

# A Study on the High-Quality Development of Junior High School Physical Education and Health Classroom Teaching

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**Abstract:** In the new educational and teaching environment, teaching work at each stage is continuously updated to ensure high-quality development. By applying new teaching ideas, educators can truly enter the growth space of students, enabling them to have in-depth experiences and insights, thereby continuously enhancing students' interest in learning. For junior high school physical education and health courses, during the actual reform process, it is more necessary to base on the methods mentioned in this article, deeply improve the curriculum system, connect with high-quality development, promptly transform the roles of teachers and students, set clear teaching goals, and help students establish the awareness of lifelong physical education. This ensures the comprehensive physical and mental growth and progress of students and enhances the actual quality of classroom teaching.

**Keywords:** Junior high school physical education and health; Classroom teaching; High-quality development

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## 1. Introduction

Regarding the current teaching reforms at all stages, it is necessary to improve the teaching steps, introduce advanced teaching concepts, and avoid simply relying on textbooks. Instead, attention should be paid to the development of students' comprehensive qualities and abilities, enabling students to explore the connotations of courses and demonstrate their educational values and significance. Only in this way can students deeply understand and apply the course content and achieve the educational and teaching tasks of high-quality development. As teachers of junior high school physical education and health, we should follow the student-centered educational and teaching concept, expand the scope and space of students' training, appropriately break through the teaching content, reverse the dull atmosphere in the classroom, make students aware of the far-reaching impact of sports on life, cultivate students' perseverance, enhance students' understanding of sports

knowledge, cultivate students' sentiment, and help students quickly and accurately master sports skills, so as to continuously improve the efficiency of junior high school physical education and health classroom teaching. Then, in the actual development process of junior high school physical education and health classroom teaching, what effective methods should be adopted to achieve high-quality operation?

## **2. Significance of high-quality construction of junior high school physical education and health classrooms**

### **2.1. Promoting students' all-round development**

Junior high school is a crucial period for students' physical and mental development. A high-quality physical education and health classroom provides a platform for the coordinated development of students' physical, mental, and social adaptation abilities through systematic sports skill teaching, scientific physical fitness training, and diverse health knowledge dissemination. Standardized physical education teaching can help students develop correct postures, enhance physical functions, and reduce the incidence of "civilization diseases" such as myopia and obesity, laying a physiological foundation for lifelong health<sup>[1]</sup>. At the same time, challenge-based learning in the classroom cultivates students' perseverance, and emotional management training in group competitions can improve psychological resilience, enabling them to cope with academic pressure with a positive attitude. In addition, cooperative sports projects guide students to understand the sense of rules and responsibility, and the influence of sportsmanship can cultivate social communication qualities such as fair competition and respect for others, enabling students to improve their comprehensive qualities while having a strong physique.

### **2.2. Improving the effectiveness of physical education teaching**

Traditional physical education classrooms have problems such as fragmented content and single teaching methods. High-quality construction realizes a paradigm shift from "teaching textbooks" to "educating students" by optimizing the curriculum system and teaching strategies. On the one hand, based on the curriculum design oriented by core qualities, the training goals of sports ability, healthy behavior, and sports morality are deeply integrated into the teaching content. For example, the application value of knowledge can be enhanced through interdisciplinary integration<sup>[2,3]</sup>. On the other hand, innovative means such as hierarchical teaching, scenario simulation, and smart sports are used to accurately meet the individual differences of students. For students with weak sports foundations, gamified introductory teaching is adopted to reduce their fear of difficulties, and for students with special talents, advanced training modules are set up to stimulate their potential. At the same time, technologies such as heart rate monitoring devices and motion capture systems are used to provide real-time feedback on learning effects, transforming the inefficient "one-size-fits-all" classroom into "precision-oriented" efficient training, truly making each class an effective carrier for students to improve their sports literacy.

### **2.3. Meeting the needs of social development**

Under the superposition of the Healthy China Strategy and the "Double Reduction" policy, the high-quality construction of junior high school physical education and health classrooms is an inevitable choice for education to return to its essential role of cultivating people. The current social demand for talents has shifted from single-knowledge-based to "physically and mentally healthy + innovative ability" compound-type. High-quality classrooms strengthen the educational function of sports and cultivate future citizens with strong physiques and sound personalities for society. The sense of rules and frustration-resistance abilities developed by students

through physical exercise are exactly the core soft skills required in the modern workplace<sup>[4-7]</sup>. The education on healthy lifestyles infiltrated in the classroom can promote the popularization of the concept of national health through the radiation effect of “educating one student and influencing one family.” In addition, in the face of the practical challenge of the urgent need to improve the physical health level of adolescents, high-quality classrooms respond to the urgent expectation of society for “improving the quality and efficiency” of physical education through professional and systematic teaching reforms. This not only implements the fundamental task of cultivating virtue and nurturing people but also educates and molds people through sports.

