

Problems and countermeasures of school sports high-quality development under Double Reduction policy

Liu Runfeng, Feng Xiaoli, Wang Xiaoying

School of Physical Education, Shanxi Normal University, Taiyuan, China

Abstract: *In the current society, the main contradiction in China is the contradiction between the people's growing needs for a better life and the unbalanced and insufficient development. Since the reform and opening up, China has continuously improved its comprehensive national strength in terms of politics, economy, culture, etc., but the problem that has arisen is the unbalanced and insufficient development, which affects some people's entry into a better life. Focusing on school sports, the problems that arise mainly include serious deficiencies in school sports construction, serious deficiencies in governance bodies, and insufficient operability of goals. The promulgation and implementation of the "double reduction" policy has provided opportunities and challenges for the development of school sports. Only on the basis of high-quality development can school sports seize opportunities and meet challenges. The high-quality development of school sports should expand the effective supply of school sports resources, strengthen the linkage between various subjects, and improve the goal system of school sports.*

Keywords: *double reduction policy, school sports, high-quality development*

1. Introduction

Teenagers are the hope of a country's future development. Liang Qichao wrote in "Talk of Youth in China", "Today's responsibility lies not with others, but with my youth. A strong youth will make the country strong, and a rich youth will make the country rich." Focusing on sports, that is to cultivate students' strong body and promote their physical health. The health of young people lays a solid foundation for future development. There are about 500 million young people in China, facing a huge number of young people, and their physical health issues have always been highly valued by the party and the state [1]. However, what is not optimistic is that the data from a total of 7 national surveys conducted by the Ministry of Education and other departments show that the overall level of adolescents' physical health is low, especially in recent years, adolescents have suffered from myopia, obesity and other physical health problems due to various reasons, which arousing the attention of the society [2]. In the report "Over half of China's children and adolescents with myopia in 2018" released by the Ministry of Education, it pointed out that the detection rate of myopia among primary and secondary school students in China was 53.6%, and the problem of poor eyesight has been included in the "Vision Action 2020" plan by WHO [3]. At the same time, the prevalence of overweight and obesity in adolescents and children has become increasingly serious, and has become one of the independent risk factors affecting their physical and mental health [4].

One of the reasons for the great problems of adolescents' physical fitness is that the development of school sports is unbalanced and insufficient. In the research of Ji Liu and Ma Dehao, it can be seen that the problem of unbalanced and insufficient development of school sports in China is very prominent. The unbalanced problem is mainly manifested in the unbalanced development between regions and urban and rural areas, and the insufficient problem is mainly manifested in the supply of resources and insufficient institutional supply [5]. The problem of imbalance and insufficiency leads to the lack of physical exercise for some students, resulting in physical health problems. The school has set up physical education courses, which is an important channel to stimulate students' interest in sports, teach students correct sports skills, and form scientific and effective training methods, creating good conditions for the formation of students' sports personality. However, there are certain problems in school sports at present. Some schools are afraid of students' safety accidents in physical education classes, so they cancel confrontational and high-intensity sports and only engage in sports such as jogging and simple gymnastics [6]. The idea of "health first" is only emphasized by physical education

teachers in the course of the class, while other courses hardly emphasize the idea of “health first”, which has led to the phenomenon that the physical education class is occupied by the cultural class [7]. Therefore, school sports need high-quality development from all aspects in order to meet the needs of students for sports activities. The proposal of the “double reduction” policy provides sufficient time and space for the high-quality development of school sports. Starting from the background of the “double reduction” policy, the author analyzes the problems faced by the high-quality development of school sports, and makes suggestions for the high-quality development of school sports.

2. “Double Reduction” policy and high-quality development of school sports

2.1 “Double Reduction” policy and school sports

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Opinions on Further Reducing the Burden of Students’ Homework and Off-campus Training in Compulsory Education” (referred to as the “double reduction” policy) [8]. Sports have been mentioned many times in the policy, and the school should guide students to carry out physical exercise after returning home from vacation: “schools and parents should guide students to complete the remaining written homework after returning home from school, carry out necessary schoolwork, and engage in housework within their ability, carry out appropriate physical exercise, reading and literary activities.” Schools should complete students’ physical exercise time in accordance with regulations, and strengthen quality development activities: “schools should do a good job in coordinating education and teaching activities and teacher resources, and organize after-school service hours. The overall planning and system design are carried out in two stages. The first stage completes physical exercise, ensuring students have 1 hour of physical exercise time every day; 30 points.” The regulations in these policies have a profound impact on school sports and the healthy development of young people.

