

Research on the concept, mode and influencing factors of high school sunshine physical education curriculum

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Abstract: Consult the relevant literature of high school sunshine physical education course, clarify the relevant concepts of high school sunshine physical education curriculum, and analyze the concept, model and influencing factors of the sunshine physical education curriculum. It is expected to provide a theoretical reference for the high-quality development of high school sports.

Keywords: sunshine sports; high school; curriculum mode

1. Introduction

Under the background of the implementation of sunshine sports, the continuous decline in the physique of middle school students has improved to a certain extent. But at the overall level, let the Chinese people worry. Physical education is an important part of the basic education curriculum, and society, schools, families, etc. give strong hopes for physical education classes to improve students' physical health. In the process of physical education curriculum development and formation, instrumentalism, exam-oriented education and other ideas have a serious impact, resulting in shortcomings in physical education courses. With the educational concepts of "health first" and "people-oriented" deeply rooted in people's hearts, in 2007, hundreds of millions of students of students were launched and implemented at the national level to promote the healthy physical development of middle school students. Sunshine Sports put forward more specific sports classes, large recesses and extracurricular sports activities in school physical education. The requirements clarify the development goals of school sports.

2. Related concepts

2.1 Sunshine Sports

Sunshine sports activities require the majority of young students to go out of the classroom, go to the playground, to nature, to the sun, drive the masses to participate in physical exercise under the influence of young students, and finally promote the development of mass sports. Sunshine sports has a knowledge of sports, goals, standards, development modes, organization and leadership, etc. Specific requirements have been put forward. Thinking about the concept of sunshine sports activities from the perspective of the reform of the high school physical education curriculum model, we can think that sunshine sports activities are not only requirements for students' physical exercise, but also for teachers. While requiring students to go to the sun, the teacher's curriculum model should also be full of sunshine. Teachers In the process of implementing the curriculum, we should care for and care for students like sunshine, provide sufficient photosynthesis for the growth of students, and develop the unlimited potential of students. Sunshine Sports should abandon utilitarian education in the process of implementing the physical education curriculum and truly put people first and moral education first. In view of the relevant requirements of sunshine sports, combined with the characteristics of today's high school physical education curriculum, we need to emphasize the openness, integrity and student-centered characteristics of the concept of sunshine sports.

2.2 Physical Education Course

The word "curriculum" appeared in China in the Tang and Song Dynasties. It refers to the overall teaching plan formulated in a planned way to achieve teaching goals and guide students. China's modern research on curriculum started late. Foreign empirical education theory believes that the curriculum is the sum of school preparations to achieve teaching goals. Experience The theory of pedagogy emphasizes the organization and planning process of empirical education.

Physical education course is a public compulsory course for students to achieve the main goal of strengthening physique, improving health and improving physical fitness through reasonable physical education and scientific physical exercise as the main means. The model can be understood as a standard style and a general way of subject behavior.

2.3 High School Sunshine Physical Education Course

The high school physical education curriculum is the core content of high school physical education. The implementation of the physical education curriculum has a decisive impact on the formation of the values of school sports, the cultivation of school sports culture, and the development and reform orientation of school sports. In the perspective of sunshine sports, the study of high school physical education curriculum is to achieve positive in high schools. The foundation of the development goal of light sports is the first and core link to realize the overall reform of high school sports. At present, the relevant research on the physical education curriculum model mainly focuses on stratified teaching. There are many studies on the main and secondary options of physical education courses, physical education basic courses, large-class teaching, small class teaching, etc. At present, most studies are carried out under the concept of people-oriented education, which can take into account students' choice and give students more. There are many experiential opportunities. At present, the diversified curriculum modes are conducive to the enthusiasm of students in the classroom and the leading role of teachers.

3. High School Sunshine Physical Education Curriculum Concept

3.1 Openness

Chinese school sports are seriously subject to instrumental education in special historical periods. Most of the existing campus sports are Olympic medal events. However, the proposal of sunshine sports breaks the limitations of sports, emphasizes contact with nature, broadens the form of physical exercise, and does not carry out closed regulations on sports to sunshine. Next, in nature, take the physical and mental health of students as the starting point, think openly about the forms of sports activities, make full use of school sports resources, and go to nature to expand sports venues to the wild and return to people's natural attributes. In sports classes, students no longer have to worry about the completion of technical actions in physical education classes. There is no need to be ashamed to participate in non-advantional sports because of your innate physical conditions, integrate with nature, enter a healthy environment, and no longer exercise for exercise. The implementation of sunshine sports activities provides students with more choices and opportunities to join clubs and associations.

3.2 Integrity

The people-oriented and moral education concept pays attention to completion education. Sunshine Sports takes students' health as the focus of education, and is to provide students with a good learning environment and complete development of humanistic attributes, including basic education and personality development [1]. The implementation of sunshine sports is conducive to students' contact with nature and society, and students' comprehensive understanding of the world. In the process of participating in sports, students' physical qualities will be improved, which can make students' way of thinking more active. In the process of sports, students can develop hard-working and tenacious willpower qualities, and can exercise tolerance, understanding, mutual encouragement, teamwork, honest and fraternity, and caring for others. Spirit can also cultivate students' sense of responsibility, honor and disgrace, and make internal changes in students' spiritual level. We can think that the integrity of sunshine sports is reflected in the overallity of the educational direction and teaching goals, as well as in the comprehensiveness of humanistic development.

