

# Research on the Standardized Construction Path of Expanding Sports Qualification Courses under the Background of “Integration of Sports and Education”

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**Abstract:** The in-depth advancement of the integration of sports and education policy has put forward new standardized and normalized requirements for the reform of school physical education courses. As a sports project with fitness, practicality and comprehensiveness, the standardized construction of qualified expansion sports courses has become a key starting point for implementing the concept of integrating sports and education and improving students' comprehensive quality. Based on the policy orientation of integrating sports and education and the actual situation of school physical education teaching, this paper analyzes the connotation and practical dilemmas of the standardized construction of qualified expansion sports courses from five core dimensions: curriculum objectives, content system, implementation process, evaluation mechanism and guarantee system, and explores scientific and feasible construction paths. It provides theoretical reference and practical reference for promoting the standardized development of expansion sports courses and deepening the practice of integrating sports and education.

**Keywords:** Integration of Sports and Education; Expansion Sports; Qualified Courses; Standardized Construction; Path Research

## 1. Introduction

The issuance of the “Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents” in 2020 marks a new stage of systematic advancement of the integration of sports and education in China. The policy clearly puts forward the core requirement of “improving the youth physical education curriculum system, enriching curriculum content and improving curriculum quality” [1]. Originating from outdoor experience education, expansion sports focuses on team cooperation, challenging oneself and ability improvement, which is in line with the educational concept of “health first and all-round development” in the integration of sports and education. In recent years, it has gradually entered the physical education curriculum system of primary and secondary schools and universities.

However, the current construction of expansion sports courses in China has obvious non-standardized problems: vague curriculum objectives, with some schools equating them with “fun games” or “physical training”; arbitrary content selection, lacking scientific gradient design and safety norms; lack of unified processes in teaching implementation, and uneven teacher quality; single evaluation methods, making it difficult to fully reflect students' comprehensive performance. These problems lead to the uneven quality of expansion sports courses, which cannot give full play to their unique values in improving physical fitness, cultivating will quality and shaping team cooperation ability, and there is a large gap with the standardization requirements of integrating sports and education. Therefore, constructing a scientific and perfect standardized system for qualified expansion sports courses has become an urgent need to solve the current dilemmas in curriculum development and deepen the practice of integrating sports and education.

**Theoretical Significance:** Focusing on the standardized construction of expansion sports courses under the background of integrating sports and education, this paper clarifies the core dimensions and connotations of curriculum standardization, enriches the practical achievements of the integration of sports and education theory system in the field of physical education curriculum construction, and provides a theoretical framework and research paradigm for the standardization research of similar courses.

**Practical Significance:** By exploring the standardized construction path of qualified expansion sports courses, it can provide schools with specific curriculum design, implementation and evaluation schemes, standardize teaching behaviors and improve curriculum quality; at the same time, it helps to promote the in-depth integration of expansion sports courses with subject education, moral education and mental health education, promote the all-round development of adolescents, and provide practical support for the effective implementation of the integration of sports and education policy.

**Domestic Research Status:** Domestic scholars' research on the integration of sports and education and the reform of physical education courses mainly focuses on policy interpretation, curriculum content optimization and teaching mode innovation. For example, Li et al. (2022) proposed that physical education courses should focus on the dual training objectives of "health literacy + comprehensive quality" from the perspective of policy orientation; Wang (2023) put forward curriculum content selection principles and teaching suggestions for the safety and practicality of expansion sports courses. However, most existing studies focus on single-dimensional discussions, lack systematic and holistic research on the standardized construction of expansion sports courses, and have not formed a complete system covering objectives, content, implementation, evaluation and guarantee.

**Foreign Research Status:** The practice of integrating sports and education abroad started earlier. Countries such as the United States and Germany pay attention to the combination of outdoor education and school physical education, forming relatively mature curriculum standards. For example, the "National Standards for Physical Education" in the United States clearly incorporates "lifelong sports ability" and "team cooperation" into curriculum objectives, and makes detailed provisions on the content design, safety norms and evaluation methods of outdoor expansion courses; Germany's "field education courses" have realized the organic integration of sports, moral education and intellectual education through standardized teaching processes and evaluation systems [2]. Foreign research provides reference for the standardized construction of expansion sports courses in China, but it needs to be localized according to China's educational system and students' development characteristics [3].

This paper adopts the literature research method to systematically sort out policy documents on the integration of sports and education and research results related to the standardization of physical education courses; uses the case analysis method to conduct on-the-spot investigations on expansion sports courses in 3 different types of schools, summarizing practical experience and existing problems; consults experts in physical education and curriculum design through the expert interview method to optimize the path of curriculum standardization construction. Innovations: Firstly, it constructs a "five-dimensional system" (objectives, content, implementation, evaluation, guarantee) for the standardized construction of qualified expansion sports courses under the background of integrating sports and education, realizing the systematic innovation of the research framework; secondly, combining the actual situation of school physical education teaching in China, it puts forward specific construction paths with both scientificity and operability, solving the problem of disconnection between theory and practice.

