

A Comparative Study of Early Childhood Sports Policies in China and Korea

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Abstract: *As countries in Asia that attach great importance to sports, China and South Korea also have different development and trends in early childhood sports, and have built more distinctive characteristics and systems. With the convergence of the global educational environment and social environment, various countries have gradually learned from each other in the theoretical discussion and practical research of children's sports, learning from each other's strengths, and jointly promoting the healthy growth of young children. Therefore, the analysis and research of children's sports policies in China and South Korea not only help to improve the decision-making of early childhood education, but also help broaden the vision of early childhood sports research, which is an important strategic issue related to social development. Based on this, this paper first introduces the development of children's sports and related sports policies in China. Then, the development of early childhood sports and related sports policies in Korea was elaborated, and finally based on the comparison of early childhood sports and policies between China and South Korea, the enlightenment of China's early childhood sports development was considered, that is, attention should be paid to accelerating the formulation of regulations related to early childhood education. Actively contribute to and participate in international research and cooperation on early childhood sports; Strengthen the improvement of children's sports software and hardware, so as to better promote the continuous improvement of China's children's sports policies and promote the healthy growth and all-round development of children.*

Keywords: *China and South Korea; physical activities for young children; sports policy; revelation*

1. Introduction

Since modern times, the development of sports in many countries in the world has undergone a series of changes, and the influence of sports in national development has also increased, making countries pay more and more attention to the development of sports. In different countries, children's physical activity and sports development have different practice methods and policy orientations, and China and South Korea, as countries in Asia that have hosted large-scale international events, attach great importance to sports development, and there are many similarities in sports development. Comparing and analyzing the relevant sports development methods, relevant policies and operating modes of the two countries can give certain enlightenment to the development of sports in China. As the future of the motherland, the health status of young children not only affects their own sustainable development, but also directly affects the quality of a country's population. Therefore, the analysis and research of children's sports policies in China and South Korea not only help the improvement of early childhood education decision-making, but also help to refer to and learn from the theory, research direction and practice development of China's early childhood sports-related education, and help broaden the vision of China's early childhood sports research, which is an important strategic issue related to social development.

2. Development of China's Early Childhood Sports and Related Policies

China's children's sports have stretched for thousands of years from ancient times to the present, germinating in the Warring States period, and flourished in the Tang and Song Dynasties, mainly in ceramics, lacquerware and jade and weaving embroidery in the craft art baby play pictures, from which it can be seen that China's ancient folk children's sports activities are colorful, duck catching, fishing, butterfly catching, singing and dancing, riding bamboo horses, etc. are very common. In 1904, the Qing government issued the Charter of the Soding Mongolian Nursing Home and the Charter of the Family

Education Law, as part of the Charter of the Soding School, which incorporated early childhood education into the national education charter and listed it in the national education system, which was a milestone in the development of early childhood education and the first regulation related to early childhood education formulated at the government level. Later, in 1932, the Ministry of Education of the National Government promulgated the "Kindergarten Curriculum Standards", which covered the overall aspects of kindergarten education, curriculum scope and teaching methods. From the perspective of the overall goal, it mainly includes four aspects, namely, promoting children's physical and mental health; Strive for the happiness and joy that children deserve; Cultivate basic habits such as children's behavior; Assistance in the upbringing of children in the family and attempts to reform the family education.

