

Research on Problems in the Physical-Module Teaching Process for Middle School Students under the New Curriculum Standards

Chen Haoyang, Tang Xinyu

Zhejiang Normal University, Jinhua, Zhejiang, China

Abstract: With the continuous decline of middle school students' physical quality, more and more students are obese and in bad shape. The physical fitness module is added to the curriculum content in the physical education and health curriculum standard for compulsory education (2022 Edition) to solve the problem of the decline of young students' physical health level. The new curriculum standard and physical fitness are interpreted and summarized through literature review and logical analysis. Through the analysis, it is concluded that the physical fitness module teaching of middle school students has some problems, such as the low attention of schools and teachers, the low number of courses, the low professional ability of teachers, the poor physical function of students, the low interest and the incomplete facilities.

Keywords: New curriculum standards; Physical fitness module; Middle school students; Teaching strategies

1. Introduction

The economy is developing continuously and science and technology is making continuous progress, but the physical health level of young students is declining year by year, and there is a phenomenon that middle school students lack interest in physical education, the intensity of physical education is too low, and there is no sweating in class. In view of this phenomenon, the sports and health curriculum standard (2022 version) proposed in 2022 divides sports skills into basic sports skills and special sports skills, and adds interdisciplinary theme learning module and physical fitness module. However, at present, physical education teachers generally have insufficient understanding, implementation difficulties and insufficient understanding of the ten hour physical ability module in the new curriculum standard, which will lead to many problems in the implementation of physical ability module teaching.

2. Interpretation of the new curriculum standard and its physical fitness module

The "Compulsory Education Physical Education and Health Curriculum Standards (2022 Edition)" (hereinafter referred to as the "New Curriculum Standards") are curriculum activity guidelines and guidelines with regulatory nature. The new curriculum standards emphasize the attributes of curriculum standards, which are the embodiment of the national educational philosophy at the curriculum level; The new curriculum standards indicate the textual composition of curriculum standards, which mainly consist of "curriculum nature, curriculum philosophy, curriculum objectives, curriculum content, academic quality, and curriculum implementation"; The new curriculum standards stipulate the role of curriculum standards, which are the direct basis for writing textbooks, conducting teaching work, exams, and implementing curriculum management[1].

The definition of physical fitness in the old curriculum refers to the ability of various organ systems in the human body to perform their functions during physical activities. In the old curriculum standards, requirements for physical fitness were put forward. One of the course objectives of the old curriculum standards was to enhance physical fitness by mastering the basic knowledge, skills, and methods of sports and health. Evaluation methods and implementation suggestions for physical fitness were also proposed (developing physical fitness through various sports games and physical activity methods). Part of the evaluation of physical education classes comes from the assessment of physical fitness, such as evaluating students' speed level by the number of times they jump rope quickly in 30 seconds; Test

the results of students' 800 meter (female) and 1000 meter (male) runs to evaluate their cardiovascular endurance performance.

The new curriculum standard is a modification and improvement based on the old curriculum standard. The new curriculum standard mentions in the core literacy that sports ability includes three dimensions: physical condition, sports cognition and tactical application, sports display or competition, mainly reflected in the mastery and application of basic sports skills, physical fitness, and specialized sports skills. One of the overall objectives of the course is to master and apply physical fitness and motor skills, and improve athletic ability.

In the new curriculum standards, the division of physical fitness is more precise and detailed. In addition to making physical fitness an independent system, it also divides the previously vague physical fitness into healthy physical fitness and sports physical fitness. Among them, the requirement for healthy physical fitness has increased the testing of body composition, placing agility in the requirements of sports physical fitness, and adding reaction, coordination, explosive power, and balance in sports physical fitness[2].

The physical fitness module requirements for Level 4 students in the new curriculum standards are: comprehensive and coordinated development of physical fitness; Developing an interest and hobby in the sports program being studied; Regularly watch major sports competitions both domestically and internationally, and be able to analyze and evaluate them; Understand the relevant principles, history, and culture of sports, be able to apply knowledge and skills to analyze and solve problems encountered in sports exhibitions or competitions, and master 1-2 sports skills. The way to implement physical fitness is to choose one sport from each of the four categories of six specialized sports skills according to students' interests and hobbies in physical education classes in grades 7-8, which must include traditional Chinese sports. In 9th grade, students are encouraged to choose one sport based on their interests and hobbies for a one-year study period.