## **2. Core connotation of the standardized construction of qualified expansion sports courses under the background of integrating sports and education**

### ***2.1 Definition of curriculum standardization***

Curriculum standardization refers to unifying and standardizing core elements such as curriculum objectives, content, implementation and evaluation under the guidance of educational policies and laws, forming a clear, operable and assessable standard system to ensure the stability and effectiveness of curriculum quality [4]. The core of the standardized construction of qualified expansion sports courses is to establish unified standards in line with the characteristics of expansion sports and students' physical and mental development laws around the fundamental goal of "fostering morality through education and health first" in the integration of sports and education, so as to realize the standardization, scientization and systematization of curriculum teaching.

### ***2.2 Requirements of integrating sports and education for curriculum standardization***

(1) Integration of Educational Objectives: Curriculum standardization should take into account the dual attributes of "sports" and "education", not only focusing on the improvement of students' physical fitness, but also strengthening the cultivation of comprehensive qualities such as will quality, team cooperation and innovative thinking, so as to achieve the educational goal of "cultivating morality

through sports, promoting intelligence through sports and strengthening abilities through sports”.

(2) **Scientificity of Content Design:** Curriculum content should be in line with students’ age characteristics and physical fitness level, forming a gradient and modular content system, and integrating educational elements such as safety knowledge, rule awareness and traditional culture to reflect the comprehensive requirements of integrating sports and education.

(3) **Standardization of Implementation Process:** Teaching implementation should follow unified process norms and safety standards, clarifying teaching links, organizational forms and teacher requirements to ensure the safety and effectiveness of curriculum teaching.

(4) **Comprehensiveness of Evaluation Methods:** The evaluation system should break through the single physical fitness evaluation model, and construct a multi-dimensional evaluation standard covering physical fitness, skill level, comprehensive quality and learning attitude, realizing the organic combination of process evaluation and summative evaluation.

### ***2.3 Core dimensions of the standardization of qualified expansion sports courses***

(1) **Objective Dimension:** Clarify the overall and phased objectives of the curriculum. The overall objective focuses on improving students’ physical fitness, cultivating comprehensive qualities and developing lifelong sports habits; the phased objectives formulate specific and quantifiable requirements according to the physical and mental characteristics of students in different stages such as primary school, junior high school, senior high school and university.

(2) **Content Dimension:** A modular and gradient curriculum content system should be constructed, including basic physical fitness, skill, teamwork, safety protection, and comprehensive quality modules, so as to clarify the teaching content, teaching hours, and assessment standards for each module.

(3) **Implementation Dimension:** The processes and requirements of curriculum implementation should be standardized, including teaching organization forms, teaching methods, teacher allocation, venue and equipment standards, and safety guarantee procedures, so as to ensure the standardization and safety of the teaching process.

(4) **Evaluation Dimension:** A multi-dimensional and diversified evaluation system should be established to clarify evaluation indicators, methods and standards, so as to realize the comprehensive evaluation of students’ learning effects, teachers’ teaching quality and the overall curriculum quality.

(5) **Guarantee Dimension:** The guarantee conditions for curriculum implementation should be improved, including policy support, teacher guarantee, funding guarantee, venue and equipment support, and safety guarantee, so as to provide strong support for the standardized construction of the curriculum.

## **3. Practical dilemmas in the standardized construction of qualified expansion sports courses**

### ***3.1 Vague curriculum objectives and lack of unity***

At present, some schools have an unclear positioning of expansion sports courses, and there are deviations in curriculum objectives such as “valuing physical fitness over quality” or “valuing fun over skills”. For example, some primary schools equate expansion sports with fun games, ignoring physical training and rule awareness cultivation; some universities take it as a supplement to physical fitness tests, lacking the goal design of comprehensive quality cultivation [5]. The curriculum objectives of different schools vary greatly, lacking a unified standard orientation, leading to insufficient pertinence and effectiveness of curriculum teaching.

### ***3.2 Chaotic content system and lack of scientificity***

(1) **Arbitrary Content Selection:** Some schools do not select teaching content according to students’ age characteristics and physical fitness level, resulting in “adultization” and “homogenization” problems. For example, some primary schools introduce high-altitude challenge courses that are overly difficult and exceed students’ physical capacity; in addition, curriculum content at different stages is highly repetitive and lacks progressive design.

