

# Research on the penetration of moral education in primary school physical education teaching

Wang Xudong, Wan Ping

Taishan College, Tai'an, Shandong, 271000, China

**Abstract:** *As an important part of the primary school curriculum system, physical education is not only an important way to cultivate students' physical and mental health development, but also an important means to promote students' all-round development of morality, intelligence, physical education and beauty. Primary school physical education teaching can not only effectively exercise students' physical quality, but also let students develop good ideological and moral quality, in the coordinated development of students' body and mind. The infiltration of moral education in primary school physical education is a teaching method that meets the requirements of quality education reform and an exploration of the teaching reform of physical education. Teachers should actively explore the content of teaching materials, give full play to the advantages of physical education subjects, permeate moral education in teaching, and promote the healthy development of students' body and mind. This paper mainly discusses the infiltration significance of moral education in primary school physical education, analyzes the problems existing in moral education infiltration, and discusses the strategies of infiltrating moral education in primary school physical education, in order to improve the quality of primary school physical education.*

**Keywords:** *moral education; primary school; physical education teaching; infiltration strategy*

## 1. Foreword

In recent years, with the continuous advancement of China's education reform, primary school physical education teaching has also undergone obvious changes. Under the background of the new curriculum reform, teachers should actively innovate the teaching mode and methods according to the age characteristics and psychological characteristics of primary school students, enhance students' learning enthusiasm and promote the comprehensive development of primary school students. Primary school physical education is an important part of school education, and it is an important way to cultivate students' ideological and moral character and promote students' physical and mental health development. Teachers should base themselves on the requirements of the new curriculum reform, innovate teaching methods and teaching modes, improve students' enthusiasm to participate in sports activities, and cultivate students' lifelong awareness of physical education. In addition, teachers should also fully explore the moral education elements in the physical education teaching, infiltrate the moral education in the primary school physical education teaching, and promote the healthy development of students' body and mind.

## 2. The important significance of moral education in primary school physical education teaching

Primary school is a critical period for the formation of children's character and moral concepts, and physical activities are a platform that can both exercise the body and shape the spirit. Moral education in physical education teaching can more directly and deeply influence children's behavior habits and moral concepts. First of all, physical education teaching is an important carrier of moral education. In sports activities, children can intuitively learn the importance of teamwork, the importance of fairness and justice, abiding by rules, and the importance of respecting others and themselves. Physical education teaching makes moral value no longer an abstract concept, but presented to children in a concrete and situational way. This is of great value for cultivating children's moral consciousness. Moral education permeates into primary school physical education so that children can experience the concrete expression of moral behavior in practice, rather than simply accept the indoctrination of moral values. This way of moral education is more in line with the cognitive characteristics of children, and it is easier to arouse their resonance.

Physical education teaching is an effective way of moral education. Sports activities require collective participation, which can cultivate children's team spirit and exercise their cooperation ability. Physical education teaching strengthens the children's sense of social responsibility and collective honor by guiding their team activities. At the same time, physical education can also help children understand and accept setbacks, and cultivate their perseverance and resilience. The infiltration of moral education in primary school physical education teaching can promote students in the process of growth, establish positive psychological quality, shape a healthy personality, so that children can practice moral behavior in physical education teaching, experience the satisfaction and sense of achievement brought by moral behavior, which helps them to form a positive moral attitude.

Physical education teaching is a powerful guarantee of moral education. Primary school students are naturally lively and active, ordinary classroom teaching methods are often difficult to attract their attention, and physical education teaching can use their active characteristics, let them learn in play, play in learning. Physical education teaching can not only improve children's learning efficiency, but also ensure their physical and mental health, so as to provide a strong guarantee for the smooth progress of moral education. Physical education teaching creates a natural and real environment for moral education, so that children can receive moral education in the process of participating in physical education activities. Combining moral education with children's favorite activities will make moral education more attractive and interesting, and improve the effectiveness and effectiveness of moral education<sup>[1]</sup>. The penetration of moral education in primary school physical education teaching, both theoretically and practically, has a great educational value and important significance. Teachers should pay more attention to and carry forward this way of education, so that children can better learn and understand the moral values, and grow up and develop better in the happy sports activities.

