



# The Feasibility Analysis of New Sports in Primary and Secondary School Physical Education Classroom under the Background of New Curriculum Standards

Zongtang Feng, Boyu Zhang

School of Physical Education and Health Science, Zhejiang Normal University, Jinhua, China

Email: zby990723@163.com

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## Abstract

With the promulgation of the Curriculum Standards for Physical Education and Health in Compulsory Education (2022 Edition) on April 21, 2022, the status of physical education and health curriculum has been significantly improved and valued, which has far-reaching influence and significance on the development of school physical education in China. The new curriculum standard includes emerging sports items into the school physical education curriculum, which is conducive to enriching the teaching content of school physical education and improving the enthusiasm of students to learn sports skills. However, in the implementation process, there are security risks, imperfect curriculum system, insufficient teachers, limited venues and equipment and other problems. To solve these problems, feasible strategies are proposed: strengthen safety education and training; Change teachers' ideas and improve the curriculum system; Introduce new sports talents and increase the investment and construction of venues to promote the better implementation and development of new sports in school sports.

## Subject Areas

Physical Education

## Keywords

New Curriculum Standard, New Sports, School Physical Education, Feasibility

## 1. Introduction

Emerging sports events refer to newly created or emerging sports events that are

gradually developing and promoting. In the High School Physical Education and Health Curriculum Standards published in 2017, the emerging sports project was defined as: “a project that is popular abroad, newly created or recently launched in China, deeply loved by young people and can be carried out inside and outside schools.” Compared with traditional sports projects, emerging sports projects are more fashionable, entertaining and practical, they can not only effectively supplement traditional sports at the teaching level, but also meet the pursuit and love of modern teenagers for sports fashion [1]. The newly released Curriculum Standards for Compulsory Education, Physical Education and Health in 2022 once again mentioned the content of emerging sports, in which it was proposed in the New Curriculum Standards that, in addition to having the same educational value and ability requirements with other sports, emerging sports would enhance students’ awareness and understanding of sports cultural background between different countries and regions, Stimulating students’ thirst for knowledge and exploration, self-confidence, curiosity and exploration spirit has unique educational value. At the same time, the new curriculum standard points out that different schools can also creatively choose and design other sports curriculum contents according to the actual situation. The integration of new sports not only enriches the content of school sports, but also injects fresh blood into school sports and promotes the diversified development of school sports. However, due to the lack of literature on the development of new sports in primary and secondary schools before this, and the short time after the issuance of the new curriculum standards, there is still a large gap in the research in this area, and its development is also limited by a variety of factors. Based on this, this paper analyzes from the perspective of the newly released 2022 version of the new curriculum standard, and provides feasible strategies and ways to promote the better development of new sports in school sports, enrich school sports content, enhance students’ enthusiasm for independent learning, and cultivate students’ lifelong sports concept.

## **2. Analysis of Curriculum Standards for Physical Education and Health in Compulsory Education (2022 Edition)**

### **2.1. Increase in the Proportion of PE and Health Class Hours**

It can be seen from **Table 1** that in the newly issued New Curriculum Standards for 2022, sports and health account for 10% - 11%, and the proportion of class hours is only second to Chinese (20% - 22%) and mathematics (13% - 15%), becoming the third main course in the compulsory education stage. According to the proportion of each subject in the new curriculum standard, the state attaches great importance to the subject of physical education, which runs through the whole nine-year compulsory education. At the same time, in addition to the requirements for the proportion of classroom content, schools are also required to make full use of after-school service time, carry out after-school physical exercises, and develop students’ sports expertise and sports interests. In general, the

**Table 1.** Discipline arrangement and proportion of total class hours of nine-year system.

Curriculum	grade	Total class hours of nine-year system (%)
Morality and Rule of Law	Grades 1 - 9	6 - 8
Chinese	Grades 1 - 9	20 - 22
Mathematics	Grades 1 - 9	13 - 15
Foreign Languages	Grade 3 - 9	6 - 8
History, geography	Grades 7 - 9	3 - 4
Science/Physicochemistry	Grades 1 - 6/7 - 9	8 - 10
Information technology	Grade 2 - 8	1 - 3
Sports and Health	Grades 1 - 9	10 - 11
Art	Grades 1 - 9	9 - 11