The introduction of the physical fitness module is to solve five practical problems, that is, to solve the problem that the physical health level of Chinese students is still worrying and has not fundamentally improved; Solve the problem that the vast majority of students in China have been in physical education and health class for 9 years but have not mastered any sports skills; Solve the problem that students don't like physical education and health class; Solve the problem of "no sweating" physical education and health class in China; Solve the problem that students do not form the habit of extracurricular physical exercise [3].

The definition of physical fitness in the new curriculum standard and Russell R. pater Scott K.Powers , Liguangjun, zhaohuanbin and Xu Jie have the same definition of physical fitness. As for the concept of physical fitness, different scholars and experts have defined the concept of "physical fitness" from different perspectives and divided it into mass physical fitness and competitive physical fitness. There is a certain gap between competitive physical fitness and mass physical fitness from the perspective of physical fitness training. Physical fitness is also called "physical fitness", which was proposed by the American Association for health, sports and Recreation (AAHPER) in the 1950s. In recent years, with the continuous evolution of competitive sports training, its connotation and denotation have changed greatly [4]. In the field of physical fitness training, the development of public physical fitness is mainly undertaken by ACSM Association and aahper Association. It is believed that physical fitness is the characteristics and ability that can carry out daily activities with vitality and show low risk of premature development of low dynamic diseases (that is, those related to physical activity deficiency) [5]. Competitive physical fitness is a highly professional practice organized to tap the potential of the human body and create excellent results in major competitions [6].

3. Research and Analysis on the current situation and existing problems of middle school students' physical module teaching

3.1 Setting of physical fitness module

The physical fitness module has been proposed and implemented in the new curriculum standard for two years. In the process of implementation, it is found that physical fitness training in middle school physical education classroom teaching can help students correct bad habits and unhealthy posture formed in daily life, and improve the decline of students' physical health level. Moreover, physical training class is deeply loved by students because of its simple action and relaxed and interesting classroom learning atmosphere [7]. However, from the existing literature research, the

implementation of physical fitness module is not popular and there are still some problems in the implementation process.

First, the school physical education module content class arrangement is less. In the physical education classroom teaching, the curriculum arrangement based on the physical education teaching content, some teachers will arrange some physical training in the weekly class, but some teachers neither arrange physical training in the class, nor give students special physical training classes. These teachers did not prepare for the physical fitness teaching content, nor did they design the corresponding teaching and training plan in the physical fitness teaching [8].

Second, teachers tend to advocate the idea of "learning English well and winning the world" and spend a lot of time on the study of subjects such as English and mathematics. In the process of teaching, teachers of subjects such as English and mathematics will still use various reasons to occupy the time of physical education and students' physical exercise [9].

Third, students have little contact with the physical fitness course, the activities are not carried out in time, and the students' interest in activities is not high, so that the physical fitness course is increasingly ignored by students [10].

The reason for the above problems is that under the influence of traditional teaching concepts, schools and teachers ignore the role of sports, and may even think that physical exercise will affect students' normal learning. And the proportion of physical education in the senior high school entrance examination is small and the score is relatively easy, so the gap between students is difficult to reflect.

3.2 Teaching contents of physical fitness module

Due to the teachers' incomprehension, incomprehension and unfamiliarity, in the process of implementing the new curriculum standard, they did not follow the requirements of the new curriculum standard, especially the teaching content of the physical fitness module, which was still in accordance with the previous organization and teaching content of physical education. However, teachers play a leading and commanding role in the teaching process, and their lack of attention to the physical module directly leads to students' inability to achieve good learning results in the learning process.

The teaching content lacks practical applicability and is too simple. For example, although students have learned the basic principles and methods of developing physical fitness and the procedures and methods of making physical exercise plans, they lack the opportunity to apply their knowledge to practice, resulting in a reduction in students' interest in what they have learned. And some schools focus too much on a certain kind of sports activities, resulting in a single teaching content, which reduces the interest and opportunity of students to participate in other sports or activities. For example, paying too much attention to traditional sports such as foot basketball volleyball and ignoring other sports such as orienteering, rock climbing or fencing is not conducive to cultivating students' Sports literacy[11] .

