

# The Value Connotation and Practice Strategy of Children's Sports Interest

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**Abstract:** *The basic foundation of sports lies in the cultivation of children's interest in sports, which is the goal of building a sports power in the new era. Children's interest in sports is an extension of children's physical growth needs and psychological development needs at the preschool education stage. It is not only the direct internal drive for children to participate in sports activities, but also the fundamental basis for the design and implementation of kindergarten sports teaching activities. This paper is based on research methods of literature and logical analysis. On the basis of fully tapping the value connotation of children's sports interest, it puts forward corresponding practical strategies, hoping to provide reference and help for the development of children's sports.*

**Keywords:** *children's sports, interest, children sports teaching, connotation, strategy*

## 1. Introduction

Sports in kindergarten stage is not only the basic component of school sports, but also the focus period of individual sports interest and the beginning of sports habit formation. In kindergarten sports activities, preschool teachers' educational support is the decisive factor for children to participate in high-quality sports activities, and is the guide to help children stimulate sports interest[1]. However, in the current kindergarten sports teaching, children's sports interest has not been fully cared by teachers.

Children's interest in sports is an extension of children's physical growth needs and psychological development needs at the preschool education stage. It is not only the direct driving force for children to participate in sports activities, but also the fundamental basis for the design and implementation of kindergarten sports teaching activities. Preschool sports can't be separated from the participation of children's sports interest. Kindergarten sports teaching based on children's sports interest is not only the proper meaning of kindergarten sports, but also the only way to implement the concept of lifelong sports and build a sports power and a healthy China. Children's sports interest is the foundation for the development of children's sports ability and sports consciousness. In the new era, kindergarten sports teaching should grasp and follow the development law of children's sports interest, and take the development of children's sports interest as the basic mission of kindergarten sports teaching[2]. Therefore, this paper reexamines kindergarten sports teaching from the perspective of developing children's sports interest, discusses the connotation and occurrence mechanism of children's sports interest, analyzes the value connotation of children's sports interest, and explores the practical strategy of kindergarten sports teaching based on children's sports interest.

## 2. Concept discrimination of children's interest in sports

Throughout the existing research, the definition of sports interest is still unclear. Some researchers believe that sports interest is the students' pursuit of sports fun and their desire to continue to engage in sports after experiencing sports fun. It is also the psychological tendency to actively understand sports activities or engage in sports activities. Sports interest is cultivated and developed in sports practice, which includes the following sub concepts: interest in sports learning, interest in sports training, interest in fitness and exercise, interest in sports appreciation, etc. Through combing relevant literature, it is found that the current academic understanding of the concept of sports interest is not uniform, but there are many common expressions of its definition. In view of this, this study believes that sports interest is an individual's positive psychological tendency to sports, which comes from the common needs of both body and mind, and is triggered by the common needs of both body and mind. It is objective and concrete, not subjective and abstract[3]. The whole process of its emergence and

development has a systematic and complete law. Children's interest in sports is different from that of teenagers or adults. It is a special manifestation of the general attribute of sports interest in the early childhood. Children's interest in sports is a unique, positive, and sustainable internal psychological tendency generated by children's participation in sports at the preschool education stage. It is generated in the process of children's participation in sports and further strengthened in the way of sports practice. There are two types of children's interest in sports: congenital and acquired. Children are born with sports interest. The acquired children's interest in sports is generated and developed on the basis of the congenital interest in sports. Compared with the congenital children's interest in sports, it is more universal and follows the general law of the development of children's interest in sports.

Children's sports interest belongs to sports interest, which is the lower concept of sports interest. It has both the ubiquitous attribute of sports interest and its own particularity. One is the specificity of time. As early childhood is the initial stage of individual life growth, individuals in this period are at a commanding height in terms of physical and psychological development speed. Therefore, children's interest in sports is more potential and extensive than that in childhood, adolescence and other periods. Second, it has continuity of development. Children's interest in sports is an extension of their physical and mental development needs. The acquired children's interest in sports is based on the congenital children's interest in sports, and the new children's interest in sports is based on the existing children's interest in sports. Third, it has the level of growth. The development of children's interest in sports has its own logic and law. Its development includes three stages: experiencing sports fun, feeling sports fun and stimulating sports interest. Different stages represent different levels of children's interest in sports. Fourth, it has environmental impact. Congenital children's sports interest develops under the stimulation of sports environment, and acquired children's sports interest occurs in the process of sports practice.

### **3. Value connotation of children's interest in sports**

The purpose of children's sports interest is to emphasize the intrinsic value of children's sports interest. Teachers are required to stimulate and cultivate children's sports interest as the basic purpose of kindergarten sports teaching. While protecting and developing children's congenital sports interest, they should try their best to cultivate children's acquired sports interest. Congenital children's sports interest is the inherent interest of children, which originates from their active nature and develops in sports practice. The purpose of sports is not only to enhance the physical fitness of children and play its fitness value, but also to achieve its comprehensive education function through sports. Only by making full reference to children's interest in sports can we help them develop a more complete personality.

