

The Realistic Predicament and Path Dispelling of the Integration of Physical Education Curriculum in Universities, Middle Schools and Primary Schools

Jingshan Zhang*

Department of Sports Humanities and Sociology, Sichuan Sports College, Chengdu 610043, China

*Corresponding author

Abstract: *The integration of physical education curriculum in universities, middle schools and primary schools is the focus and difficulty of the current physical education reform. With the passage of the times, the integration of physical education curriculum in universities, middle schools and primary schools is increasingly troubled. This article uses research methods of literature and logical analysis to make a specific analysis from the practical difficulties encountered in the integration of the physical education curriculum of universities, middle schools and primary schools. The study found that: the current direction and setting of the physical education curriculum goals are inadequate in correspondence and cohesion; the selection and organization of curriculum content is simple and repetitive, and lacks gradualness; the three major approaches to curriculum implementation lack linkage and lack of interoperability; curriculum evaluation objects, content, and methods are out of touch, lack of integrity. The design of the curriculum objectives of each semester should focus on the main line of the core literacy of the physical education discipline, build a logically clear and sequential curriculum content system, optimize the flexible and diverse, internal and external joint curriculum implementation methods, and establish a progressive, multi-level perspective. The curriculum evaluation system is established to establish a physical education curriculum system that is internally unified, horizontally consistent, vertical cohesive, and forms united.*

Keywords: *physical education curriculum, physical education teaching, integration*

1. Introduction

In recent years, the state has issued relevant documents many times, attaching great importance to the integration of the physical education curriculum of universities, middle schools and primary schools. The integration of the physical education curriculum of universities, middle schools and primary schools is to regard the physical education curriculum of elementary school, junior high school, high school and university as a whole, and establish a systematic physical education curriculum with internal unity, horizontal consistency, vertical cohesion, and form combination [1]. Among them, internal unity means that the physical education curriculum and teaching of all school stages must firmly grasp the main line of cultivating the core literacy of students' sports disciplines; horizontal consistency refers to the premise that the law of movement development and the law of physical and mental development of students of the same age are basically consistent. Next, for students of the same semester in different regions across the country, set up content with relatively consistent learning and development characteristics; vertical cohesion means that the upper and lower semesters have cohesion in terms of physical education curriculum goals, physical education content, physical education curriculum implementation, and physical education curriculum evaluation, formal union means that the integrated physical education curriculum should focus on the high integration of learning, exercise and competition. Therefore, it is an urgent task to conduct in-depth research on the integration of physical education curriculum in universities, middle schools and primary schools.

2. The real dilemma of the integration of physical education curriculum in universities, middle schools and primary schools

2.1 Insufficient correspondence and cohesion of the guiding direction and setting of curriculum goals

First of all, there is insufficient correspondence and cohesion in the direction of the curriculum objectives of each semester. The "Compulsory Education Curriculum Standard" and the "University Guidance Outline" emphasize the implementation of the guiding ideology of "health first" in the direction of the curriculum goals and the improvement of students' physical and mental health. In the "Ordinary High School Curriculum Standard", the curriculum objectives guide the direction on the original basis, emphasizing the implementation of the fundamental task of establishing moralities and cultivating people, and more emphasis on the comprehensive development of students on the basis of improving physical and mental health. This further demonstrates the irreplaceable role of this curriculum in educating people. Secondly, the correspondence and cohesion of the general goal of the physical education curriculum of each school stage are insufficient. The "Compulsory Education Curriculum Standard" puts forward the general goal of this course from the starting point of enhancing the physical and mental development of students, and the main emphasis is on the issue of sports to promote health. The general objectives of the "General High School Curriculum Standards" mainly start from the implementation of the fundamental task of cultivation of people and the cultivation of the core literacy of physical education and health. It elaborates the general objectives of the curriculum, and pays more attention to the problem of educating people through sports [2]. The specific content of the overall goal is not reflected in the guidelines. Finally, the corresponding and cohesive settings of the learning field goals or sub-goals proposed by each semester are insufficient. The "Compulsory Education Curriculum Standard" mainly proposes four learning areas of sports participation, sports skills, physical health, mental health and social adaptation. "General High School Curriculum Standards" mainly put forward three sub-objectives: athletic ability, healthy behavior, and sports morality. The "University Guidance Outline" mainly proposes five learning areas of sports participation, sports skills, physical health, mental health, and social adaptation.