Note: Ministry of Education of the People's Republic of China. Curriculum Standards for Physical Education and Health in Compulsory Education (2022 Edition) [S]. 2022-04-21.

proportion of physical education and health courses in the compulsory education stage is constantly increasing, the state and education departments are paying more attention to the physical quality of students, and the emphasis on physical education is also increasing [2].

## 2.2. The Curriculum Concept Advocates "Sports People"

The curriculum concept in the New Curriculum Standards mainly includes the following six aspects: adhering to the concept of "health first", implementing the concept of "church, practice, regular competition", strengthening the design of curriculum content, paying attention to the reform of teaching methods, paying attention to comprehensive learning evaluation and paying attention to the individual differences of students. Among them, there are deeper requirements for the differences between individual school students. Schools should pay more attention to students' sports interests, physical conditions, sports habits and hobbies. Teachers teach different students in accordance with their aptitude, propose different learning goals and requirements, select sports content suitable for their characteristics, adopt diversified teaching methods and evaluation models, create fair and just learning opportunities and platforms for students, promote each student to produce good learning experience, enhance students' self-confidence, and have a better overall development on the original basis [3].

## 2.3. Rich and Varied Teaching Contents

In the 2022 new edition of the New Curriculum Standard, the content of sports and health courses covers five major parts: basic sports skills, physical ability, health education, special sports skills and interdisciplinary theme learning. Special sports skills include track and field, gymnastics, ball games, traditional Chinese sports (divided into martial arts sports and other traditional folk sports),

water sports or snow sports and emerging sports. Among them, the most noteworthy is the listing of emerging sports events, including survival and exploration events (such as orienteering, wild survival, hiking, mountaineering, rock climbing, etc.) and fashion sports events (such as figure skipping, roller skating, skateboarding, ultimate frisbee, taekwondo, unicycle, scooter, darts, etc.). The integration of new sports into school sports not only breaks the traditional barriers and restrictions, injects fresh sports vitality into the school, fully arouses students' interest in learning sports, and its sports characteristics can stimulate students' enthusiasm and participate in sports in a wider range [4].

To sum up, the introduction and implementation of emerging sports into primary and secondary school physical education classes conform to the curriculum concept of physical education under the new curriculum standards. By participating in the learning of emerging sports, students can not only get more comprehensive development in a variety of "learning and practice" environments, but also cultivate their interest in participating in sports in a variety of learning projects, lay the foundation for the establishment of the concept of life-long sports.

### **3. Difficulties in the Development of New Sports in School Sports**

#### **3.1. There Are Still Some Potential Safety Hazards in the Development of Emerging Sports Projects**

In physical exercise and physical education classes, students' safety issues bear the brunt and cannot be ignored. According to research, sports safety risk, as the most obvious and intuitive risk in the process of students' participation in school sports activities, a little coping error will lead to the threat of students' physical safety [5]. From scratch and joint sprain to fracture and fracture, visceral injury and even sudden death of students, intensifying the conflict between school and students' families, and even becoming the fuse of vicious social events such as "school trouble". Students will also have resistance to participate in sports because of sports safety risks.

Some new sports events, due to their own content and environmental impact, have certain risks. Take rock climbing as an example. In the rock climbing project, the athletes need to complete the climbing, turning and even jumping movements on the rock wall at different angles and heights. In the process of contact between the body and the rock wall, due to the lack of force or other errors, it is inevitable that there will be bumps and scratches, which will cause harm to the physical safety of students. On the other hand, because teachers and students lack a deep understanding of emerging sports events, it is difficult to predict some potential safety hazards in the process of sports in advance, and it is also easy to cause safety accidents. In addition, because primary and secondary school students are still in the period of physical and mental development, some of them are lively by nature, have strong curiosity about things but poor self-control

ability, lack of rule awareness, and are prone to try without the permission of teachers, which also lays a hidden danger for the occurrence of safety accidents.