#### ***3.1 Follow the active nature and return to the essence of the body***

The naturalistic educational thought emphasizes that education should follow and adapt to the natural development order and process of children, and respect the natural characteristics of children as natural entities. Activism is an important natural characteristic of children, which is more obvious in preschool education stage due to the rapid development of children's sports ability. Therefore, the kindergarten physical education should conform to the children's active nature, and take the children's nature and interest as the starting point for the design and implementation of physical education teaching activities[4]. Kindergarten sports teaching based on children's sports interest is not boring movement skill training for children, but the release of their active nature and the development of their sports potential.

Physical education is an activity that liberates children's lives from spirit and returns them to the body. Its core is the body, which focuses on the development of children's bodies. The fundamental purpose of infant sports is to enhance the physical and mental health of infants through physical training and lay a solid foundation for their lifelong development. Merleau pointed out: "The body is the basis for people to establish contact with the world. The body is the living medium, and the body is our anchorage in the world. Our body is the center of meaning, and the body subject is the giver of meaning in our life." The activities of the body build everything that human beings have. It is self-evident that a healthy body and a sound mind are important for individual development. Preschool children rely on their bodies to establish contact with the outside world to obtain direct experience, and confirm and construct their own meaningful world in constant physical contact and experience. Kindergarten sports teaching based on children's interest in sports reexamines the core value of sports, emphasizing body based, and returning to the concern for children's bodies.

### ***3.2 Stimulate sports interest and lay a solid foundation for sports***

For a long time, there have been countless discussions about interest. Spencer compared interest to "an intelligent and ancient law for human beings to acquire knowledge". Interest is the starting point of ability. Without interest, there will be no development of ability. The continuous development of ability needs the support of interest. Interest has a strong driving force for learning. When individuals are facing things or activities that they are really interested in, they tend to focus on finding and trying until they reach their goals.

There is a close relationship between interest and learning. Without interest, there is no learning. Interest is the internal power that drives children's deep learning. If autonomous learning is the highest realm of knowledge learning, the fundamental purpose of education is to enable educators to educate themselves[5]. Learning with interest is the best way for children's self-education. In kindergarten sports activities, children will not actively participate in exercise, form exercise intensity, achieve training results, and will not develop good exercise habits without the motivation of children's sports interest. Therefore, once children's sports are separated from their interest in sports, they will become water without a source, trees without roots, and pure physical training and knowledge indoctrination. In a word, to cultivate children's sports habits, practice the concept of lifelong sports, and build a sports power, we need to stimulate children's interest in sports as a starting point.

## **4. Practical strategies for children's interest in sports**

### ***4.1 Grasping the activity goal of interest first and paying equal attention to knowledge, will and practice***

At present, many kindergarten administrators and teachers have long been affected by the idea of teaching in different subjects[6]. They believe that kindergarten sports activities are simply to train children's bodies, impart basic sports skills and health care knowledge, and attach importance to knowledge and ability, skills and emotions, and impart and explore. In the process of physical education teaching, teachers tend to focus on the coordination ability, balance ability and basic action ability of children's sports activities, ignoring the attention to children's mind, emotion, attitude and other aspects. Kindergarten teaching based on children's sports interest should not only pay attention to the acquisition of sports knowledge and the mastery of sports skills, but also emphasize children's emotional experience and help children establish positive sports emotion and attitude.

On the one hand, the basic content of kindergarten physical education should be motor skill training. In kindergarten sports activities, teachers should guide children to understand the significance of sports for individual development through basic movement training. First of all, teachers should teach children sports knowledge according to their age characteristics, following the order and stage. For example, in basketball activities, children in the small class are required to be able to throw the ball with both hands up, children in the middle class are required to be able to throw and receive the ball continuously, and children in the large class are required to hit the ball continuously. Secondly, teachers should pay attention to the comprehensiveness of children's knowledge acquisition. They should not only teach children sports knowledge and motor skills, but also help them learn to protect themselves. For example, you can't take a bath immediately after strenuous exercise, excessive exercise may cause discomfort, and you need to warm up before exercise. You can improve children's self-protection ability by teaching them health care knowledge.