2.2 Curriculum content selection and organization are simple and repetitive, lacking gradualism

Curriculum standards decentralize certain rights, which means that various places and schools can have a certain degree of freedom in selecting and organizing the content of physical education courses according to their own specific conditions. However, some places and schools have the problems of simple repetition and lack of gradualism in the selection and organization of curriculum content. First of all, the selection of curriculum content is simple and repetitive, and lacks gradualness. The choice of curriculum content is a key link in the construction of the curriculum content system. It determines "what teachers teach and what students learn", and directly affects the implementation effect and degree of realization of the curriculum goals. The choice of course content is more reflected in the compilation of the textbook content. However, through the analysis of the content of some physical education textbooks in each school section, it can be found that the content of most physical education textbooks pay more attention to the specific situation of the school section. The coherence and logic of the content of the school-stage textbooks are not fully considered, which leads to the low-level repetition of the same content in the school-stage textbooks. Secondly, the organization of the course content is simple and repetitive and lacks gradualism. If the choice of curriculum content is more embodied in the compilation of teaching materials, then the organization of the curriculum content is more embodied in the development of teaching content. However, many schools and teachers are not optimistic about the organization and development of teaching content [3]. Therefore, the current selection and organization of physical education curriculum content in some places and schools has neither considered the systemic nature of school physical education nor designed it in accordance with the requirements of the physical and mental growth characteristics of students. Eventually, the integrated design of physical education curriculum content of universities, middle schools and primary schools is out of touch, and the content of physical education curriculum lacks continuity and rigor, uneven breadth and depth, and loose structure.

2.3 The three major ways of curriculum implementation lack linkage and lack of intercommunication

Whether the curriculum reform is effective still needs to be tested in specific practice. In the

curriculum of implementation, in addition to classroom teaching as the main way, students also play an indispensable role in other ways such as extracurricular self-study, social practice, and after-school activities. In the process of physical education curriculum implementation, in addition to physical classroom teaching as the main channel for curriculum implementation, the two ways of extracurricular physical exercise and competition can't be ignored. However, the current implementation of "one body and two wings" physical education curriculum has the phenomenon of lack of linkage and insufficient intercommunication [4]. First of all, there is a widespread phenomenon that the content of classroom teaching at various stages does not match the cognitive level of students. The same content is repeated at the lower levels of each school section. What is more serious is that classroom teaching has no technical content. For example, as far as the forward-rolling teaching is concerned, the teaching content that should be completed in the lower grades of elementary school is still taught in junior high school, high school, and even university. Although students have studied so many years and so many forward rolls, many students are still unable to use the roll technique to protect themselves. Second, the classroom teaching content lacks structure, because knowledge and knowledge, technology and technology, technology and tactics are strongly related; if only the mastery of a single technology is emphasized, and the interconnection between the technologies is not emphasized, then the overall skills the level will also be difficult to improve.

3. Elimination of the integrated path of physical education curriculum

3.1 Focus on the core literacy of the physical education discipline and build an integrated curriculum goal

In order to solve the problem of lack of correspondence and cohesion of curriculum goals between the various stages, the physical education curriculum designer must have the overall situation and the overall layout of thinking, and treat the university, middle school and primary school as a whole. Focus on the main line of the core literacy of physical education disciplines, and construct the goal of integrated physical education curriculum of universities, middle schools and primary schools. Vertically, the curriculum goals of the entire school sports should maintain cohesion in the direction of the leadership, that is, the goal setting of each semester of curriculum should be based on the core literacy of the sports discipline. The core literacy of the physical education subject is based on the nature of the subject, the implementation of the guiding ideology of "health first" and the fundamental task of establishing moralities and cultivating people. It is a concentrated expression of the athletic ability, healthy behavior and sports morality formed by students through the study of this subject. Therefore, cultivating the core literacy of the physical education subject is to focus on the students' learning in this subject, promote the healthy and all-round development of the students, and truly highlight the subject nature of physical fitness and education, so as to make the due contribution of this subject. Horizontally, the goals of the physical education curriculum should also be phased. Based on the relatively consistent characteristics of students' psychological cognition, personality development, and athletic ability in the same semester, no matter whether it is the construction of the overall goal of each semester or the construction of sub-objectives, it is necessary to fully understand the psychological cognition, characteristics of personality development and athletic ability. For example, in terms of athletic ability, elementary school focuses on basic athletic ability to lay a solid foundation for the athletic ability required for various sports in the future; middle school focuses on cultivating quasi-specialized athletic ability in various sports; college focuses on specialized sports physical exercise ability[5].