2.2 High-quality development of school sports

High-quality development is a new expression first proposed at the 19th National Congress of the Communist Party of China in 2017, indicating that China’s economy has shifted from a stage of high-speed growth to a stage of high-quality development. The main contradiction in the current society is the contradiction between the people’s ever-growing needs for a better life and unbalanced and inadequate development. Therefore, high-quality development is of great significance for solving this unbalanced and insufficient phenomenon. School sports refers to the purposeful, planned and organized educational activities that use physical exercise, health care and other means to influence the educated and promote their physical and mental health in an environment dominated by school education [9]. High-quality school physical education is an important guarantee for the healthy growth of young people’s physical and mental [10]. High-quality development focuses on school sports, which refers to the goal of improving students’ physical fitness and cultivating sports reserve talents, based on the general idea of “project guidance, administrative promotion, point-to-face, comprehensive promotion”, adhering to the regional school sports development concept of “healthy sports, scientific sports, and all-member sports”, to promote the comprehensive, healthy and sustainable development of school sports [11].

3. Problems in the high-quality development of school sports under the background of the “double reduction” policy

Bad problems often restrict the progress and development of affairs. In order to achieve high-quality development of school sports, it is necessary to clarify the current problems of school sports, grasp the main contradictions, and solve the main problems in order to promote its high-quality development.

3.1 In terms of the supply of school sports resources, there is a serious shortage of school sports construction

The construction of school sports venues and sports facilities is completely inadequate. The construction of school sports venues is uneven. From the perspective of China’s urban area, the development of school sports venues and the central trend of population and economic development are

obvious, showing a pattern of dense distribution in the southeast and sparse distribution in the northwest [12]. The construction rate of school sports venues in China is not high. Scholars Sun Chenglin and Wang Jian used the data envelopment analysis method to study the construction efficiency of school sports venues in China. Compared with the best quality 1 of DEA, there are serious deficiencies [13].

There is a serious shortage of physical education teachers in schools. Physical education teachers are the organizers of physical education courses, the professors of physical skills, and the cultivators of students' healthy behaviors. They play a vital role in the development of students' bodies. According to the survey data of the Ministry of Education in 2014, there were 672,996 primary and secondary school physical education teachers, with 148,061 vacancies, 50.01% of them were full-time physical education teachers, and 31.96% were part-time teachers [14]. It is not difficult to see from the data that there is a shortage of physical education teachers in China, and the physical education teaching team is facing a serious shortage. And the quality of physical education teachers is not high, nearly one-third of physical education teachers are part-time. The Ministry of Education will complete the training of 50,000 football teachers in 2020, but the vast majority of teachers have never participated in or coached professional football training, and some teachers even do not know how to play football [15].

3.2 In terms of school sports governance, there are serious deficiencies in the main body of governance

School sports and family sports are not effectively linked. The Education Bureau is in charge of school education, and the Sports Bureau is in charge of the construction of sports venues and facilities. But the question is, who should carry out the construction of the school sports grounds? In most areas, local sports bureaus rarely pay attention to the specific affairs of school sports, but only cooperate with the education bureau to do "project" work. The sports bureau believes that youth sports participation is the work of the education department. According to the survey, in Shanghai youth participation in sports activities, school sports and social sports belong to two branches, the school area belongs to the education part, and the social field belongs to the sports part [16].

School sports and family sports are not effectively linked. The school is only a simple learning of motor skills, and the proficiency of motor skills and the development of exercise habits need to be formed in the family. Parents' exercise habits, sports awareness and level of support for physical exercise directly affect adolescent sports participation. A survey in Tianjin found that although 74.8% of parents knew that physical exercise was helpful for students' physical health, only 14.5% of them exercised with their parents, and only 12.8% of them provided material support [17].

There is also a serious imbalance in the distribution of sports. Safety issues have always been considered in the course of school sports. Some schools pay too much attention to safety issues in sports courses and cancel confrontational projects and long-distance running projects. Students only play games, practice walking, jogging and other sports item [5], causing an imbalance in students' learning of physical education programs in school. There are two kinds of schools in China, one is ordinary junior high school colleges and universities, and the other is sports colleges. The independent setting of sports colleges makes school sports and competitive sports belong to two different departments. Physical education colleges aim at "competition results", and "health first" is basically ignored in the field of competitive sports [7].

3.3 In terms of school sports goals, the operability of the goals is insufficient

There are deficiencies in the theoretical construction of school sports goals. The goal of school sports defines the direction of school sports development, which is of great significance to what kind of students to cultivate, what kind of personality to shape, and what kind of habits to form. The theoretical research on the school physical education goal system is of great significance to the reform and development of school physical education in the new era. In our current theoretical research, the theoretical research on the current school physical education goal system in China ignores the discussion on the relationship between teaching and curriculum [18]. School sports goals lack a unique theoretical basis in theoretical construction. Most of the goals are directly proposed by the Ministry of Education, and there is a lack of analysis of the multi-factors that affect school sports goals before they are proposed [19].

There are deficiencies in the construction of school sports goal practice. Practice is the only criterion for testing truth, and school sports goals can only show their true value in practice. There are

serious deficiencies in the practice of sports goals in China. The goals of school sports lack continuity and systematization, and the difficulty of goal setting changes greatly, resulting in the set goals or cannot be completed or judged to be completed. Many goals emphasize the purpose of achieving a certain goal, and “what should be done” in order to achieve this goal, but lack of guidance on “how to do it” makes it difficult to achieve the goal.

