

# Analysis on the Causes and Countermeasures of Misuse of "Compulsory Sports" in Elementary and Middle Schools

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## Abstract

The concept of "compulsory sports" has been questioned by many scholars, but it is not difficult to see the history of physical education reform in elementary and middle schools throughout the country. The phenomenon of "compulsory physical education" was misused. Through the analysis and analysis of related literatures, it was found that there are three reasons for the misuse of "compulsory physical education": one is that the school leaders do not understand the goals of the physical education curriculum; Not clear enough, the third is that the subjectivity of students is weakened. The countermeasures proposed for this are: school leaders should pay more attention to physical education teachers, physical education teachers pay more attention to the subjectivity of students, and they should be more clear about the goals of physical education courses.

## Keywords

Primary and secondary school physical education curriculum reform; misuse; compulsory physical education; physical fitness.

## 1. Introduction

At present, the physical health of adolescents has shown a downward trend and has been widely concerned by the society. As a major means of promoting adolescents' physical health, physical education in primary and secondary schools has always occupied an important position in basic education. Since the founding of New China, eight reforms have been carried out around physical education curriculum. Although the results obtained are significant, they are still far from the expected goals. In 2012, the General Office of the State Council reposted the Opinions on Further Strengthening School Physical Education Work by the Ministry of Education and other departments, requiring that physical education should be based on students and teachers. As the lead, physical education classes are carried out with the concept of "health first" [1]; in 2016, the "Outline of" Healthy China 2030 "Plan" issued and implemented by the Central Committee of the Communist Party of China and the State Council, aimed at young people: (1) Basically achieving young people Be proficient in more than one sports skill; (2) ensure that students have no less than one hour of physical activity per day in school; (3) the school sports facilities and equipment configuration rate reaches 100%; (4) young students participate in sports every week The activity has reached more than 3 times of large and medium intensity; (5) 5 goals such as the National Student Physical Health Standards with an excellent rate of more than 25% [2]. It can be seen that the state attaches great importance to the physical health of adolescents, and implements "compulsory sports" through policies and regulations to improve the physical health of students. However, there is no actionable detailed implementation guidance document in these policies and regulations, which has led to some schools The subjective or intentional or unintentional misuse of "compulsory sports" makes it difficult to achieve the original intention of opening a physical education course. This article attempts to explore the reasons for the misuse of "compulsory sports" and find corresponding countermeasures for the existing problems.

## 2. "Compulsory Sports" and Misuse

Literally speaking, compulsory sports requires people to participate in sports activities and cannot be rejected. In fact, this view is wrong. The so-called "compulsory sports" is determined by China's relevant laws, regulations, rules and systems. The main task of the curriculum and enforcement tasks are not "compulsory sports". Compulsory sports is a means to solve and manage problems. There are three basic forms of statutory enforcement, normative enforcement, and regular enforcement. Compulsory within a "reasonable" range [3]. The essence of "compulsory physical education" is to find ways to stimulate students' interest in sports. As long as the students are active, they can participate in a certain level of sports and achieve a healthy level of exercise. The purpose of "compulsory physical education" has a long history and connotation in our country. Many schools have enhanced the students' physical health under the guidance of the concept of "compulsory physical education" and allowed students to experience it during school. The joy of sports.

In recent years, "compulsory sports" has been frequently used by some primary and secondary schools. A common phenomenon is that mandatory sports are replaced by mandatory indicators. For example, due to the decline in physical fitness of primary and middle school students, Physical fitness tests have become a standard for measuring a student's health. Therefore, more and more schools have begun to pay attention to fitness testing programs and use these programs as the main content of physical education classes, although the ultimate goal is to improve the physical health of students. However, the final result is that students think that "twelve years of physical education, but they haven't learned anything", and there is a big gap between "let students experience the fun brought by sports". Another phenomenon is: Compulsory participation in a competitive sport instead of compulsory sport. For example, some schools require that each student must run for how many meters to complete the task of the physical education curriculum. This kind of compulsory sport does not carry out targeted sports based on the individual characteristics of students. It is "forced sports".

## 3. Reasons for Misuse of "Compulsory Sports"

### 3.1. School Leaders Do Not Understand the Goals of the Physical Education Curriculum

From the analysis of the literature, it can be seen that the leaders of primary and secondary schools attach great importance to the reform of physical education curriculum and physical fitness testing, but the actual teaching resources of physical education curriculum (such resources include professional teachers or class hours or corresponding equipment and supporting facilities). (Materials, etc.) are still insufficient [4], and under such a situation of insufficient teaching resources, physical education teachers have been put forward with higher requirements, so that physical education teachers have to complete the teaching tasks assigned by the school in priority and develop students' physical and mental development and enhance Targets such as physical fitness are placed behind, so that students cannot experience the joy of sports, and can only learn sports in order to achieve the goals of the exam. This not only runs counter to the original intention of the reform of the physical education curriculum, but also changes the "compulsory sports" into a "forced" physical education".