3.2 Construct an integrated curriculum content system with clear logic and full sequence

To a certain extent, in order to solve the current problems of the lack of curriculum content in universities, middle schools and primary schools, and the simple repetition of low levels, selection and organization should be selected and organized to meet the needs of students and meet the needs of students' physical and mental health in accordance with the requirements of the core literacy training of sports disciplines in each school stage features and curriculum content that reflects the value of sports. First of all, two principles should be grasped in the selection of course content: logic and regularity. In terms of logic, sports is a science. As a science, it has its inherent logical relationship and knowledge system. Therefore, when selecting and constructing the content of the course, we must pay attention to the internal logical relationship and knowledge system between the upper and lower sections. In terms of regularity, it must be people-oriented. The selected content must grasp the laws of students' physical

development "sensitive period", psychological cognition and personality development, and fully consider the differences in the age and gender of students, and the selected content must be consistent with the students' existing consistent with the level of knowledge. Secondly, in the organization of physical education curriculum content [6]. First, the content of the upper and lower school sections must be progressive. Because of the laws of students' physical and mental development and movement development, as well as the internal logical relationship and knowledge system of physical education, the content of physical education courses between the upper and lower classes should be gradually increased and progressed step by step. Second, the content organized within the same school segment must be structured. Teachers should avoid teaching some low-level repetitive content. They should arrange some well-structured teaching content in the physical education class to guide students to experience a complete sport, so that students can master and use a variety of sports skills in a complete sport. In addition, teachers should also arrange the content of physical exercises with a certain exercise intensity in the teaching, which can not only improve their sports skills to a certain extent, but also ensure that the physical education curriculum has a certain exercise load, thereby strengthening their bodies. The quality can improve the sports spirit and character, and thus help the students to develop the core literacy of the sports discipline.

3.3 Optimize the implementation of flexible and diverse integrated courses with internal and external cooperation

Curriculum implementation is very important to curriculum reform. Therefore, in order to further implement the construction of the integrated physical education curriculum of universities, middle schools and primary schools, it is necessary to optimize the flexible and diverse, internal and external integrated physical education curriculum implementation methods. First, improve the quality of physical education classroom teaching. Horizontally, based on the characteristics of the students' psychological cognition, personality development and athletic ability of this school period, carry out classroom teaching in line with this school period, highlighting the stage of this school period. Vertically, it should be noted that the content of classroom teaching should be gradually increased among the various stages, with hierarchical nature. The teaching and learning of sports skills should be emphasized in the teaching and learning between each school period, so as to enable students to master one or two sports skills; strengthen healthy behavior education, so that students can gradually develop healthy behaviors of participating in physical exercises independently, and be able to formulate exercise plans according to their own physical conditions, etc.; attach importance to the cultivation of sports morality, so that students can form a good moral concept, and be able to consciously abide by the order and requirements in sports learning and sports activities. Second, strengthen extracurricular physical exercises. If you only rely on in-class learning and exercise, it may be difficult to meet the requirements for students to master one or two sports skills, and they need to be strengthened in extracurricular physical exercises. In order to enable students to get better development in extracurricular exercises, it is necessary to broaden the channels for extracurricular exercises. The way to participate in exercise is not limited to the campus, but also extends to the family and the community, forming a multi-dimensional approach covering the school, family and community. First, schools should carry out some extracurricular sports activities in various forms and related to the content learned in class. Elementary and middle schools can conduct extracurricular exercises through inter-class sports activities, and colleges and universities can organize various sports activities through college student sports clubs and other forms. In order to ensure that the extracurricular physical exercise achieves the desired effect, not only must there be time guarantee for physical activities, but also the content of physical activities should have certain quality requirements. Second, to a certain extent, whether students often take part in exercises outside of school will be influenced by their parents. Therefore, first of all, parents should uphold an objective and fair attitude towards sports, and should vigorously guide and support their children to participate in exercise; secondly, parents should take the initiative to lead their children to exercise. Third, students should also receive strong support from the community for extracurricular exercises. The community should carry out some multi-form sports extracurricular activities centered on students. Finally, improve the sports competition system. In terms of schools, schools should hold some multi-level, high-frequency sports competitions. In addition to holding a large-scale sports event or sports festival each year, schools should also conduct extensive class and grade sports competitions. By participating in various sports events, they can test students' mastery of sports skills and promote good behavior and habits cultivation and formation of sports character, spirit and morality. On the off-campus side, for student groups, various places can hold regular comprehensive sports games on the basis of integrating various competition resources, and actively carry out inter-regional or multi-regional joint competition activities.