### 3.2. Inadequate Teachers and Constraints on Teachers' Professional Skills

With the development of the city and the continuous construction of schools, physical education teachers have always been unable to meet the needs of schools. School PE teachers in some regions are still in the working state of full class hours or even over class hours, unable to carry out the teaching of new sports. At present, most of the physical education teachers in primary and secondary schools have graduated from sports teachers' majors, while in most university sports teacher training programs, there are not many subjects for emerging sports. Even if it has been set up, it is only an elective subject, which is quite different from the traditional track and field, gymnastics, ball games and other subjects in terms of learning content and examination standards. This also leads to the fact that most primary and secondary school PE teachers themselves have less knowledge of emerging sports, the professional skills of emerging sports are not outstanding and comprehensive enough, it is difficult to organize efficient explanation and demonstration content for classroom teaching, and they lack the necessary conditions for opening new sports courses.

### 3.3. The Curriculum System is Missing and Disconnected, and Learning Is Fragmented

According to the requirements of the Provincial Guidelines, the contents of physical education and health courses in primary and secondary schools in Zhejiang Province are mainly divided into three categories: compulsory, limited and optional. Among them, "emerging sports", "swimming", "folk national sports", and "improvement and expansion of compulsory or restricted learning content" are all optional. **Table 2** shows that the optional courses of "emerging sports" always account for 20% of the total course content. However, in practice, teachers often arrange the content of "improvement and expansion of compulsory or limited learning content" in the self selected category, while the number of class

**Table 2.** Reference proportion of various teaching contents of physical education and health courses at different levels.

	Must learn	Limited schooling	Self selection
Level 1 (Grade 1 - 2)	128 sections (50%)	77 (30%)	51 (20%)
Level 2 (Grade 3 - 4)	86 sections (45%)	68 (35%)	38 knots (20%)
Level 3 (Grade 5 - 6)	76 sections (40%)	78 (40%)	38 knots (20%)
Level 4 (Grades 7 - 9)	87 (30%)	144 sections (50%)	57 sections (20%)

Note: Teaching and Research Section of Zhejiang Provincial Department of Education Guidelines for Physical Education and Health Curriculum of Compulsory Education in Zhejiang Province [M]. Hangzhou: Zhejiang Education Press, 2015: 16-23.

hours arranged for “emerging sports” is generally small and scattered. For example, Li Liping, a scholar, through a survey of a school in Beijing, found that track and field, football and basketball are the majority of the school physical education curriculum, while other sports and emerging sports have a relatively low proportion. There are only two 45 minute physical education classes a week. The curriculum content and time are relatively limited. Only 29.4% of the students are satisfied with the curriculum, and even senior students often have physical education classes occupied by absence of classes and other phenomena, the quality effect is not ideal [6]. Obviously, this does not comply with the systematic and complete teaching plan of 18 class hours and above for large units required for the teaching of special motor skills in the New Curriculum Standards (The teaching plan of 18 class hours in a large unit refers to the number of class hours required for a complete learning of a specific skill. For example, students need at least 18 classes to learn basic football skills, and the table shows the proportion of required class hours for students in different categories of physical education classes throughout the school year). This will lead to negative effects such as negative transfer of sports skills learning, poor experience and understanding of students’ participation in the curriculum.

### **3.4. Some Emerging Sports Events Have Strict Requirements for Venues and Equipment, and Teaching Conditions Are Difficult to Meet**

Taking the orienteering in emerging sports as an example, orienteering is a sport in which athletes overcome obstacles in a limited area, visit designated target points as required, and decide the winner or loser with speed by using maps and compass. In the process of development, it is not only necessary to open areas with vast areas and diverse landforms, but also to prepare maps consistent with the real environment and reference objects, and arrange routes and place points. The preparation work takes a long time and requires high-precision technical equipment to support the campaign, which is difficult to achieve in general schools. In addition, some emerging sports such as skiing and dragon boat. There are requirements for the climatic conditions and geographical environment where the school is located, which is difficult to implement comprehensively.

