

# A Study on the Path of Exploring the Moral Character of Third and Fourth Grade Students in Physical Education Curriculum

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**Abstract:** The development of moral character in the new era provides new ideas for the development of physical education curriculum. How to effectively integrate the cultivation of physical education knowledge transmission ability and moral education elements into the teaching process of physical education, and play the role of physical education practical ability and spiritual cultivation, is a new challenge that contemporary physical education curriculum must face. The primary school physical education and health curriculum bears the heavy responsibility of realizing the dream of building a strong sports country and providing talent for it. It should actively play the role of educating people through moral education. By analyzing a series of problems in the moral education of sports majors in the past, this study aims to explore the moral education elements contained in sports and integrate them into the teaching process of sports courses, exploring effective paths for sports majors to play an educational role.

**Keywords:** Sports major; Moral education; Teaching path

## 1. Introduction

At present, the development of moral education in primary school physical education courses in China is lacking and relatively slow<sup>[1]</sup>. Nowadays, it is in line with the development of education work in our country. To seize the opportunity of physical education and extend moral character to primary school physical education subjects. Utilize knowledge and skills development in the field of physical education to guide students in establishing correct ideological and values. Integrating moral education into physical education curriculum is conducive to simultaneously unleashing the subjective initiative of primary school students, and guiding students to establish correct values through competitions and games in physical education teaching<sup>[2]</sup>. This article will conduct a comparative survey on student questionnaires, explore the reasons behind it, and propose relevant solutions.

## 2. Investigation and analysis of moral education research in physical education courses for third and fourth grade students

### 2.1. Survey Object

In order to directly understand the current situation of physical education teaching in third and fourth grade primary schools, this study selected students from a primary school in B City, Jiangxi Province as the sample and conducted a questionnaire survey using cluster sampling method. A total of 200 questionnaires were distributed and collected in this survey, with a response rate of 100%. Among them, there are 200 valid questionnaires, with an effective rate of 100%. Input the data from the valid questionnaire into Excel software for organization and statistics.

### 2.2. Survey Tools

Based on the existing survey questionnaire, a survey questionnaire on sports interest learning was designed according to the purpose and actual situation of this survey.

The questionnaire consists of four parts, with a total of 11 questions. The first part mainly involves collecting basic information about the respondents, including gender, grade, etc (Table 1). The second

part is a survey on the attitudes of the respondents towards physical education courses. The third part is to understand the impact of sports ethics courses on students, including their understanding of moral knowledge, their views on moral knowledge, and their learning of sports education courses.

*Table 1: Distribution of Questionnaire Samples*

Project	Category	Number of people
Gender	Male	130
	Female	70
Grade	Third grade	137
	Fourth grade	63

Considering the limitations of the questionnaire survey, in order to gain a more detailed and in-depth understanding of the current situation of students, individual interviews were conducted on physical education teachers in three primary schools on the basis of the questionnaire survey. The content of the interviews was complementary to the questionnaire.

### 2.3. Survey Results and Analysis

53.5% of students in the survey believed that physical education was a relatively enjoyable course, choosing levels 2-3, indicating that more than half of the students enjoyed physical education and were willing to participate, while only 12% were not willing to participate (Table 2).

On the surface, most students are willing to participate in physical education classes and actively engage in activities, which also indicates the feasibility of integrating morality into physical education classes. In the survey "What is your favorite project in the experiential course", it was found that 46.5% of students love sports games and activities the most, and 20.5% of students love moral education (Table 2). This indicates that the integration of physical education and moral education still has a long way to go.

*Table 2: Investigation on Physical Education Courses*

Problem	Select	Number of people	Proportion
Do you think attending physical education class is a happy thing?	0-1	24	12%
	2-3	107	53.5%
	4-5	69	34.5%
What is your favorite project in the experience course?	Sports Movement Practice	32	16%
	Sports game activities	93	46.5%
	Content of Moral Education Curriculum	41	20.5%
	Others	34	17%

*Table 3: Survey of Students' Attitudes towards Moral Habits*

Problem	Select	Number of people	Proportion
What is your attitude towards the teacher telling beautiful moral stories in class?	Very willing	29	14.5%
	More willing	53	26.5%
	It doesn't matter	72	36%
	Not interested	30	15%
	Not interested at all	16	8%
Do you communicate course content with classmates and teachers after class?	Frequent proactive communication	92	46%
	Sometimes communication is common	54	27%
	Occasional passive communication	33	16.5%
	No communication	21	10.5%

36% of students have a nonchalant attitude towards telling beautiful moral stories to their teachers in class, which proves that one-third of students have not actively listened to the content of moral education in physical education teaching, have not actively learned the thinking of moral education, and need more active guidance. Therefore, teachers should fully exert human subjective initiative, grasp the connotation requirements of "morality", and respect the subject status of students, and

dynamically combine the two. 46% of students often take the initiative to communicate with their classmates and teachers after class. These students are willing to share the class content and are willing to communicate, and only 10.5% of students do not communicate after class, further indicating that students are willing to communicate after class (Table 3).

From this data, we can see that 38% of students are very willing to apply morality to practice, which proves that students know how to apply it. Therefore, it is necessary for students to accumulate a certain level of moral consciousness and knowledge of moral concepts to guide their behavior. Enable students to form certain behavioral habits in the long-term development process, promoting their comprehensive development. At the same time, schools can increase the implementation of sports activities that integrate moral education, promoting students to learn and apply morality to their daily lives. For elementary school students, interesting physical education teaching activities and diverse sports games can also have a certain impact on them (Table 4). On the one hand, the integration of physical education courses and moral education is conducive to cultivating students' good ideological and moral character, establishing correct worldviews, values, and outlook on life. On the other hand, it is conducive to developing new content in physical education courses and adding new educational avenues for moral education.

