

# Analysis of the Application of Situational Teaching Method in Cultivating Core Physical Education Competencies in Primary Schools

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**Abstract:** Primary school physical education, as an important component of comprehensive quality education in schools, plays an irreplaceable role in students' physical health, intellectual development, and overall competence development. In the actual teaching process, however, there are a series of challenges in effectively cultivating the core physical education competencies of primary school students. Through exploring the application of situational teaching methods in cultivating core physical education competencies in primary schools, comprehensive curriculum design, diversified assessment systems, personalized guidance, and other aspects, this ensures that primary school students' core physical education competencies can be fully nurtured, instilling the right values, and laying a solid foundation for their future personal development and social participation.

**Keywords:** Situational teaching method; primary school physical education; core competencies; application analysis

## 1. Introduction

The goal of education is not only to impart knowledge but also to cultivate students' comprehensive competencies and abilities. During the primary school stage, physical education is not only about skills development but also involves the development of students' emotions, social interactions, and cognition across multiple dimensions. The 2022 version of the physical education curriculum standards emphasizes the importance of highlighting the cultivation of core physical education competencies in physical education teaching. To better promote the comprehensive development of the four core competencies in physical education for primary school students, the choice of teaching methods is crucial. Situational teaching method, as a context-based teaching approach, emphasizes the integration of learning with real-life situations, promoting students' profound understanding through problem-solving and practical exploration, tapping into their potential, and fostering their overall competence, thus laying a solid foundation for their future learning and life.

## 2. The Importance of Core Competencies in Primary School Physical Education

### 2.1 Physical Health and Lifestyle Cultivation

With the development of modern society, children face increasing academic pressure and temptations from various electronic devices, which have an impact on their lifestyles and habits. Therefore, cultivating good physical health and lifestyle habits becomes crucial. The primary school stage is a critical period for nurturing these habits. Through physical education and health education, students can learn about the importance of exercise, diet, and rest. Additionally, cooperation between schools and families plays a vital role in creating an environment that promotes physical health. By cultivating good lifestyle habits, not only can some health issues be prevented, but it also contributes to students' overall development and lifelong health. Therefore, incorporating the cultivation of physical health and lifestyle habits into the primary school education system is of great significance for nurturing a healthy new generation.<sup>[1]</sup>

### 2.2 Comprehensive Development

Comprehensive development emphasizes cultivating students across multiple dimensions, including

knowledge, skills, emotions, attitudes, and values, to achieve balanced growth in all aspects. In primary education, comprehensive development means focusing not only on imparting subject knowledge but also on nurturing students' physical health, emotional management, social skills, and creative thinking. To achieve comprehensive development, education should provide diverse learning opportunities and encourage students to participate in various experiences and activities.<sup>[2]</sup> In the classroom, methods such as heuristic teaching and practical activities can stimulate students' interest and enthusiasm for learning. Moreover, extracurricular activities such as physical education, arts, and social practices offer students broader development opportunities and cultivate their multiple intelligences and overall qualities.

### ***2.3 Cognitive Enhancement***

In primary education, cognitive enhancement can be achieved through diverse teaching methods and curriculum designs. Methods such as heuristic teaching and inquiry-based learning can stimulate students' curiosity and desire for knowledge, fostering their abilities to think critically and solve problems. Education in subjects like science, mathematics, and language should also focus on developing students' analytical skills, comprehensive thinking, and innovative abilities to gradually elevate their cognitive levels.<sup>[3]</sup> Enhancing cognitive abilities also requires attention to students' learning habits and methods. Cultivating learning methods can help students acquire and integrate knowledge more effectively, improving their learning efficiency. Developing good learning habits, such as reading, thinking, and note-taking, contributes to enhancing students' information processing and thinking abilities.<sup>[4]</sup>

## **3. Characteristics of Situational Teaching Method**

### ***3.1 Authenticity and Reality***

Authenticity refers to educational content and situations that align with students' real-life experiences and can pique their interest and resonance. Reality emphasizes the integration of education with students' actual needs and social realities, allowing them to gain practical knowledge and skills. In primary education, emphasizing authenticity means that educational content should align with students' life experiences and cognitive levels. Teachers can introduce examples and cases related to students' lives, allowing them to feel a sense of relevance and involvement in their learning. This helps stimulate students' interest in learning and encourages them to be more actively engaged. The principle of reality emphasizes the cultivation of abilities and qualities that students need in real life. Primary education should not only impart subject knowledge but also focus on nurturing practical skills such as problem-solving, communication, and innovation. By connecting learning to real-world problems, education can better meet students' learning needs and develop their overall qualities.