3.4 Establish an integrated course evaluation system with progressive levels and multiple angles

In order to effectively solve the current disjointed problem of physical education curriculum evaluation in universities, middle schools and primary schools, the integrated physical education curriculum construction must establish a curriculum evaluation system with progressive levels and multiple angles. First of all, for the evaluation objects, the evaluation objects must be consistent vertically, not only learning evaluation, but also teaching evaluation and curriculum construction evaluation. Secondly, in terms of evaluation content, the basis of evaluation content should be consistent vertically, and horizontally, due to the staged characteristics of the physical and mental development of students, the index of evaluation content should be targeted. Finally, the selection of evaluation methods should be based on the principles of comprehensiveness, diversity, and cohesion. Comprehensiveness means that the above evaluations must be combined. Diversity means that physical education curriculum evaluation should adopt multiple methods such as quantitative and qualitative, process and finality, absolute and relative. Cohesion is to ensure the effective connection of various evaluation methods between the upper and lower sections in the specific implementation of various evaluation methods. Horizontally, based on the staged characteristics of students' physical and mental development and the characteristics of physical education courses, when evaluating each stage, the choice of evaluation methods should also have a focus. In the end, a three-dimensional, comprehensive and multi-level physical education curriculum evaluation system that runs through all stages of universities, middle schools and primary schools is formed. This will help to conduct an integrated, all-round and in-depth evaluation of the physical education curriculum, and to better exert its educational effects.

4. Conclusion

With the rapid development of the times, the prominent problems of physical education reform are increasingly exposed. Curriculum reform has entered the deep water area. The integrated construction of physical education courses in universities, middle schools and primary schools is bound to give them the rope ladder and energy to break through the difficulties, so as to better promote the reform of school physical education at the same time, it can further promote the practice of the fundamental task of establishing moralities and cultivating people education in the field of school sports.

References

- [1] *Escrivaboulley G, D Tessier, Ntoumanis N, et al. Need-supportive professional development in elementary school physical education: Effects of a cluster-randomized control trial on teachers' motivating style and student physical activity.. Sport, Exercise, and Performance Psychology, 2018, 7(2):218-234.*
- [2] *Nielsen J V, Klakk H, Bugge A, et al. Implementation of triple the time spent on physical education in pre-school to 6th grade: A qualitative study from the programme managers' perspective. Evaluation and Program Planning, 2018, 70(OCT.):51-60.*
- [3] *Roure C, D Pasco. Exploring Situational Interest Sources in the French Physical Education Context. European Physical Education Review, 2018, 24(1):3-20.*
- [4] *Xu Y, Lao Y, Liu W, et al. Mathematical Modeling Analysis of Strong Physical Unclonable Functions. IEEE Transactions on Computer-Aided Design of Integrated Circuits and Systems, 2020, PP (99):1-1.*
- [5] *Huang L, Liang Y, Huang F, et al. A quantitative analysis model of grid cyber physical systems. Global Energy Interconnection, 2018, 1(05):618-626.*
- [6] *Zhang Z, Tang M, Lan M. Diagnostic Analysis on Physical Quantities of Spring Hail Weather in Hunan. Meteorological and Environmental Research, 2018, v.9(02):5-7.*