3.3 Student-centric

The focus of the goals related to sunshine sports is at the student level, and student-centered is one of the basic concepts of sunshine sports. From the perspective of high school analysis, the responsibility of the school should first be to cultivate complete people. Teachers, as the most direct practitioners of teaching and educating people, are known as the most glorious profession under the sun, requiring teachers to turn personal glory into the small sun, focus on the development of students, illuminate the direction of students, and warm the hearts of students. Eliminate traditional forms that are teacher-centered, and students draw narrow knowledge around teachers.

4. High School Sunshine Physical Education Curriculum Concept Model

The physical education teaching mode is the core component of the physical education curriculum model. If you study the physical education curriculum model, you must first understand the physical education teaching model. The teaching mode is a relatively stable teaching activity structure, which reflects a certain teaching logic in order to maintain a certain teaching task. Some scholars also believe that the teaching model is a model and strategy with corresponding structure under a certain theoretical framework. This theoretical framework should be teaching ideas and strategies, and the structure and models are reflected in solid teaching procedures, methods and strategies. Mr. Mao Zhenming defines the teaching mode as a teaching procedure, including the teaching process structure and the teaching method system corresponding to the teaching structure. The re-practice process is mainly reflected in the actual process and practical implementation of the teaching unit and the teaching course. Comprehensively analyzing the definition of the teaching mode, we can define the physical education teaching mode as a relatively stable physical education teaching activity structure and procedure built under the guidance of physical education teaching ideas and in accordance with reasonable physical education teaching theory.

Physical education curriculum refers to the sum of the relevant contents of physical education disciplines studied by students in school, the process of learning and the process of physical education curriculum participation. Physical education curriculum in a broad sense is the sum of the relevant content and specific processes of physical education selected by the school to achieve the training goals of physical education, including various disciplines and their Purpose, the sum of planned physical education and teaching activities. The pattern refers to the standard style of things. The physical education curriculum model can be understood as a standard physical education curriculum style, which is gradually formed in the process of physical education curriculum practice, which is a stable, widely recognized and standardized curriculum paradigm with certain promotion value. The physical education curriculum model is stable, universal and generalization. A good physical education curriculum model can solve certain problems encountered in the implementation process of physical education courses. The complete physical education curriculum model includes course ideas, course objectives, course content, course organization and methods, and course evaluation. Curriculum ideas and curriculum objectives determine the guiding ideology and direction of the preparation of physical education textbooks. The content of the curriculum determines what physical education courses teach and what students learn. The curriculum organization and curriculum methods are the organization, form and handling of physical education teaching materials. Curriculum evaluation is the test and feedback on the learning situation of educational subjects. Some course modes are classified according to the value orientation of the course. The basic structure of the course is the basis for forming the curriculum model, and the curriculum model is the organizational form transformed by the basic structure of the curriculum. The advanced concept of educational development is a prerequisite for the complete construction of the other four parts.

4.1 Curriculum Ideas

The guiding concept of curriculum model design and curriculum model implementation. Accurate and reasonable physical education curriculum idea is the premise of physical education curriculum model design. Curriculum mode idea runs through the whole process of curriculum model implementation. The idea of curriculum model directly affects course objectives, course content, course organization, course method and course evaluation. Curriculum ideas should cover health first, lifelong physical education, and student-centered curriculum concepts.

4.2 Course Objectives

It refers to the standards and objectives to be achieved through the implementation of the curriculum. The curriculum goal is the specific embodiment of the school's goals and educational goals. The curriculum goals are comprehensive, unified, stratified, phased, continuous and other characteristics. The curriculum goals can include behavioral orientation goals, generational curriculum goals, expressive curriculum goals, and curriculum goals. The implementation process revolves around the objectives of the course. Physical education curriculum goals generally include knowledge and skills goals, process and method goals, emotions, attitudes, values, etc. Improving physical health is the most important goal of the physical education curriculum. It can also include improving mental health, enhancing social adaptability, acquiring sports and health knowledge and skills, and increasing interest.

4.3 Course content

The content of the physical education curriculum is the medium for the orderly implementation of the physical education curriculum and an important means to achieve the goals of the physical education curriculum [2]. Combined with the particularity of physical education disciplines, the new curriculum standards have delineated the scope of physical education courses, including ball games, gymnastics, track and field, ice and snow, ethnic folk sports, emerging projects and other series. Each school can carry out according to its geographical location, school development concept, school venue facilities, teacher force allocation, etc. Reasonable choice. The current high school physical education curriculum model is investigated, and the selection of course content is also carried out within the scope of the series.

4.4 Course organization and methods

The organization and implementation of physical education courses is a form for students to participate in the teaching of physical education courses under the guidance of teachers. On the whole, physical education classes are usually divided into three parts: preparation part, basic part and closing part to organize teaching. Teachers design different classroom organization forms according to the teaching plan, goals and content arrangement, and adopt different teaching. Learning methods and means; in the selection of teaching methods, it is necessary to be diversified to meet diversified curriculum goals. The teaching methods of physical education courses mainly include explanation method, situational teaching method, model law, inspiration method, grouping method, game method, inquiry discussion method, explanation method, etc.

