

# The Influence of Physical Education Curriculum Reform on Adolescent Physical Health

Qiaozhen Yan <sup>1 a</sup> and Liping Dong <sup>2 a</sup>

<sup>a</sup> 66 Xuefu Road, Wenshan City, Yunnan Province, China

<sup>1</sup> yanqiaozhen0721@163.com

<sup>2</sup> 85405554@qq.com

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**Abstract:** At present, many students have not learned a sport skill after graduation from college. They have thought about and explored the physical education curriculum in school, and found that the physical education curriculum in primary school, middle school and university is not smooth, and there is a gap in learning. This research embarks from the medium sports curriculum integration meaning, find out the necessity of medium sports curriculum integration, found the problems existing in the process of organizing sports curriculum integration, including: Local units of government policy execution is not enough, medium integration course evaluation system is not unified, medium PE curriculum integration appear fault, explore organizing sports curriculum integration can improve the youth sports participation, improve the level of adolescent physical activity, cultivating teenagers lifetime sports consciousness and so on.

## Introduction

All-round development "of the state council general office on strengthening school sports promote the opinions of the students' physical and mental health" (the class is sent [2016] 27) "clearly pointed out:" establishing primary and secondary school physical education curriculum connection system "with the deepening of the reform of physical education curriculum, establish meets the needs of student development comprehensive physical education curriculum system, establish the school system more pressing <sup>[1]</sup>. In 2016, "opinions of The General Office of the State Council on strengthening the comprehensive development of school physical education and promoting students' physical and mental health" clearly pointed out: "cultivate students' interests, develop sports habits, master sports skills, improve students' physique, improve the national curriculum standards of physical education and health, and establish a physical education curriculum system for primary and secondary schools" <sup>[2]</sup>. In the process of learning the related content of physical education course, the learning content should increase year by year and develop in a spiral way. The previous learning stage should lay a solid foundation for the sports skills and physical foundation in the later learning stage. If the former learning stage fails to meet the requirements, the skills of the latter learning stage cannot be effectively mastered, and the latter learning stage is bound to be relearned<sup>[3]</sup>. A long time of low-level repetitive learning is bound to affect students' enthusiasm to participate in physical education, reduce students' physical activity level, and make students' physical health level decline. This study mainly discusses the problems existing in the integrated development of large, medium and small physical education curriculum, and discusses its impact on adolescent health.

## 1. Significance of Integration of Large, Medium and Small PE Courses

The so-called integrated physical education curriculum is to build a systematic physical education curriculum with vertical connection, horizontal consistency, internal unity and form combination <sup>[4]</sup>. The integration of large, medium and small physical education curriculum system has many connotations. Horizontal line is the same line segment, the grade is relatively consistent.

From the perspective of structure, "integration" is to solve the problem of how and how students learn in different departments and grades.

## **2. The Necessity of Integrating Large, Medium and Small Physical Education Courses**

From the beginning of kindergarten education, physical education courses accompany to the university graduation, during which more or less accept different periods of physical education teachers to teach and learn related knowledge of physical education courses. During the period of 16 years or so, many students did not master a sports skill or a scientific method of exercise, and most students voiced the cry that they prefer sports to physical education. Physical education, as a course that imparts students' sports technical ability and scientific exercise method, is naturally loved by the majority of teenagers, but rejected by most of them. Investigate its reason, the current levels of physical education curriculum in our country there is a logic is not clear, the main line is not enough focus, the phenomenon such as fragmented knowledge points, such as basketball teaching, elementary school, junior high school, high school, and university basically is from the most simple dribble started teaching, the development of aerobic endurance is repeatedly with 800 m or 1000 m run, for a long run on technology, push technology, breathing rhythm and strength distribution of aspects such as lack of training system [5]. The phenomenon of each learning section and each discipline of physical education has long existed, the curricular content has not been eliminated, the low-level repetition phenomenon has not been eliminated [1], the decline trend of students' physical health has not been basically contained, resulting in many students cannot effectively and firmly master sports skills, it is imperative to establish a "comprehensive" physical education curriculum system.

## **3. Problems in the Integration of Large, Medium and Small PE Courses**

### **3.1 Insufficient Ability of Local Units to Implement Relevant Government Policies**

As the guiding document of national curriculum, physical education and health curriculum standard not only requires clear direction, but also requires full selection and determination of curriculum content. The eighth round of physical education curriculum reform of basic education has introduced and revised the physical education and health curriculum standards of compulsory education and general high school. It has played an important role in promoting the reform of physical education curriculum, but these two curriculum standards are only public relations guidance and guidance at the national level. It also explicitly requires local and school development of local physical education and health implementation plans and school physical education and health curriculum implementation plans in accordance with the requirements of this standard. However, the implementation and implementation of the local implementation plan are not ideal. What's more, the teaching content of different schools and grades lacks cohesion. The establishment of "comprehensive" physical education curriculum system for large, medium and small (infants) will, to some extent, establish a round of revision and improvement of physical education and health curriculum standards, which will provide an important theoretical basis and practical reference for the implementation of curriculum teaching programs.