### ***3.2 Student Initiative***

Cultivating students' initiative in primary education not only enhances their academic performance but also fosters their creative thinking, problem-solving abilities, and lifelong learning awareness. The key to inspiring student initiative lies in creating a positive learning environment and atmosphere. Teachers can achieve this by conducting heuristic teaching, inquiry-based learning, and other activities that stimulate students' curiosity and thirst for knowledge. Furthermore, providing diverse learning opportunities that allow students to choose based on their interests and needs also helps stimulate their initiative.<sup>[5]</sup> In primary education, teachers play a crucial role in guiding and promoting student-initiated learning. Teachers can act as guides and inspirers, encouraging students to ask questions and seek answers while cultivating their independent thinking abilities. Through the inspiration and guidance of teachers, students can participate more consciously in the learning process, enhancing their interest and motivation. Collaboration between schools and families is also essential for nurturing student initiative.<sup>[6]</sup>

### ***3.3 Problem-Oriented***

Problem-oriented teaching encourages students to think and cooperate when facing real problems, thereby cultivating their critical thinking, innovation, and self-directed learning abilities. In primary education, problem-oriented teaching can stimulate students' interest and initiative in learning. Teachers

can introduce open-ended questions or real-life situations that spark students' curiosity and encourage them to explore the reasons behind problems and possible solutions. This approach makes learning more meaningful and enhances students' motivation to learn. Problem-oriented teaching also contributes to the development of students' cooperation and communication skills. In the process of problem-solving, students may need to collaborate and think together, promoting their social interaction skills and teamwork spirit. Solving problems by working with peers not only broadens students' perspectives but also allows them to gain more viewpoints and insights from mutual exchanges. The problem-oriented teaching method also helps improve students' overall qualities as solving problems requires them to apply knowledge and skills from various aspects.

#### **4. Issues and Strategies for Cultivating Core Physical Education Competencies in Primary School**

##### ***4.1 Curriculum Pressure***

Curriculum pressure is a widespread issue in primary education today, referring to the stress and burden students feel from school schedules and academic tasks. Primary school students are in a critical stage of cognitive, emotional, and social development, and curriculum pressure can significantly impact their physical and mental health and overall development. During primary school, students must juggle multiple subjects, each with its own curriculum and tasks. With the progress of society and educational competition, students may face an excessive academic workload. Too much coursework and scheduling can deprive students of the time needed for independent thinking, exploration, and self-discovery, affecting their holistic development. Curriculum pressure can also have adverse effects on students' psychological well-being. Excessive coursework and academic demands can lead to anxiety, stress, and fatigue, affecting their emotions and mental states. Psychological health is equally important during a student's growth, and excessive curriculum pressure can be detrimental to it.

##### ***4.2 Inadequate Assessment System***

An inadequate assessment system can limit student development, deviate from educational objectives, and fail to accurately reflect educational quality. Current assessment systems may overly emphasize academic grades while neglecting the development of students' overall competencies. In primary school, students' growth should not only focus on their academic performance but also on their character, creativity, and teamwork, among other aspects. However, if the assessment system relies solely on grades, students may prioritize scores over other important skill development. The assessment system may be too rigid and standardized, ignoring individual differences among students. Each student has different interests, strengths, and needs, but if the assessment system is inflexible, it may overlook personalized development. This could lead to frustration for some students who cannot meet specific standards and hinder the full development of their potential. Existing assessment systems may struggle to comprehensively and accurately reflect educational quality. Education aims not only to impart knowledge but also to develop students' abilities, qualities, and values.