4.5 Course evaluation

Physical education curriculum evaluation is a test of whether the curriculum goals have been achieved, and it is a measurement and evaluation of whether the content arrangement of physical education courses is reasonable. The evaluation can affect the overall situation of the curriculum model and play the role of a baton in the development of the curriculum model. Traditional curriculum evaluation pays attention to the evaluation of students' physical fitness and sports skills, ignores students' humanistic development, traditional evaluation is mostly resultful evaluation, and ignores the value of education as an important part of education and teaching. The curriculum evaluation model under the new curriculum standard should take the all-round development of students as the evaluation subject, and pay attention to students' learning attitudes, habits, emotions and cooperation. The physical education curriculum should have the integrity of evaluation and should cover physical fitness, sports skills and knowledge, learning attitude, situational performance and cooperative spirit. Specifically, it should include the level and progress of physical fitness, physical fitness assessment and other understanding of sports and health knowledge, and the mastery and application of sports and technical and tactical knowledge. The level and progress of skills. Attitude towards the study and practice of physical education and health courses. The behavior in physical education classes is reflected in the emotions and self-confidence in physical education learning.

5. Analysis of relevant factors affecting the high school physical education curriculum model under the background of sunshine sports

5.1 Social factors

The ultimate goal of Sunshine Sports is to stimulate the enthusiasm of the masses to participate in sports and drive the development of mass sports. The national infrastructure is constantly improved, and social sports resources are becoming more and more abundant. Coupled with the original natural resources, it can be said that sunshine sports resources are rich. Most social sports resources cannot be replaced by school sports resources, but the purpose is judging from the utilization of the sports resources of the former Sunshine Sports, the development of the school's physical education curriculum is still closed on the campus.

The most important social factor that social sports resources cannot be used is that the management standards of social sports resources are insufficient, and there are many hidden dangers to the safety of natural resources. The monotonous equipment of school venues limits the travel of sunshine sports, which is not conducive to the diversified development of sunshine sports.

5.2 Management factors

From the perspective of policy formulation and policy analysis, more and more attention has been paid to sunshine sports activities at the national level. However, the grassroots education sector and high schools are affected by many factors in the process of policy implementation, and the vertical process of policy implementation is distorted.

In the more than 10 years since the launch of Sunshine Sports, the school's reform of the physical education curriculum from the perspective of Sunshine Sports has not been strong enough and has not been durable. There are no strong policies at the school level to ensure the time for students to participate in physical exercise. Most of the development of Sunshine Sports by grassroots education administrative departments and schools are still at the point. In the guidance stage, the supervision of Sunshine Sports is not strict enough, there is no punishment system, and the inspection phenomenon is serious.

5.3 Sports teacher factors

As the frontline worker of the implementation of the Sunshine Physical Education curriculum, high school physical education teachers play a huge decisive role in the quality of their implementation. At present, the special skills of high school physical education teachers are not comprehensive enough. In the process of physical education teachers recruitment, high schools do not have high requirements for teachers' physical education programs. Most of the existing special projects of high school physical education teachers are concentrated in the three major balls and fields. In basic projects such as Path, the teachers in other projects are seriously vacant and cannot meet the diversified sports needs of students [3]. There is little communication between physical education teachers and students' parents, and there is insufficient understanding of the physical health status and physical health status of the students in the class they are responsible for. Most teachers do not formulate conscious behaviors of effective physical exercise methods according to the physical condition of individual students, and there is a lack of active awareness in physical education curriculum innovation.

5.4 Family factors

Parents are the best teachers for their children. Parents' living habits have a far-reaching impact on the formation of their children's behavior habits. During the field survey, some parents were randomly interviewed. About half of the parents' attitude towards sunshine sports is indifferent and unsupportive. They also have the educational idea of learning mathematics, physics and chemistry well and not afraid to travel around the world. Parents The development of educational ideas and concepts has stagnated, and children's education cannot keep up with the development and requirements of the times. Many parents know the importance of physical health, but do not know the far-reaching impact of physical exercise on students' physical health. Many parents know nothing about sunshine sports, and the existing family sports concepts are stagnant with school education. There is an inescapable responsibility for the lack of publicity.

5.5 Hardware facility factors

The construction of national infrastructure has been gradually improved, and there are more and more school site equipment. However, there are many classes for high school students, the class hours are centralized, and the existing venue equipment can't meet the per capita needs. Sunshine sports refers to nature and in the sun, which puts forward requirements for natural sports resources [4]. China is rich in natural sports resources, but few physical education curriculum resources can be used.

6. Conclusion

Youth is strong, and youth health is the embodiment of national vitality. From life and death at the national level to happiness at the individual level, it is inseparable from the healthy body and mind of the Chinese people. The high school age stage is an important stage in the development and growth of teenagers' physical fitness. Improving students' physical fitness requires the joint efforts of society, schools, families and other aspects [5].

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