(2) **Lack of Safety and Educational Elements:** Some curriculum content only focuses on sports

experience, and does not integrate educational elements such as safety protection knowledge, rule awareness and team cooperation skills, which is disconnected from the comprehensive requirements of integrating sports and education.

(3) Unreasonable Module Division: Most schools have not formed a systematic content module, and the teaching content lacks logic and coherence, making it difficult to achieve the progressive realization of curriculum objectives.

### ***3.3 Non-standard implementation process and insufficient safety and effectiveness***

(1) Non-standard Teaching Organization: Some teachers lack systematic professional training in expansion sports teaching, with single teaching methods, mostly adopting “sheep-herding” teaching, lacking effective control over teaching links; the teaching organizational form is unreasonable, and the proportion of team activities and individual practice is unbalanced, affecting teaching effects.

(2) Uneven Teacher Quality: Expansion sports courses have high requirements for teachers’ professional skills, safety management capabilities and comprehensive quality. However, most of the teachers in current schools are part-time ordinary physical education teachers, lacking professional expansion sports training and practical experience, which is difficult to meet the needs of curriculum teaching.

(3) Substandard Venues and Equipment: Some schools lack special expansion sports venues and standardized equipment, with problems such as aging equipment, insufficient quantity and poor safety performance; the venue layout does not meet safety standards, lacking necessary protective facilities, bringing potential safety hazards to curriculum implementation.

### ***3.4 Single evaluation mechanism and lack of comprehensiveness***

(1) One-sided Evaluation Indicators: The evaluation of expansion sports courses in most schools only focuses on students’ physical fitness performance or skill completion, ignoring the evaluation of comprehensive qualities such as team cooperation, innovative thinking and learning attitude, which cannot fully reflect the educational effect of the curriculum.

(2) Single Evaluation Method: The evaluation method is mainly summative evaluation, mostly adopting quantitative evaluation methods such as physical fitness tests and skill assessments, lacking process evaluation and qualitative evaluation of students’ learning process, making it difficult to objectively reflect students’ learning progress and individual differences.

(3) Single Evaluation Subject: The evaluation subject is mainly teachers, lacking the participation of students’ self-evaluation, mutual evaluation and parents’ evaluation, resulting in insufficient objectivity and comprehensiveness of evaluation results.

### ***3.5 Imperfect guarantee system and insufficient support***

(1) Lack of Policy Guarantee: At present, China has not issued national standardized documents for expansion sports courses. Local education departments and schools lack clear policy guidance and implementation rules, and curriculum construction lacks unified norms and requirements.

(2) Insufficient Fund Investment: Some schools have limited fund investment in expansion sports courses, which is difficult to meet the needs of venue and equipment renewal, teacher training and safety guarantee, restricting the advancement of curriculum standardization construction.

(3) Imperfect Safety Guarantee Mechanism: Some schools have not established a sound safety management system for expansion sports courses, lacking a special safety management team and emergency plans; the division of safety responsibilities is not clear, and safety training is not in place, resulting in greater safety risks.

## **4. Paths for the standardized construction of qualified expansion sports courses under the background of integrating sports and education**

### ***4.1 Construct a standardized curriculum objective system***

(1) Clarify the Overall Objective: Guided by the core goal of “promoting the healthy development

of adolescents and cultivating comprehensive qualities” in the integration of sports and education, the overall objective of expansion sports courses should be established: through systematic expansion sports teaching and practice, students’ physical fitness and sports skills should be improved, their spirit of teamwork, innovative thinking ability, willpower quality and awareness of rules should be cultivated, their all-round development in morality, intelligence, physical fitness, aesthetics and labor should be promoted, and lifelong sports habits should be developed.

(2) Formulate Phased Objectives: Specific phased objectives should be formulated according to the physical and mental development characteristics of students at different stages.

**Primary School Stage:** Efforts should focus on interest cultivation and basic physical training. Through fun-based expansion activities, students’ physical coordination, flexibility and reaction ability can be improved, their sense of teamwork and rule awareness can be fostered, and basic knowledge of safety protection can be mastered.

**Junior High School Stage:** Efforts should focus on skill improvement and teamwork cultivation. Students should learn the basic skills and techniques of expansion sports, participate in teamwork projects, improve their communication, cooperation and problem-solving abilities, and enhance their self-confidence and resilience.

**Senior High School Stage:** Efforts should focus on comprehensive quality improvement and the cultivation of lifelong sports ability. Through the implementation of comprehensive and challenging expansion programs, students’ innovative thinking ability, leadership skills and social adaptability can be improved, enabling them to master scientific sports methods and establish a lifelong sports concept.

**University Stage:** Efforts should focus on professional development and the integration of social practice. High-level expansion programs and outdoor practice courses should be introduced to cultivate students’ professional skills, organizational management ability and social practice ability, and to promote the organic integration of sports with professional learning and career development.