### **3.2 The Integration Evaluation System of Large, Medium and Small Courses Is Not Unified**

The outline of the national medium - and long-term education reform and development program (2010-2020) clearly stipulates that high quality is the core task of education reform and development. How to supervise the quality? The content and criteria of comprehensive quality assessment are very important. In particular, it is difficult to establish a roughly uniform program for the monitoring of the quality of physical education classrooms. In addition to physical health monitoring, there is no relatively uniform national physical education classroom quality monitoring standards, and no real implementation of physical education skills quality monitoring. The establishment of comprehensive physical education curriculum system for large, medium and small (young) students, and the establishment of evaluation system for each syllabus content are

conducive to the relatively uniform monitoring of national physical education teaching quality.

### **3.3 Defects Exist In the Integration of Large, Medium and Small PE Courses**

From the compulsory education stage of primary, secondary and university stage, the name of the physical education curriculum, teaching content and teaching target, such as split, a lot of physical education teachers in the process of teaching for students of the school teaching in this region, but it can't consider the student's physical and mental development rule and rule of the development of physical education, so that some repeated teaching conditions. In addition, each stage only pays attention to the content of this stage in the teaching, without long-term thinking, which makes it difficult to connect each stage well. Chen xiaolin <sup>[6]</sup> put forward the problems and improvement ideas in the effective connection of physical education courses in China's universities and primary schools. The main problem with linear physical education curriculum in primary and secondary schools is that the name of physical education curriculum in primary and secondary schools is not well related to universities. For example, the names of physical education courses in primary and secondary schools are not well related to universities, the goals of primary and secondary schools are too comprehensive and not specific, and the content is low repetition and inconsistent. And find out the reason of the weak connection between P.E. curriculum standards in primary and secondary schools, including the basic and logical nature of P.E. The development of p. e. curriculum standards in colleges, middle and primary schools lacks a holistic view, and the research and design of p.e. textbooks in different departments lacks cohesion.

## **4. Effects of the Integration of Large, Medium and Small Physical Education on the Physical Health of Adolescents**

### **4.1 Follow the Rules of Physical and Mental Development of Teenagers and Cultivate Lifelong Sports Awareness**

Everything grows regularly, and so do teenagers and children. The physical and mental development of adolescents is characterized by stage, individual difference and sequence. Integration of physical education curriculum should be the training of the adolescent growth and development of different times, different period in elementary school, the students' attention, the interference is more, should pay attention to the cultivation of the students' interest, adopt the form of games sports teaching, cultivate students' interest in sports and hobbies, learning lay the foundation for the future; In middle school, students should be taught sports skills according to their physical and psychological characteristics, so that they can master a sports skill. Meanwhile, scientific sports methods should be taught to avoid damage during sports. The university period is the teenagers gradually maturing period, in the previous two periods in the sports teaching has a campaign to make the students master the skills and scientific exercise methods, this period on the basis of further deepening sports skills to strengthen to cultivate students' literacy for sports, form the correct and scientific sports values and lay the foundation for lifelong physical education.

### **4.2 Integration of Physical Education Courses to Improve Students' Participation**

The integration of physical education curriculum should be based on the development level of teenagers at different stages, and different syllabus should be combined with corresponding textbooks. Physical education curriculum should be improved from kindergarten to university, so that the development of physical education curriculum can be systematic and scientific. The government should prepare a set of physical education textbooks and related materials from kindergarten to university, teaching corresponding contents suitable for students' development at each stage, and teaching other contents at the next stage and corresponding to the previous stage. This avoids the repetition or skimming on the content of each stage, so that students can't learn the knowledge they should learn and can't get the exercise they should have, leading to students' dislike of PE. The effect of active exercise is far greater than that of passive exercise. Students should be encouraged to take part in physical exercise. Let students experience fun and increase their interest

in exercise.

### **4.3 Integrate Physical Education Courses to Improve Students' Physical Activity Level**

In many previous studies, the focus on students' physical health was mainly on school sports, but little effect was achieved. The physical activity level is put forward to evaluate students participate in physical activity time and intensity, and participate in the content, form, etc according to the student's own demand, adjust measures to local conditions, since the choice suits him to complete projects, including mountain climbing, walking, doing housework and a series of content, avoid the students due to fully exercise equipment and other problems. For the integration of physical education curriculum, students can choose their favorite projects to study and have different learning goals at different stages of development. Learning skills while learning scientific methods of practice, as time goes by, the number of students participating in physical activities increases, thus improving the level of physical activity of students, thus enhancing the physical health of students.

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