On the other hand, kindergarten physical education should be infiltrated into the emotional education of children. All knowledge learning can't be separated from emotional support. In educational activities, once teachers neglect to pay attention to students' emotional experience, all knowledge learning will become a spoon feeding process[7]. As the education closest to the nature of children, sports can't be limited to the training of the body. It also has the function of comprehensive education, such as education of intelligence and mind. The lack of emotional factors involved in infant sports is the "compression" and "narrowing" of sports value. Therefore, only by infiltrating children's emotional education in kindergarten sports teaching activities, can we effectively play the comprehensive educational function of sports. For example, teachers should cultivate children's courage, perseverance and willingness to cooperate in sports activities, and guide children to establish a positive attitude to participate in sports activities. In addition, in sports activities, teachers should also pay attention to the changes of children's self-confidence, thirst for knowledge and aesthetic feelings, so as to better play the value of sports and promote the formation of children's sound personality.

#### ***4.2 Build systematic and progressive activities***

Based on the activity materials and forms of kindergarten sports activities, the content of kindergarten sports teaching activities can be roughly divided into three categories: basic action exercises, sports games, queues and gymnastics. Although the activity content is relatively comprehensive, from the current situation of kindergarten activities, the activity content still lacks some continuity, systematicness and flexibility, and there is some blindness. The root of the above problems lies in the lack of specific guidance for kindergarten physical education teaching, which is guided by a series of programmatic documents such as the Guidelines for the Learning and Development of Children Aged 3-6 and the Guidelines for Kindergarten Education (Trial). Taking the Learning and Development Guide for Children Aged 3-6 as an example, although it focuses on the importance of sports for children's development, it does not clearly put forward the educational goals and corresponding educational suggestions for children's sports, which causes teachers to lack hierarchy and novelty in the selection and organization of sports teaching activities, restrict the content of sports activities in textbooks, and imprison children's sports interest[8]. The kindergarten sports teaching based on children's sports interest emphasizes the leading position of children's sports interest in sports teaching activities. Based on this, the selection and organization of kindergarten sports teaching activities should take the discovery, guidance, cultivation and development of children's sports interest as the starting point and end result, and follow the three logics of life, growth and life.

#### ***4.3 Create the activity process of children's subject and interest orientation***

On the one hand, PE teachers in kindergartens should focus on children's sports interests and adhere to the principle of play. As children's nature, play has a natural attraction for children. Play activities can not only meet children's cognitive, emotional, social and other psychological needs, but also benefit children's physical development. Some studies believe that "play directly affects children's physical health and development of sports ability, as well as the growth and development of children's bodies and the improvement of their adaptability." Therefore, teachers should give full play to the sports value of games when organizing children's sports teaching activities. First, teachers should be good at discovering children's interest in sports. First of all, we should recognize the role of games in kindergarten sports teaching, and use games to make children in a free state of mind and body in sports activities, so as to stimulate their interest in sports; secondly, teachers should provide a wide range of sports space and sports equipment to create opportunities for children's self-expression, so as to quickly and accurately capture children's interest in sports. Second, teachers should play the role of sports games in promoting children's interest in sports. In the process of participating in sports games, children can obtain "value-added rewards" through sports games to increase the value of sports, so as to maintain long-term and focused attention. Therefore, in sports activities, teachers should pay attention to the use of games, play the value-added compensation function of games for sports, and develop children's sports interest.

On the other hand, teachers should enrich the teaching organization forms and break the age barrier brought by the class teaching system. According to the philosophy of practical education, the modern industrial production mode of division of labor and scale has left behind a class teaching mode that gathers students in specific classes and focuses on the implementation of education by subject at different ages. In this way, the learning of knowledge becomes the learning of pseudo knowledge, which results in the achievement of a single learner. Class teaching system is the most basic and universal teaching organization form of current school education, which not only causes a serious waste of school education and teaching resources, but also obliterates students' personality and limits their social development. Kindergarten sports teaching based on children's sports interest should break the restriction of kindergarten sports classification according to age, take children's sports interest as the basis of sports teaching activities, and create a real and natural activity environment for children to meet their self-expression needs. For example, the kindergarten sports teaching activities implement the "sports option class system", and set up weekly open days for sports activities. Teachers decide their own teaching classes according to their professional expertise. The teaching teachers in each class are relatively fixed, but children are not fixed. Children can choose their own classes according to their own sports interests. In this way, not only can teachers focus more on children's sports interests and pay attention to each child's personalized development, but also children have more experience in communicating with peers of different ages, meeting the needs of social development and preparing for the connection between children and young children.

## 5. Conclusion

The value connotation and practice strategy of children's sports interest are mainly reflected in two aspects: first, as a goal, children's sports interest examines the basic purpose of children's sports, emphasizes that children should conform to their active nature, return to their physical concerns, and transform sports interest into sports interest; Secondly, as a tool, children's sports interest clarifies the importance of children's sports interest to children's sports and reveals the internal growth logic of children's sports interest. Therefore, the kindergarten sports teaching based on children's sports interest should not only attach importance to the purposeful value of children's sports interest, but also attach importance to the instrumental value of children's sports interest, emphasizing the harmony and unity of the two.

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