### 3.2. Physical Education Teachers' Goals for Physical Education Are Not Clear Enough

The ultimate goal of the reform of the physical education curriculum is to enhance the physical fitness of young people and to be proficient in a sports program, not to train full-time athletes. When arranging young people to study sports programs and related technologies, it is

necessary to popularize knowledge and establish students' Interest-based, only students who have an interest in learning will actively practice or study to achieve the purpose of enhancing physical health. In this process, teachers guide and require students to participate in physical activities within a reasonable range. The manifestation of compulsory physical education. However, the actual situation is the opposite. The goal of enhancing the physical fitness of adolescents has been diluted. Students have to practice in order to meet the test standards and do not know more about the sport. The practice method has caused physical harm, making students resist the sport, and it also affects the students' initiative to participate in other sports activities in the future.

### **3.3. Students' Subjectivity Is Weakened**

"School Physical Education" believes that students are not simple and passive to learn and receive education in the teaching process. Students must be actively involved in learning to get better results. Therefore, the status of students is the key to physical education. One. Physical education teachers need to fully consider students when choosing teaching content and arranging courses. Whether it is selecting teaching content or arranging exercise intensity and load should start from students. This is the manifestation of students' subjectivity in the teaching process. Under the requirements of indicators, it is difficult for physical education teachers to fully consider the students' factors in teaching, and in most cases, it is necessary to arrange teaching content related to achieving the standard test on the premise of meeting the rules of student learning and growth. Students are forced to practice, and their enthusiasm for participating in sports decreases, and students' subjectivity is gradually weakened. "Compulsory sports" is misunderstood as "forced sports" by students and society.

## **4. Suggestions to Avoid "Compulsory Sports" Being Misused**

How to implement compulsory sports should be combined with the actual situation of the school. Only from the actual situation can compulsory sports be developed in a good direction and its functions brought into play.

### **4.1. School Leaders Should Give Full Play to the Dominance of Physical Education Teachers**

Physical education teachers are the leaders of physical education classes, and only they know what deficiencies exist in physical education curriculum, how to make up for these deficiencies, and what kind of goals to achieve. The national test index for physical fitness of teenagers is a direction of efforts. I hope that every school can move in this direction. But the problems existing in each school are different. They should be analyzed concretely, not blindly. The experience of many years of history tells us that only accurate solutions to problems can solve problems. In this process, school leaders should give full play to the dominance of physical education teachers and design teaching goals that meet the actual conditions of their school according to the questions raised by physical education teachers, instead of forcing physical education teachers to force students to learn in order to complete tasks and require students to take exams. To practice. It is unfair for students to blindly ask physical education teachers to sacrifice time to improve students' physical health to complete teaching tasks.

### **4.2. Physical Education Teachers Should Clarify Curriculum Goals**

Physical education teachers should change their thinking when facing students, put the development of student's physical health as the first consideration, and cultivate a socialist successor with good physical and mental health, good thinking, and good character is the initial requirement of physical education curriculum. Teachers should also prioritize the physical health of students when implementing compulsory physical education. Improving the physical

fitness of students is the best recognition of physical education teachers' teaching. Under the premise of improving the physical fitness of students, students can pass physical education courses. Mastering a sport with sports activities is a way to add extra-curricular activities to students based on the success of the physical education curriculum. For students, this will have a positive impact on future life.

### 4.3. Physical Education Teachers Pay More Attention to Students' Subjectivity

The implementation of any educational activity is for the good development of students. Physical education teachers should correctly consider the subjectivity of students, instead of linking the examination with the student's physical health, and learn in order to pass the examination, so that students can have a better understanding of physical education. Wrong understanding. Physical education teachers should mainly pay attention to the degree of student's participation when they pay attention to the subjectivity of students. Only by fully considering the subjectivity of students can they attract students to participate in the physical education curriculum. A high level of participation and a positive state of optimism indicate Students are very satisfied with this physical education class. After the class, the physical education teacher should look for the reasons for the active participation of the students in this class, and how to reasonably arrange this reason in the subsequent classes. Let the students feel that the physical education teacher treats them Mandatory physical activity is performed to enhance physical fitness, not just to pass the compliance test.

## 5. Conclusion

The existence of "compulsory physical education" is to better carry out physical education classes, and is an education method to enhance students' physical fitness. With the development of society and the decline of adolescents' physical health, physical education classes have been continuously valued. The requirements are also getting higher and higher. However, enhancing the physical fitness of students is still the goal to be achieved in physical education. Only by clarifying this goal, giving full play to subjective initiative, and combining practical problems and methods in a reasonable way can we ensure compulsory physical education. It will continue to play a role in the physical education curriculum, avoiding the misuse of compulsory physical education, so that society no longer misunderstands "compulsory physical education" as "compulsory physical education" and "autocratic system" and will play an important role in the future reform of physical education curriculum.

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