#### **4.2 Construct a standardized curriculum content system**

(1) Standardized Module Division: The curriculum content should be divided into five core modules, with the teaching objectives, content and duration of each module clearly defined.

**Basic Physical Fitness Module (30%):** Set corresponding physical training content according to the physical characteristics of students in different stages. The primary school stage includes basic physical training such as running, jumping and balancing; the junior high school stage includes endurance running, strength training and speed training; the senior high school and university stages include comprehensive physical training and special physical training.

**Skill Module (25%):** The curriculum should cover the basic skills and special techniques of expansion sports, including low-altitude expansion skills (such as trust fall and power grid escape), high-altitude expansion skills (such as high-altitude broken bridge and aerial horizontal bar), and outdoor survival skills (such as camping, navigation and first aid). Teaching content should be arranged in a progressive manner across different stages.

**Team Cooperation Module (20%):** Efforts should focus on team projects, including team puzzles, blind square arrays, and joint progress, so as to cultivate students’ communication skills, cooperation ability and leadership.

**Safety Protection Module (15%):** The module should cover safety knowledge teaching, protective skill training, and emergency plan drills, including safety norms for expansion sports, equipment operation safety, first-aid skills (such as hemostasis, bandaging, and cardiopulmonary resuscitation), and emergency response procedures.

**Comprehensive Quality Module (10%):** Educational elements such as traditional culture, rule awareness and innovative thinking should be integrated, including the adaptation of traditional sports games, the formulation and discussion of expansion sports rules, and the design of innovative expansion projects.

(2) Standardized Content Selection: The principles of “suitability, safety, education and fun” should be followed to clarify the content selection standards for each stage.

**Suitability:** The difficulty and intensity of the content are in line with students’ age characteristics, physical fitness level and cognitive ability, avoiding “adultization” and “over-standardization”.

**Safety:** Projects with low safety risks and easily implemented protective measures should be prioritized. For high-altitude and high-intensity projects, the implementation conditions and participant proportion should be strictly controlled.

**Education:** Each project should have a clear corresponding educational objective to ensure that the content is highly consistent with the curriculum objectives.

**Fun:** Fun elements should be integrated and gamified teaching methods should be adopted to enhance students' learning interest and participation enthusiasm.

### **4.3 Construct a standardized curriculum implementation system**

(1) **Standardized Teaching Organization: Teaching Links:** The five-link teaching process of "pre-class preparation–curriculum introduction–skill explanation–practical operation–summary and reflection" should be clearly defined. Pre-class preparation should include venue and equipment inspection, emergency plan formulation and students' physical condition investigation; curriculum introduction should stimulate students' interest through situational creation and problem guidance; skill explanation should be clear, concise and intuitive; practical operation should strengthen teacher guidance and safety monitoring; summary and reflection should guide students to share experiences and gains.

**Organizational Form:** Adopt a combination of "individual practice - group cooperation - team competition". The primary school stage mainly focuses on individual practice and group cooperation, while the junior high school and above stages appropriately increase the proportion of team competition to cultivate students' competitive awareness and team cooperation ability.

**Teaching Time:** Primary schools can arrange 1 class hour (40 minutes) per week, junior high schools 1–2 class hours (45 minutes per class) per week, and senior high schools and universities 2 class hours (90 minutes per class) per week, so as to ensure teaching effectiveness.

(2) **Standardized Teacher Allocation: Qualification Requirements:** Teachers should have a physical education teacher qualification certificate, receive systematic professional training in expansion sports, master the skills, teaching methods and safety management knowledge of expansion sports, and obtain an expansion sports coach qualification certificate.

**Ability Requirements:** Possess good communication skills, organizational management ability, emergency response ability and comprehensive quality, and be able to integrate the concept of integrating sports and education into curriculum teaching to achieve the goal of "cultivating people through sports".

**Teacher Configuration:** Reasonably configure teachers according to the number of students and curriculum difficulty. The teacher-student ratio should not be lower than 1:20 in primary school, and not lower than 1:15.

## **5. Conclusion**

This study demonstrates that the standardized construction of expanding sports qualification courses is a core institutional arrangement to advance the "Integration of Sports and Education" in the new era. By defining the standard system of curriculum objectives, content structure, teaching implementation and quality evaluation, this path can effectively solve the problems of fragmentation, non-standard and low systematization in the development of sports courses, and realize the transformation from "skill-oriented" to "literacy-oriented" of school physical education. The standardized model not only improves the scientificity and standardization of curriculum operation, but also promotes the coordinated development of sports and education, and provides a theoretical reference and practical plan for the high-quality development of school physical education.

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