### **3. The infiltration of moral education in primary school physical education**

#### ***3.1 Lack of understanding of the importance of moral education penetration***

Primary school physical education teaching is a subject based on physical exercise. In the process of carrying out physical education teaching, teachers should give full play to their leading role, infiltrate moral education into physical education teaching, teach students sports knowledge and skills in the teaching process, and cultivate students' correct sports ideas and thoughts. However, due to the influence of exam-oriented education, some teachers lack the understanding of the importance of moral education infiltration, and can not integrate moral education infiltration into the physical education teaching. Specifically, some teachers' understanding of physical education is limited to the improvement of skills and skills. They regard physical education as a simple course to exercise the physical body and improve the motor skills, and believe that the realization of moral education should rely more on moral lessons or daily life education. Therefore, some teachers fail to make full use of physical activities as a powerful carrier of moral education in the teaching process, fail to integrate moral elements in physical activities, unable to guide students to actively form and cultivate good moral habits. This phenomenon of lack of understanding weakens the integrity of physical education to a large extent, which leads to the unsatisfactory penetration effect of moral education in physical education teaching. Therefore, teachers need to think deeply and improve the importance of moral education in physical education and how to realize the effective penetration of moral education in physical education, so as to improve the overall effect of moral education in primary schools.

#### ***3.2 Lack of moral education penetration plan***

In primary school physical education teaching, moral education and physical education teaching are inseparable, so in order to better carry out moral infiltration, we must have a reasonable moral infiltration plan. However, in the real teaching, due to the lack of systematic moral education penetration plan, the moral education function of physical education teaching can not be fully played. When some teachers carry out physical education teaching, they fail to clearly incorporate the goal of moral education into the teaching plan, and fail to design and arrange the content of moral education specifically. As a result, in the actual teaching process, the infiltration of moral education elements appears scattered and disorderly, and it is difficult to form a continuous influence. For example, the moral elements such as teamwork teaching, fair competition guidance, and rules-abiding training in sports activities need to be carried out in a planned way, so that students can naturally accept the influence of moral education, experience and understand the moral value in sports activities. However, if there is no clear moral infiltration plan, these moral elements may be ignored or diluted in the

teaching process, making the moral effect of physical education greatly reduced<sup>[2]</sup>.

### ***3.3 Lack of effective and diversified infiltration methods***

In the current primary school physical education teaching, some teachers stay in the traditional way of moral education penetration of narration and explanation, but lack of diversified and experiential teaching methods, which is not conducive to students' understanding and acceptance of the content of moral education. For example, the infiltration of moral education content may only be carried out by teachers explaining the rules of competition before class and emphasizing the importance of fair competition, while in physical education, students lack enough opportunities to practice these moral principles and experience the concrete embodiment of these principles in sports. This phenomenon may result from the teachers' lack of diversified teaching methods, or the lack of deep thinking on how to skillfully integrate the moral education content into sports activities. As a result, moral education in physical education teaching usually appears rigid and simple, and students' acceptance and participation may be reduced. Under this teaching method, the infiltration effect of moral education may be weakened, and students' understanding and practice of moral education principles in physical activities may not be profound, which also weakens the role of physical education in moral education.