## **4. Implementation Strategies of New Sports Events in the Development of School Sports**

### **4.1. Carry out Safety Education and Training to Improve Safety Awareness of Teachers and Students**

Campus security has always been a hot issue concerned by the state, society, schools and parents. With the entry of new sports into schools, the safety problems cannot be ignored. Therefore, the school must put safety first and organize teaching activities to conduct comprehensive and systematic safety education and training for teachers and relevant personnel. Teachers must carry out safety education for every student before every class and implement it to everyone.

Constantly improve the safety awareness of teachers and students, prevent the occurrence of safety accidents in physical education, integrate new sports into school sports, and create a safe teaching environment for physical education.

#### **4.2. Introduce New Sports Talents and Improve Teacher Training System**

In terms of the introduction of new physical education teachers, first of all, in the initial stage of the development, off campus coaches or professional athletes engaged in new sports can be selected, and part-time or contract methods can be adopted to introduce physical education teachers in schools to help students prepare, design and teach new sports together; Secondly, the Education Bureau, the Sports Bureau and the school should strengthen the organization of physical education teachers in school to carry out training on emerging sports projects, enhance the physical education teachers' understanding of emerging sports projects, and independently learn relevant knowledge, carry out teaching and research meetings, and comprehensively improve the teaching level of physical education teachers; Third, sports colleges and universities and sports colleges of normal schools should set up more courses related to the new curriculum standards for emerging sports events, add new sports specific courses, and continuously cultivate talents in emerging sports events on the premise of ensuring professional skills. In addition, schools should strengthen the number of physical education teachers. In the process of developing new sports projects, such as adventure projects, at least two physical education teachers and more should be assigned to better protect the personal safety of students and ensure the quality and order of classroom teaching.

#### **4.3. Change Teachers' Ideas and Optimize the Curriculum System**

As a new thing, emerging sports items enter schools, which are relatively unfamiliar to most PE teachers and lack of awareness of emerging sports items. Therefore, the education department needs to modify the education policy, clearly stipulate the requirements of the emerging sports projects of each school, and regularly check, change the teachers' concept of emerging projects, listen to the opinions of each school, and constantly optimize the sports curriculum system [7]. At the same time, schools need to continue to organize and strengthen teachers' understanding of emerging sports, change their original fixed concept, expand their thinking through teaching research meetings, sharing meetings and other forms, and constantly optimize the content of emerging sports courses; At the same time, according to the needs of students, the content and types of new sports events will be developed.

#### **4.4. Government Departments Should Increase Investment in the Construction of New Sports Venues and Equipment to Meet Basic Teaching Conditions**

Site facilities are the premise for carrying out and carrying out sports activities.

At present, most of the school sports facilities are not perfect. With the introduction of the New Curriculum Standards (2022), new sports projects will have higher requirements for school site facilities after they enter the campus. In order to make the emerging sports items more quickly integrated into school sports and truly become a part of school sports, it is imperative to expand the site and invest in facilities. The government can set up a special fund for the construction of new sports projects, which can be used for a specific purpose and provide financial support for schools to purchase a large number of relevant sports equipment and carry out new sports projects.

## 5. Conclusion

The integration of emerging sports into school sports plays an important role in enriching school sports content, stimulating students' sports enthusiasm, enriching campus sports culture and learning more sports skills. However, in the process of implementation, there are still difficulties such as potential safety hazards, lack of teacher resources, imperfect curriculum system and insufficient teaching conditions. Therefore, measures should be taken to strengthen safety education, introduce new sports talents, optimize the curriculum system, and increase the investment in the construction of venues, so as to lay a good foundation for the implementation of the new curriculum standards and promote the better development of new sports in the campus.

## Conflicts of Interest

The authors declare no conflicts of interest.

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