience, parents' supportive attitude and ability, etc.

1.2.2 Material teaching resources and conditional teaching resources

Material teaching resources include factors such as knowledge, skills, experience, activity modes and methods, emotional attitude and value, and training goal; conditional resources include human, material and

financial resources that directly determine the scope and level of curriculum implementation, such as time, site, media, equipment, facility and environment.

1.2.3 Resources inside and outside school

Resources inside school, mainly include teacher, student, school library, teaching venue, teaching wall charts, model, vide, computer software, textbooks, reference book, and other various teaching facilities and practice bases; resources outside school mainly refer to public library, museum, exhibition hall, science and technology museum, research institution, and other extensive social resource and rich natural resources.

We believe that physical education teaching resources are the source of physical education curriculums and teaching information, and its scope covers various resources related to physical education curriculums and physical education, including the content of people, money, materials, and information that support teaching and serve teaching. Therefore, the selection of physical education resources has the characteristics of wide range, large difference and difficult selection.

2. Research on the development path of elementary school physical education teaching resources

2.1 Development and utilization of human resources

For curriculums, human resources refer to all participants involved in curriculum activities, including sports teachers, school sports-related organizations, service and management personnel, where, physical education teachers are users of teaching resources and important developers of teaching resources. Physical education teacher not only determines the methods of identification, utilization, accumulation and development of physical education resources, but also is an important carrier of physical education resources. It is the most important condition resource in the process of physical education. Therefore, in the process of the construction of physical education resources, the use of human resources of physical education teachers must be always given the top priority. The optimal development of other curriculum resources is promoted through the initiative of teachers. In addition to physical education teachers, the development and use of human resources such as class teachers, teachers with physical expertise, and school doctors should be focused on, giving full play to their roles.

2.2 Development and utilization of sports facilities and equipment resources

Sports venue and facility are an important part of school physical education, extracurricular physical exercise and training, as well as the premise and guarantee for successful completion of school physical education tasks. Therefore, it can be seen that how to develop and utilize them reasonably and effectively is very important^[1]. Due to the imbalance of teaching resources and the imbalance of cultural and economic development caused by location factors, the level of sports facilities in different schools varies greatly. The venues and facilities of many elementary schools are built according to the standard venue of competitive sports, resulting in high investment, large floor area, and poor use effect. According to the physical and mental characteristics of elementary school students, venues with suitable area are designed and suitable sports equipment and facilities are purchased. It will greatly save area and investment, and realize the maximum utilization of site facilities under limited conditions. In addition, the development and use of sports venues outside the school shall be focused on, to play a variety of functionality of sports equipment.

2.3 Development and utilization of curriculum content resources

The existing sport events are renovated, and appropriate changes are made for the basic running, jumping, and throwing. The methods and rules of some competitive and adult content are simplified. Standardized movements are transformed to reduce difficulty requirements, making it suitable for elementary school students. For the development and utilization of emerging sports, the selection of teaching content should also pay attention to the features of the times, and be close to the life of students, such as popular and fashionable sports dances and skateboards can be introduced into sports classrooms. In addition, after thousands of years of circulation, ethnic sports have good cultural and fitness values. It supplements school-based teaching resources, and also inherits the traditional ethnic culture.

2.4 Development and utilization of natural geographic resources

It is an important content of physical education reform to make full use of natural resources to make up for the lack of curriculum content, and enrich the diversity of classroom teaching. For example, mountain terrain is used for cross-country running and aerobic sports. Seasonal changes can be used to organize spring and autumn tours, swimming, beach volleyball, football, etc. In winter, long-distance running and mountaineering can be performed. At the same time, in the development and utilization of natural resources, money should be saved as much as possible, giving priority to the use of the nearest resources.

2.5 Development and utilization of information resources

The sports information is obtained and the curriculum content is constantly enriched and updated by making full use of Internet resources, such as radio, television, newspapers, the Internet and other media means. Children in the lower grades of elementary school are young, lively and active, and their attention is difficult to last. During the teaching process, we should conform to their psychological characteristics and use pictures, audio recordings, videos, multimedia and other methods to assist teaching^[2].

2.6 Development and utilization of emerging physical education teaching resources

2.6.1 Use holidays to develop sports tourism and study trips

Sports tourism is a travel excursion and experience activity for the purpose of watching, appreciating and participating in various sports activities. It is a form of fitness exercise combining sports and cultural tourism. It has the characteristics of participation, viewing and entertainment. Sports tourism can be regarded as an extension of school physical education and the expansion of classroom physical education. It can cultivate students' non-intelligent factors such as emotion, will, and value, so that students' personality and ability can be fully developed.

Study trip is a form of learning that the school organizes students to walk out of the campus through party travel, concentrated board and lodging according to the regional characteristics, the age characteristics of students and the needs of the subject teaching content. Due to the education comprehensive characteristics of study trips, sports and health education is one of the basic contents. During the process of study trip, students' horizon can be expanded and knowledge can be enriched, the sense of closeness between people and nature and the sense of cultural participation can be deepened, and the collective lifestyle and social and mental health experience can be increased.

2.6.2 Timely outdoor sports

Outdoor sports is a form of entertainment that many people like. Outdoor sports can relax the body and mind, expand social interaction, and develop personality through collaboration with each other during the exercise. The development of outdoor sports teaching resources can be based on the geographical location of the school and the characteristics of local resources. The outdoor sports plan suitable for the needs and hobbies of students of different grades shall be made.

2.6.3 Conduct field survival practice

Under the superior economic and material living conditions of current society, many young students have poor self-care abilities after entering the society due to their parents' spoils. The development of field survival teaching resources can enrich field survival knowledge and cultivate tenacious perseverance. These qualities are necessary conditions for overcoming various hardships and obstacles and getting rid of difficulties, and have positive significance for the cultivation of young people's self-care ability.

3. Conclusion and suggestion

3.1 Conclusion

The development and utilization of various teaching resources according to local conditions can give full play to the educational advantages of teaching resources and reflect the flexibility and local characteristics of the curriculum. In the development of school-based curriculum resources for sports, not only the diversified concept of sports curriculum development of “all flowers blooming and a hundred schools of thought contend” is advocated, but also the shortage of physical education teaching conditions at this stage is made up, attracting more students to actively participate in sports activities, and promoting students’ physical health, psychological and social adaptation in all aspects of healthy and harmonious development.

3.2 Suggestion

(1) The development of physical education teaching resources should not only meet the sports needs of students, but also stimulate the interest of students, and cultivate the spirit of hard work, unity and cooperation.

(2) In-depth understanding of physical education curriculum content resources in the teaching process should be had, so as to expand the connotation of physical education curriculum and make up for the deficiencies of traditional physical education teaching content.

(3) According to the characteristics of elementary school physical education curriculum, a scientific physical education and health curriculum evaluation system is constructed, giving full play to the functions of evaluation diagnosis, feedback, incentive and development, and promoting the rational development and utilization of elementary school physical education teaching resources.

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