4. Research on the countermeasures for the high-quality development of school sports under the background of the “double reduction” policy

The implementation of the “double reduction” policy provides great opportunities for the development of school sports, but it also faces inevitable challenges. In order to seize the opportunity and meet the challenge, school sports must first start from itself, enhance its comprehensive strength, and provide the basic conditions for the rapid development of school sports.

4.1 Expand the effective supply of school sports resources

First, improve the construction of school sports venues and facilities. Sports venues and facilities are the most basic conditions for sports. How can sports be carried out without sports venues? The state should strengthen the role of macro-control, break the imbalance between regions, and strengthen the construction of school sports facilities in marginal areas and rural areas. At the same time, pay attention to the quality of school sports facilities and equipment, and provide students with a safe fitness place. Second, reasonable allocation of physical education teachers. Physical education teachers are the organizers of physical education courses and play an important role in the formation of students' “lifelong physical education” thinking. Local governments should strengthen the team of physical education teachers, improve the teaching level of physical education teachers, and try to achieve a reasonable teacher-student ratio as much as possible. It can actively absorb retired athletes and coaches from the sports department, enrich the school physical education teacher team, and improve the quality of physical education and training. Third, schools should actively strengthen ties with sports departments, social sports organizations, and sports training institutions to complement each other's advantages. Through the mutual utilization of resources, they can make up for the shortcomings of school sports. For example, contact with the sports department to jointly organize youth sports games, and compare each other with each other to increase students' awareness of competition. Find talents of a certain sport in the competition, jointly set up provincial teams, city pairs and provincial teams of different projects, and concentrate on the training of young athletes.

4.2 Strengthen the linkage between the various subjects

First, strengthen the linkage between school sports and community sports. Establish a resource complementary mechanism for school sports and community sports, and actively guide school physical education teachers to enter the community to participate in and guide community sports work, especially in communities with more students. Students are actively encouraged to participate in the rich and diverse sports activities carried out by the community, and teachers provide technical support in the sports activities organized by the community to make up for the lack of extra-curricular physical exercise in schools. Second, strengthen the linkage between school sports and family sports. Regularly convene students' parents to hold physical education conferences, combined with the strategy of national fitness and healthy China, multi-faceted, multi-means, multi-channel publicity of current students' physical health problems, and strengthen parents' awareness of physical exercise. Parents should encourage, guide and lead students to participate in sports and lead by example. Third, rationally plan the construction of school sports programs. According to the age characteristics of students, formulate sports programs that meet the physiological characteristics of this age group. With the increase of students' age and physical fitness, it is also appropriate to strengthen the exercise load and exercise intensity. Safety reminders before class, safety precautions during class, and safety summary after class. Pay attention to safety matters at all times. One should not avoid high-intensity and high-load sports because one is afraid of safety problems for students.

4.3 Improve the target system of school sports

First, strengthen the construction of school sports goal theory. The formulation of sports goals is not based on no basis. The school sports goals should be jointly formulated according to the characteristics

of students' physical and mental development and the characteristics of sports programs. Strictly implement the quantifiable goals of school sports, scientifically plan and design the goals of sports courses in the large, medium and small stages, and clearly stipulate the sports skills, competition participation and physical fitness standards of students at different school ages. Second, strengthen the construction of school sports goal practice. Determine the goal of sports talent, especially the talent training system established with key junior high schools, high schools, and colleges. The education department should establish close contact with the sports department to jointly formulate the school sports target system. The school sports target system is not static, and it needs to be adjusted appropriately according to the characteristics of the local population and changes in students' physique. Third, the establishment of school sports goals should not only be established within the scope of the school, but should be linked with community sports and family sports to jointly formulate students' physical growth goals. And the establishment of school sports goals should not only be in terms of physical quality, but also need to consider some other goals such as psychology, personality, and physiology. Except that, eliminate negative emotions and increase social communication skills through sports are necessary actions.

5. Conclusion

The implementation of the "Double Reduction" policy has severely damaged off-campus training institutions. Students have more free time, providing more opportunities for students to exercise, but this does not mean that students will participate in physical exercise. Schools play a vital role in cultivating students' ideas, and schools should strengthen the establishment of students' "lifelong sports" ideas. The efficient and orderly development of school sports has the greatest impact on the formation of "lifelong sports" for students. Therefore, school sports should improve the establishment of sports facilities and equipment to provide a realistic foundation for the formation of students' sports skills; school sports, community sports and family sports need to be fully linked, so that the sports skills that students learn in school can be reasonably carried out in community sports venues with the encouragement and support of parents; school sports are not carried out aimlessly. Under the guidance of reasonable goals, physical education teachers lead students strengthen their physique, improve their health, form correct three views, and develop strong qualities such as overcoming hardships.

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