##### ***4.3 Individual Differences***

Every child is a unique individual with distinct backgrounds, interests, abilities, learning styles, and emotional needs. These differences mean that each child follows a different path and has unique potential for learning and development. Therefore, recognizing and respecting individual differences is crucial in primary education. The existence of individual differences implies that education needs to adopt diverse and personalized approaches. A one-size-fits-all standardized education is insufficient to meet the learning needs of different children. Educators should flexibly employ various teaching strategies, provide diverse learning opportunities, and allow students to discover, explore, and learn at their own pace and in their own way. This personalized approach to teaching can stimulate students' interest and autonomy, thereby promoting their development. From the perspective of individual differences, the assessment system also needs to be more diverse and comprehensive. Traditional score-based assessments may struggle to accurately reflect each child's actual abilities and potential.

## **5. Strategies for Developing Core Physical Education Competencies in Primary School**

### ***5.1 Comprehensive Curriculum Design***

Comprehensive curriculum design is an educational approach that benefits the holistic development of students, especially in the field of physical education. It integrates different types of sports and skills under a unified theme to cultivate students' multifaceted qualities and abilities. Taking jump rope as an example, comprehensive curriculum design can combine rope jumping activities with various skill levels, tactics, and physical fitness components, creating a diverse learning experience. Students can improve their cardiovascular endurance, coordination, and flexibility through rope jumping activities. Different levels of skills, such as cross jumps and speed jumping, can be introduced to enhance students' rope jumping proficiency. Organizing team jump rope competitions fosters teamwork and communication skills, and designing creative rope jumping projects, such as rope jumping choreography, nurtures innovative thinking and expressive abilities in students. The advantage of such a comprehensive curriculum is that it provides a platform for comprehensive exercise, fostering students' development in various aspects. Through rope jumping activities, students not only enhance their physical fitness and skills but also develop teamwork, innovative thinking, and self-confidence. They can experience the joy of learning through these activities and become more actively engaged, thus achieving comprehensive growth and enhancing their overall qualities, laying a solid foundation for future learning and life.

### ***5.2 Diverse Assessment System***

A diverse assessment system is an evaluation approach based on multiple dimensions and methods to gain a more comprehensive understanding of individual performance and development. Using running as an assessment component, a diverse assessment system can evaluate students' running abilities from different perspectives, covering various aspects of performance. In a diverse assessment system, students' running abilities can be assessed from physiological, technical, and psychological dimensions. From a physiological perspective, indicators such as running speed, endurance, and reaction can measure students' physical fitness. The technical dimension can examine students' mastery of running posture, stride frequency, and breathing during running. The psychological dimension can focus on aspects like students' determination, perseverance, and enthusiasm while running. Additionally, real-life observation and assessment can be integrated into the assessment process. For instance, students can participate in running activities of different distances and difficulty levels, and educators can observe their performance in various environments, such as endurance running or sprinting. Students can also record their own running performance and reflections, cultivating their self-assessment and self-reflection skills and encouraging them to develop in multiple aspects. This approach helps students not only perceive their progress in terms of speed, technique, and determination but also receive recognition and encouragement from different angles. It also contributes to the development of their comprehensive qualities, such as teamwork, determination, and psychological adjustment skills, which are equally important and applicable in various areas of students' lives.

### ***5.3 Personalized Guidance***

Personalized guidance is crucial in physical education as it is an education method tailored to the characteristics and needs of each student. When it comes to soccer education, personalized guidance can better address students' learning needs and promote their development in soccer skills and overall qualities. Coaches can create individualized training plans based on students' age, physical fitness, interests, and skill levels. For example, some students may excel in soccer technique but need improvement in physical fitness. Coaches can design specific training content for each student, targeting their weaknesses. Personalized guidance can also stimulate students' learning interests and motivation. Each student has their own soccer preferences and goals, and personalized guidance can design training activities that align with their interests, making the learning process more engaging. Students can choose training projects and practice content based on their interests, such as focusing on passing, receiving, or match strategies. This autonomy in choice encourages students to actively participate in learning, enhancing their learning motivation. Throughout the training process, students may experiment with different techniques and strategies, finding the methods that suit them best. Integrating personal interests and choices into the learning process creates a more enjoyable and meaningful learning experience, paving the way for students' development and comprehensive growth.