After the founding of the People's Republic of China, Ms. Soong Ching Ling, as the chairman of the National Committee for the Protection of Children, attached great importance to children's health, and realized that physical exercise is one of the effective ways to ensure children's health, so President Soong Ching Ling attached great importance to children's sports, and asked schools to help children form good habits of hygiene and love exercise from an early age, only in this way will they grow up to be brave, physically fit, and can bear hardships and stand hard work, so that they can undertake the major responsibility of building and defending the motherland. In July 1951, China formulated and issued the "Provisional Teaching Outline for Kindergartens (Draft)", which clearly stated that "the facilities of early childhood education cover the entire aspect of children's life, education and care, and make the teaching of homework in a narrow sense different from school education." Kindergarten teaching should first pay attention to early childhood education and kindergarten conditions, including physical, intellectual, moral, aesthetic and other aspects of teaching and must pay attention to the basic conditions. In October 1979, the Ministry of Education formulated and promulgated the "Kindergarten Education Outline (Trial Draft)", and changed the "kindergarten teaching" in the previous draft to "kindergarten education", and expanded the content of kindergarten education to include eight aspects: physical activities, music, art, ideological character, living hygiene habits and language, common sense, and calculation. In October 1981, China issued the Outline of Kindergarten Education of the Ministry of Education of the People's Republic of China (Trial Draft), which stated that the educational responsibility of kindergartens is to use physical activities, games, labor, observation and lessons, entertainment and other activities to achieve. The Outline also clearly states that all activities should not be abandoned, and all activities must have relevant precautions. Then China successively promulgated some policies and regulations, such as the "Nursery School and Kindergarten Health Care System" issued in 1985, the "Opinions of the State Education Commission on Further Running Preschool Classes" in 1986, the "Code for the Design of Nursery School and Kindergarten Buildings" in 1987, and the "Kindergarten Work Regulations (Trial)" and "Kindergarten Management Regulations" in 1989, which laid a good institutional support for the development of children's sports in China. The Law on the Protection of Minors, adopted by the Standing Committee of the Seventh National People's Congress in 1991, revised in 2006 and 2012 respectively, and officially promulgated and implemented in 2013, mentions the protection and protection of children's sports rights in a number of articles. Article 5 of the Sports Law of the People's Republic of China, adopted by the Standing Committee of the Eighth National People's Congress in 1995, gives special protection to children's sports activities from the perspective of the state, which is the embodiment of the legal protection of children's sports rights in the field of sports in China[1].

From the perspective of children's sports practice, China mainly uses running, climbing, jumping and other indoor and outdoor activities to allow children to achieve the goal of exercise and education.

From the perspective of early childhood sports courses, various kindergartens design and develop different physical education courses based on their own characteristics, and some kindergartens have also been awarded the "Sports Characteristic Park" by the education department because of their characteristic sports activities, which provides good support for the development of physical education courses in kindergartens from the policy[2]. However, at present, there is still no full-time preschool physical education teacher in China's kindergarten, the development of preschool sports is basically organized and carried out by class teachers, individual kindergartens have better conditions, will cooperate with preschool sports training courses or clubs, and teachers of weekly training courses or clubs will go to kindergartens to carry out a physical education course practice. With the introduction of the primary and secondary school sports compliance policy, early childhood sports training is increasingly emerging.

3. Early childhood sports and related policy development in Korea

There is a consensus in the Korean early childhood education community that early childhood education should not only take care of their daily life, but also carry out relevant physical activity courses based on the laws and needs of their development. In other words, young children should not only have physical activities in terms of skills, but also arrange activities that can promote their sensibility and thinking, which are not simply repetitive activities, but must be physical activities that can cultivate their creativity in a variety of ways. Early childhood sports not only have great social value, but also have strong national strategic value. Young children's physical activity can foster their sociology. The use of physical activity can promote the improvement of children's social intelligence quotient, and can also guide children's physical activities through healthy and correct methods, so that they can grow into sound social citizens, which is not only an important task of the country, but also an important aspect of promoting the country's competitiveness. According to the view of Korean theorists, the suppression of childhood obesity is the satisfaction of their instinctive needs for physical activity, and it is also the most effective and economical way to promote children's sports, which should be carried out jointly in young children, youth clubs and schools[3].

From the perspective of the development of early childhood sports in Korea, it is almost the same as the development of modern international children's sports, and with the improvement of education level and family income level, children's sports have also improved accordingly. Schools and parents of young children can basically recognize the important value of children's health to social development, but in fact, children lack more and more physical activity. Therefore, since the nineties of the twentieth century, there have been children's sports clubs and weekend children's sports tuition classes based on the capital. In the early days of Korea, early childhood sports clubs and cram schools did not have their own equipment and facilities, mainly in parks or sports fields to carry out football and other related courses, but could not meet the needs of children in sports and sports play. At present, large-scale sports tuition classes in South Korea have grass courts, indoor and outdoor special equipment and professional instructors. Some educational institutions have also developed a sports market for young children and paid constant attention to children's sports activities. Some of these companies have well-equipped sports equipment in many regions, and they often enter the early childhood sports market by franchising[4].

As far as the Korean preschool sports curriculum is concerned, many early childhood sports practitioners feel that the children's sports activities can be implemented in classrooms, gymnasiums and stadiums, as well as outdoor play venues and corridors. Physical education teachers are the leaders of the implementation of children's physical activities, and must master the basic knowledge of psychology and pedagogy related to children, and understand the physical development laws of children of different ages. At the same time, the teaching process should also use a language that children can understand, and have skills in leisure, magic, first aid and other aspects[5].