### ***3.4 Lack of relevant evaluation mechanism***

Evaluation is an important part of teaching. Effective feedback and evaluation of students' learning effect can not only help teachers adjust teaching strategies, but also guide students to clear the direction of self-development. However, due to the lack of a scientific and systematic evaluation mechanism, it is difficult for students to get accurate feedback and evaluation of their moral behavior and attitude in sports activities, which makes teachers unable to provide targeted moral guidance, and makes it difficult for students to clarify the advantages and disadvantages of their self-behavior and timely correction. Therefore, the infiltration effect of moral education in physical education teaching is not obvious. Some students may not have significantly improved their moral behaviors such as teamwork, fair competition and respect for others in sports activities, and may even have some behaviors that violate the sports spirit and moral norms. Because there is no effective evaluation mechanism to feedback these behaviors, the students' wrong ideas and behaviors can not be corrected, which further hinders the effective penetration of moral education. In addition, there is no relevant evaluation mechanism, which makes it difficult for teachers to clarify their own teaching effect in the teaching process, and cannot carry out effective teaching reflection and improvement. Therefore, the lack of relevant evaluation mechanism not only affects the implementation effect of moral education in physical education teaching, but also has a negative impact on teachers' teaching and students' learning<sup>[3]</sup>.

## **4. The infiltration strategy of moral education in primary school physical education teaching**

### ***4.1 Improve the moral education awareness of physical education teachers***

Teachers' moral education consciousness is the starting point of physical education moral education penetration and its power source. Physical education teachers need to deeply understand and firmly realize the important position and role of moral education in physical education teaching, and understand that physical education teaching is not only the teaching of sports skills, but also an important carrier of moral education.

First of all, teachers need to constantly deepen the understanding of the value of moral education, explore and think about the moral significance and value through various activities and situations in physical education, so as to enhance their moral awareness. Taking the football class in primary school as an example, physical education teachers should deepen the understanding of the value of moral education and integrate it into the course while teaching technical actions. When explaining and demonstrating skills such as passing and ball control, teachers can emphasize the importance of teamwork, telling students that every pass is trust and dependence on teammates, while catching the pass is a response and respect for teammates. In this process, teachers not only teach football skills, but also indirectly teach moral qualities such as cooperation, respect and trust. Secondly, teachers need to take the initiative to carry out moral education infiltration in teaching practice. For example, they should integrate moral education content into the teaching design, pay attention to moral education orientation in the teaching process, and strengthen the guidance and standardization of students' moral

education behavior, so as to create a good moral education atmosphere. Finally, teachers need to participate in relevant professional training and learning, enhance their mastery of moral education theory and practice, and improve the professional ability of moral education. For example, when participating in the seminar on "the implementation of moral education in physical education teaching", teachers can learn and master more specific and effective moral education teaching strategies, and how to skillfully integrate moral education elements in different courses such as basketball class and sprint class.

#### ***4.2 Build a scientific and reasonable moral education infiltration plan***

In the moral education penetration strategy of primary school physical education teaching, it is very important to construct a scientific and reasonable moral education penetration plan. The effective moral education infiltration plan should consider the mutual coordination of curriculum content, students' characteristics and moral education objectives, and truly integrate the content of moral education into the whole process of physical education teaching. When making plans and plans, teachers need to analyze the moral elements that may penetrate into the course, and timely integrate these moral contents into the course according to the students' learning progress and characteristics. At the same time, the moral education penetration plan should be flexibly adjusted and optimized according to the teaching feedback, so as to maximize the results of moral education<sup>[4]</sup>.

Take the rope skipping class in primary school as an example, when we start to construct the moral education penetration plan, teachers should first identify the moral education elements that can be integrated into the rope skipping, such as cooperation, patience, perseverance, etc. Then, the teacher can introduce the rope skipping skills at the same time, infiltrate these moral education content. When teaching to double rope skipping, teachers can emphasize the importance of cooperation, so that students can experience that only the precise cooperation between peers can make the rope skipping movement smoothly. In teaching, it is found that students are easy to feel frustrated when facing the failure of rope skipping. Teachers can emphasize the importance of patience and perseverance again, and encourage students not to give up in the face of difficulties. At the same time, in the teaching feedback, we found that students are not deep enough understanding of the moral education theme of "perseverance", and teachers can timely introduce some challenging rope skipping movements in the follow-up courses, and strengthen this theme again through practice.