#### ***5.4 Interest-Oriented Teaching***

Interest-oriented teaching is an educational approach that starts with students' interests and guides the learning content and activities accordingly. In interest-oriented badminton teaching, educators can design training and activities of different levels and types based on students' interests and abilities. For example, for students who already have a strong interest in badminton, more challenging technical exercises, such as advanced serving and fast counterattacks, can be provided. For beginners, starting with basic skills and using fun games and interactions can ignite their interest and gradually improve their skills. In teaching, students can choose training projects and practice content based on their interests. For example, they can focus on serving, receiving, or match strategies. This process of autonomous choice allows students to participate more actively in learning and enhances their motivation. During the training process, students may try different techniques and strategies to find what works best for them. Integrating personal interests and choices into the learning process creates a more enjoyable and meaningful learning experience, paving the way for students' development and comprehensive growth.

#### ***5.5 Establishing a Sports Culture Atmosphere***

In primary education, establishing a sports culture atmosphere is of great significance. Creating a sports culture atmosphere not only promotes students' physical health but also cultivates their teamwork spirit, positive attitude, and overall qualities. By setting up a sports culture atmosphere on campus, schools can integrate sports activities into daily life. Regularly organizing sports events, sports days, and other activities can spark students' interest in sports and enhance their enthusiasm for participating in physical exercises. Furthermore, schools can provide sports facilities and equipment, offering various physical education courses to provide students with ample opportunities for physical activity and develop their physical fitness. Establishing a sports culture atmosphere also helps foster students' teamwork spirit and competitive awareness. In sports activities, students need to cooperate and coordinate with their peers, thereby developing their teamwork and communication skills. Additionally, sports competitions can stimulate students' competitive spirit, motivating them to strive for excellence. Establishing a sports culture atmosphere also contributes to shaping students' positive attitudes and values. Sports activities emphasize values such as sportsmanship, unity, and cooperation, which can benefit students throughout their lives. Through participation in sports activities, students develop qualities such as persistence, resilience, and dedication, which are equally important in their academic studies and daily lives.

#### ***5.6 Demonstration and Motivation***

Demonstration involves positively influencing students' behavior and attitudes through positive role models. Educators, alumni, senior students, and others can serve as role models for students, showcasing positive learning attitudes, ethical qualities, and successful experiences. This positive influence can inspire students to emulate excellence, establish the right life goals, and cultivate their sense of responsibility and determination. Motivation involves stimulating students' intrinsic motivation, encouraging them to actively engage in learning and development. Educators can use methods such as encouragement and rewards to create successful experiences and a sense of achievement for students. By acknowledging students' efforts and progress, educators can boost their self-confidence and encourage them to participate more actively in learning and activities. Demonstration and motivation can mutually reinforce each other, creating a virtuous cycle. Positive role models can inspire students' interest in learning, making them more actively involved in the learning process. The implementation of motivational measures can also have a positive demonstrative effect, encouraging more students to pursue excellence. When implementing demonstration and motivation, educators should tailor their approach to individual differences among students. Some students may respond well to performance-based rewards, while others may place more importance on receiving recognition and encouragement from teachers. Therefore, understanding students' needs and psychology and designing demonstration and motivation measures accordingly is essential.

### **6. Conclusion**

Through the practical application of the situational teaching method in primary school physical education courses, it has been observed that this approach can ignite students' interest and engagement,

connecting the learning content with real-life situations. It encourages students to apply their acquired knowledge and skills to practical problems. Students who learn through the situational teaching method gain a deeper understanding of the essence of core physical education competencies. They make progress not only in terms of skills but also demonstrate enhanced abilities in areas such as collaboration, innovation, and emotional management. The situational teaching method offers valuable insights into the cultivation of core physical education competencies in primary school. It emphasizes learning and application within authentic contexts, highlighting students' capacity for independent thinking and collaborative problem-solving.

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