4. The enlightenment of early childhood sports and policy comparison in China and South Korea for the development of children's sports in China

From the above introduction to the development of early childhood sports and sports policies in China and South Korea, it can be seen that the two countries have both similarities and their own characteristics in early childhood sports development, and through the comparison of the two early childhood sports development and policy provisions, it can be seen that we should improve them from the following aspects in the future[6].

4.1 Accelerate the formulation of regulations related to early childhood education

Among Asian countries, China and South Korea have many similarities, and lag behind Japan in terms of early childhood sports policy protection and practice. Education in China and South Korea bears a clear imprint of practicality and knowledge, whether in kindergartens or primary and secondary schools, all the activities implemented are based on "intellectual development" as the main premise, and early childhood sports are carried out and implemented in such cracks. Therefore, in order to better protect the rights and interests of children's participation in sports activities and promote the improvement of the quality of children's physical activities, China's legislation on early childhood education has been imminent, and only by continuously improving laws and regulations can we better promote the continuous development of China's children's sports policies and practices[7]. At present,

China's early childhood sports related research is in a stage of rapid development that has never been seen before. We should learn from the advanced ideas and practical experience of early childhood physical education in South Korea and other countries to add vitality to the development of early childhood sports in China.

4.2 Actively promote and participate in international research and cooperation on early childhood sports

At present, China's children's sports related research has been in a stage of rapid development, especially in the context of the implementation of national fitness, both the government and the society have paid more and more attention to children's sports, and promoted the rapid development of children's sports, which has provided greater vitality for the development of children's sports. In contrast, South Korea is the only Asian country in the top ten in the world in terms of early childhood education level, and its international influence of physical education has good reference and reference value for the implementation of children's sports activities in China. However, China is still relatively insufficient in the development of children's sports activities and international children's sports development, and its contribution is obviously lacking, and it has not actively participated in the development of Asian and international children's sports, which inspires China to actively participate in the development of Asian and international children's sports, so as to continuously promote the development of China's children's sports in international research and cooperation on children's sports[8].

4.3 Strengthen the construction of children's physical activity forms

The determination of sports forms is an important basis for the effective development of children's physical activities, and it is also the focus of solving the problems in the form and content of children's physical activities in China. Based on the goal of lifelong exercise of children, Korean children's physical activities attach importance to the cultivation of children's creative thinking and cooperation ability as a prominent feature and construct the form of physical activities, so as to achieve the goals of enhancing children's physical fitness, improving their sports ability and aesthetic creativity, improving their emotional perception, language cognition and sociality. It can be seen that in the improvement of children's sports, it is necessary to take the development of children's basic sports ability as the main purpose, attach importance to the cultivation of children's creativity as the main support, take the development of children's collaborative ability as the secondary, and build the form of children's sports based on the relevant requirements of the "3-6 years old children's learning and development guide" as the basic orientation, combined with the characteristics of sports development in different regions.

4.4 Attach importance to the promotion of traditional ethnic sports in China's children's sports activities

The inheritance of traditional culture is an effective assistance to the development of children's sports activities, in order to solve the pain points in the inheritance of traditional culture, it is necessary to attach importance to the promotion of traditional national sports and carry forward the inheritance of national culture through diversified forms. To this end, both China and South Korea should attach importance to strengthening the promotion of traditional national sports in children's sports activities, so that children can enhance their physical fitness and promote the improvement of national self-confidence through the participation of traditional sports[9].

4.5 Strengthen the improvement of children's sports software and hardware

There are aspects of imperfect software and hardware configuration in the development of early childhood sports in China and South Korea, which need to be continuously integrated and explored. For example, from the perspective of hardware, there are deficiencies in the use of space and the allocation of equipment handouts; From the perspective of software, the full-time of early childhood physical education teachers will be a game point in the national education policy for a period of time in the future. In addition, the operation outline of children's physical games and sports activities also urgently needs practical guidance, release and integration from authoritative departments[10].

5. Conclusion

Through the introduction of the development of early childhood sports and related sports policies in China and South Korea, it has brought new perspectives and certain enlightenment to the development of early childhood sports in China. In the future, we will accelerate the formulation of regulations related to early childhood education; Actively contribute to and participate in international research and cooperation on early childhood sports; Strengthen the improvement of children's sports software and hardware, so as to better promote the continuous improvement of China's children's sports policies and promote the healthy growth and all-round development of children.

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