Teachers' understanding of the physical module is not thorough enough. In the physical fitness module, there will be a one size fits all phenomenon, which leads to the plan formulated by the teacher has low intensity for students with good physical quality, and does not produce effective training effect. However, some students with poor physical quality will continue to exercise resolutely in order to achieve the goal when their physical fitness is unable to support [12], which will often cause physical injury, and the gains outweigh the losses.

The reason for the above problems is that teachers do not make a reasonable plan for the practical problems to be solved by the physical module and the actual situation of students, which leads to the physical module teaching often does not produce a strong practical effect. The quality of teachers and the professional level of teachers are also the main reasons for the problems of physical fitness teaching module and Chinese students' physical health [13].

Some P.E. teachers did not receive systematic and comprehensive physical knowledge and sports skills training during college, resulting in Teachers' inability to make correct movement demonstration and effective guidance in the classroom, and they can only teach theoretical knowledge or traditional projects.

3.3 Students' acceptance of physical fitness module

Under the influence of examination oriented education, students' enthusiasm and enthusiasm for physical exercise are generally low, students' physical knowledge is often acquired passively, and

students' physical exercise is often carried out passively. However, through the reform of the senior high school entrance examination, the proportion of sports performance in the senior high school entrance examination has increased. More and more students hope to improve their senior high school entrance examination performance through the physical module training in physical education class to get their ideal high school.

Because students tend to spend a lot of time in the study of cultural courses rather than actively participate in physical exercise, and in their spare time, they are more willing to chat, brush videos and play games together. Most students' lifestyles and posture are unhealthy. After entering middle school, many students' physical functions are significantly reduced and unbalanced, and even their bodies are overdrawn [14], which will make it difficult for students to adapt to and accept the training intensity of the physical module.

In addition, students generally have less understanding of sports or physical exercise related knowledge, and improper sports methods of students lead to sports injuries, which to some extent has hindered the realization of students' all-round development [15]. The occurrence of sports injury will cause students to have a certain psychological shadow, which will reduce the acceptance of the physical module.

3.4 Physical fitness teaching venues, equipment and facilities

Field equipment is an indispensable material condition for the physical education classroom and a material guarantee for achieving teaching objectives in the classroom. Scientific and reasonable arrangement of field equipment can not only increase the number of students' practice, create a good teaching environment, but also improve students' interest and enthusiasm in learning and practice [16]. However, there are still several problems in the field of physical fitness module.

First, in schools in mountain villages or poor areas, the problems of lack of funds, incomplete sports equipment and insufficient sports venues are widespread [17].

Second, ordinary high schools are relatively complete in the allocation of basic venues and equipment, but lack of physical teaching equipment, especially portable, simple and interesting equipment, such as ladder rope and elastic belt [18].

Third, at present, most schools are equipped with barbells, solid balls and other strength equipment in physical training, but most of these equipment are provided to the students of the training team for training. These equipment are highly professional and can only be used under the guidance of professional teachers. Most school physical education teaching venues are track and field stadiums, basketball, football and other ball games venues. There is no special physical training ground, and there is a shortage of new physical training equipment [19].

Fourth, some schools are equipped with special physical equipment, but there are unprofessional and irregular situations. There are some potential safety hazards in the layout of equipment. There are no obvious warning signs between adjacent and mutually influential equipment, which is easy to increase the risk of students' injury in physical education class.

The reason for the above problems is that the physical module teaching in the physical education classroom needs the support of sufficient venues, equipment and equipment. Schools often use funds for other important aspects due to lack of funds, which leads to the physical module teaching in the physical education classroom can not be carried out smoothly Especially in junior high schools in remote mountainous areas or rural areas, due to the limitations of local economic conditions, many schools lack teaching equipment, resulting in only running exercises and some simple movement exercises in the physical module teaching.

4. Conclusion

In the context of the decline of middle school students' physical health level, the physical fitness module has been strengthened in the compulsory education physical education and health curriculum standard (2022 Edition) to solve the problems that the physical health level of students in China has not improved, students have been in the physical education and health course for 9 years but have not mastered a sports skill, students do not like the physical education and health course, China's widespread "no sweat" physical education and health course and students' extracurricular physical exercise have not formed a habit. However, in the actual implementation process, there are some

problems, such as the opening situation is not optimistic, teachers' professional level is low, students' interest is low and their physique is poor, and the venues and equipment are not sufficient.

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