*Table 4: Application of Moral Character in Students in Reality*

Problem	Select	Number of people	Proportion
Will you apply the beautiful virtues you have learned to practical life?	Very willing	76	38%
	More willing	57	28.5%
	Generally willing	32	16%
	Depending on the situation	21	10.5%
	Unwilling	14	7%

### 3. Problems and Analysis

#### 3.1. Personal level of students

According to a large number of survey and research results, most students do not actively participate in the integration of physical education and moral education courses, while a small number of students are willing to participate. At this stage, students will actively communicate and learn from each other, and are also willing to apply good moral character in daily life. Due to the lack of established stable ideological concepts among students at this stage, some may experience mental and behavioral instability during the course, which can lead to problems such as wandering and losing focus<sup>[3]</sup>. These problems also result in many students not studying the course content seriously. And another group of students are willing to participate in the moral education content of physical education courses, but the teaching methods of physical education teachers are too boring, and students lose interest halfway through. In this regard, students are the main force for the future development of the motherland, and good ideological concepts are the key to guiding practice. Therefore, the integration of sports and moral education is imperative.

#### 3.2. School level

Under the concept of "educating people with moral education", many schools have successively launched relevant educational activities. However, some moral education related activities are still completed using traditional courses. These courses have outdated teaching methods, boring teaching content, and do not dynamically combine with the current sports hotspots that students pay attention to. This makes the courses not innovative enough, rigid and boring, making it difficult for students to accept, and thus unable to enhance their learning interest. The enthusiasm and initiative of students have been undermined. This also exposes the singularity of moral education in current school curriculum, and reflects the problem of schools not valuing educational curriculum innovation. These issues can also be cultivated through organizing knowledge competitions combining sports with morality, organizing social assistance activities combining sports with morality, and other means to cultivate students' spirit of cooperation, awareness of rules, and sense of collective honor. In summary, the guiding ideology of physical education curriculum should be based on the spiritual pursuit of "educating students through moral education", follow the laws of student physical development, and make physical education classroom the latest way of moral education while following the laws of student physical and mental development. At the same time, morality is closely related to the lives of

students and cannot be separated from real life. Contemporary moral education in primary schools cannot be stagnant. It should actively integrate with modernization and achieve a leap in the new era of "sports+morality" curriculum.

### **3.3. Teacher level**

To enhance the teaching ability, teaching methods, and teaching skills of teachers, we need to develop them in multiple aspects. Teachers have always been guides for the healthy growth and success of students, and their behavior and behavior are role models and benchmarks for their learning. Especially, physical education teachers should not only exercise students' bodies, but also promote both physical and mental health. Improving the educational ability of physical education teachers is an indispensable part, therefore efforts should be made to enhance their comprehensive quality and teaching ability.

### **3.4. National level**

In recent years, the country has vigorously promoted the development of moral education in schools. China has successively introduced relevant laws, regulations, and standards, but has not found a diversified path, resulting in many gaps and problems in the implementation of moral education. At the same time, integrating moral education into physical education courses not only requires support from national policies, but also emphasizes curriculum innovation in the field of education and diversified development of curriculum content. Although the problems have improved, the efficiency is still insufficient. Therefore, contemporary education construction should be based on reality, combined with the laws of student physical and mental development, and integrate morality in the field of physical education curriculum. At the same time, the national government should actively establish a teaching assessment and evaluation system that extends from a single sports dimension to various dimensions and perspectives. Improve the current evaluation method mainly based on physical education and health course exam scores, and set up multiple evaluation methods, not limited to one circle. To break free from constraints and set an example of innovation. Fully leverage the guidance, supervision, and incentive role of the teaching assessment system for physical education teachers. On the other hand, establishing a moral education teaching assessment and evaluation system should focus on systematic and periodic evaluation, combining process evaluation with summative evaluation standards, diversifying the characteristics of each stage of teaching, and setting targeted final assessment and evaluation indicators. Disciplinary characteristics should be incorporated into educational assessment. The two complement each other and develop together. Not only should teachers be assessed for imparting professional theoretical knowledge and skills, but it is also required to include their moral education attitude, level, effectiveness, and the recognition attitude of students towards moral education in the teacher's assessment and evaluation system.

## **4. Conclusions**

This article conducts a survey and research on the physical education and moral education of third and fourth grade students, and finds some problems in contemporary schools, physical education teachers, students, and other aspects of curriculum learning; Firstly, there is an unscientific and reasonable moral education curriculum at the school level, which has not fully utilized the diverse characteristics of sports; At the level of physical education teachers, their understanding of moral education is insufficient and they are unable to motivate students.

In response to the above difficulties, the author has put forward some insights through research and literature review, such as the need for innovation at the school level. Due to my limited research ability, the exploration of this issue is still relatively superficial. Additionally, there may be some omissions in the questionnaire design during the investigation and analysis of this study, which may lead to certain errors in the research results. In the process of distributing questionnaires, uncertain factors such as student cooperation, questionnaire collection, and questionnaire effectiveness can also lead to bias in the research results. Moreover, this article only selected some schools in Nanchang as samples for research, which has certain limitations.

However, further research can select more research objects by region, and conduct a more in-depth exploration of the exploration path of the moral character of students in third and fourth grade physical education courses, providing valuable content for future educational work. The integration of the

concept of "moral education" into physical education and health courses is an inevitable requirement for the future development of physical education courses, and also a necessary path for building a new era of experiential courses in physical education. Physical education courses should actively explore new educational paths, teaching content and methods, improve moral education methods, and find the development path of physical education courses in the new era. Cultivate better physical education teachers, establish a benchmark for the new era, and promote the reform of physical education curriculum.

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