#### ***4.3 Explore diversified methods of moral education penetration***

Diversified moral education infiltration methods can make students naturally accept moral education in the process of participating in sports activities in a more vivid and attractive way, so as to improve the effectiveness of moral education. In the primary school physical education teaching, teachers should adopt flexible and diverse moral education infiltration methods according to the actual situation of students, stimulate students' interest in learning, and let students take the initiative to participate in the moral education teaching.

For example, in football class, when it is necessary to permeate the moral concepts of fair competition and respect opponents, teachers can choose to tell some real cases reflecting these moral concepts in famous football matches before class, so that students can understand and accept these concepts in the process of listening to the stories. During the competition stage, teachers can guide students to role-play and play as judges, so that they can truly understand the meaning of fair play. After the competition, teachers can organize group discussions to let students share the moral concept experienced in the competition. At the same time, they can take this opportunity to further stimulate students' emotional identification with the moral concept, so that they can constantly reflect and internalize the moral concept in the interactive communication<sup>[5]</sup>.

#### ***4.4 Establish and improve the moral education evaluation system***

The evaluation system is a complete structure including the evaluation target, evaluation content, evaluation method and evaluation standard. It can comprehensively and objectively reflect the students' moral education level, and guide the students' moral education behavior through the effective feedback mechanism. First of all, the evaluation goal should be based on the goal of school moral education, combined with the characteristics of physical education curriculum, and specific to the requirements of students' moral education knowledge, moral education skills and moral emotional attitude. Secondly, the evaluation content should be diversified, including not only the students' behavior in sports

activities, but also including the students' understanding and acceptance of the moral education concept. The evaluation content should be set based on the evaluation objectives, and take the specific implementation of moral education activities as the reference, to ensure the comprehensiveness and impartiality of the evaluation. Thirdly, the selection of the evaluation method should take into account its scientific nature and implementation nature. Commonly used evaluation methods include teacher evaluation, self-evaluation, peer evaluation and parent evaluation, etc. Each method has its own advantages and applicable scenarios, which needs teachers to flexibly use according to the actual situation. Finally, the establishment of the evaluation standard is the key of the evaluation system, which is the embodiment of the evaluation target and the basis of the evaluation activities. The evaluation standard should include the specific requirements of moral education knowledge, moral education skills and moral education emotional attitude, and take into account the age, gender, growth stage and other factors of students, so as to be fair and reasonable as far as possible<sup>[6]</sup>.

For example, in the basketball course, after clarifying the evaluation objectives, students are required to observe the rules of the game, respect the opponents, and actively cooperate with the team, etc. Teachers can make evaluation contents according to these goals, including the evaluation of students' code of conduct, team spirit, and compliance with the rules. Then, in the way of evaluation, in addition to the teacher's direct observation and evaluation of students, students can also make self-evaluation, peer evaluation, and even invite observers or competition judges to participate in the evaluation, to ensure the fairness and objectivity of the evaluation. The evaluation criteria are clear quantitative requirements, such as "no violation throughout the game", "no civilized language and behavior during the game", and "actively cooperate with teammates and show good team spirit".

## 5. Conclusion

Primary school physical education is an important part of the primary education system, but also an important part of quality education reform. The infiltration of moral education in physical education teaching can not only cultivate students' physical quality and moral quality, but also enhance students' patriotic emotion, social responsibility and competitive consciousness, and promote students' all-round development. Physical education teachers should give full play to the advantages of physical education, infiltrate moral education in teaching, let students experience fun and fun in sports, and enhance their interest and participation in sports. At the same time, teachers should constantly improve their teaching level and professional ability, use multimedia, modern technology and other means to enrich the teaching content, innovate teaching methods, innovate evaluation methods, so as to improve the quality of primary school physical education, promote the all-round development of students.

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