### **3. Strategies for the high-quality development of junior high school physical education and health classrooms**

#### **3.1. Carrying out subject-oriented reforms to improve sports skills**

In the past, in the process of promoting junior high school physical education and health courses, due to a lack of awareness of the importance of students in the classroom, students’ sports directions were not precise enough, which hindered the high-quality development of classroom teaching. To change this situation, teachers of junior high school physical education and health are committed to subject-oriented educational and teaching reforms. They spread advanced teaching concepts through diversified channels, integrate more knowledge, highlight students’ personalities, meet the actual needs of different types of students, improve teaching content, innovate in courses, cultivate students’ strong sports awareness, help students find skills, follow students’ wishes, and form a unique teaching system. Only in this way can students have enough confidence to meet the challenges in sports, develop their unique personalities, and improve their sports skills. For example, before each class, to ensure the smooth implementation of warm-up exercises, teachers can adopt subject-oriented training activities and let students do some simple exercise routines, truly providing opportunities for every student to participate. This way, teachers can deeply understand students’ sports conditions, provide convenient sports methods, find skills, and enable students to fully display their abilities<sup>[8]</sup>. Another example is when learning the passing and receiving skills of basketball. In addition to technical training, activities of the upper limbs, arms, and fingers should be planned in advance to ensure that students conduct skill training after sufficient warm-up, which can also prevent sports injuries. Specifically, activities of the hands, thumbs, palms, arms, and elbows can be added to the exercise routine, and proper guidance can be provided. For students of medium-level skills, a paired-practice method can be adopted, that is, two students practice basketball skills by passing and receiving the ball to each other. For students who have mastered the essentials of basketball, triangular passing practice can be carried out. Students are divided into teams A, B, and C. Player A1 passes the ball to B1 and then runs to the end of team B. B1 passes the ball to C1 and runs to the end of team C. Then C1 passes the ball to A2 and runs to the end of team A, which also enlivens the classroom atmosphere<sup>[9]</sup>.

#### **3.2. Utilizing modern equipment to improve analytical abilities**

With the full-scale advancement of Internet technology, it can clearly present course content and help students conduct correct analysis. This not only enables students to express themselves verbally but also continuously improves their overall qualities and abilities. Therefore, to achieve the high-quality development of junior high school physical education and health courses, teachers can appropriately use modern equipment to decompose movements. Teachers should watch the decomposed movements with students, help them conduct systematic analysis, extract new teaching resources, simplify complex knowledge, ensure in-depth classroom teaching reform, propose more effective measures, and make the classroom teaching more exciting. For example, in

the training of forward rolls, teachers can use information technology to collect video movements related to forward rolls and form a coherent training method. This allows students to carefully analyze and distinguish, add interesting activities, ensure that the training items and processes of forward rolls are impressed in every student's mind, enable students to clearly demonstrate the movements, gradually cultivate students' good habit of independent training, and let students personally experience the joy brought by forward roll movements. Another example is to make full use of the current popular AI technology. Encourage the purchase of advanced equipment to create a good campus cultural environment and a physical education classroom environment. An AI-intelligent area can be set up on the playground to monitor students' performances in the standing long-jump event. The system can accurately calculate key data such as students' take-off angles, arm-swing amplitudes, flight heights, average speeds, and final scores, and also help students find techniques to jump farther and more easily<sup>[10,11]</sup>. If it is detected that a student's take-off angle is too small, resulting in insufficient horizontal displacement, the system can promptly broadcast a voice prompt to assist the student in adjusting the angle for take-off practice. Teachers can also cooperate by designing crossbars of specific heights to help students learn to take off, improve their standing long-jump scores and jumping abilities, and prepare for the training of more sports projects. There are many such examples. The application of modern technology in physical education can assist theoretical and practical teaching and achieve a multiplier effect in educating students.

### **3.3. Organizing practical activities to improve training effects**

Instead of carrying out practical activities according to a unified standard, it is necessary to consider students' psychological acceptance abilities. This can not only highlight students' advantages but also continuously improve the training effects. In such an environment, students will actively accept knowledge and choose training strategies suitable for themselves. Therefore, in the actual development process of junior high school physical education and health courses, teachers need to start from different perspectives, carefully select, properly organize practical activities, continuously transfer knowledge, integrate theoretical courses into students' real lives, help students think efficiently, organize students for in-depth training, and enable students to more comprehensively absorb and transform sports projects, so as to continuously improve the training effects of sports projects<sup>[12,13]</sup>. For example, in the classroom teaching practice of long-jump movements, teachers can use visual demonstration methods to let students actively explore and communicate with them to find the movement skills. Subsequently, organize competition activities to guide students to gradually master the take-off postures, take-off heights, landing buffers, and other movements, form a complete knowledge system, and improve students' training quality. Another example is to organize volleyball free-play activities. Students can easily master the basic hand gestures and movements and can participate in sports games and competitions within half a semester. For physical education teachers, more practical and competitive tasks can be designed to improve the training effects. First, divide the students in the class into two teams, and the teacher can act as a referee or even participate in the game to support one of the teams. This can bring a better classroom sports experience and effectively train and improve students' volleyball skills and comprehensive sports levels in the class. It is believed that after several semesters, some students will be able to master multiple volleyball skills and tactics proficiently, fall in love with volleyball during practical activities, maintain a long-term interest and enthusiasm for volleyball, and lay a solid foundation for the exchange and practice of other sports projects and disciplines.



### 3.4. Implementing gamified education and the concept of Sunshine Sports

Looking back at the requirements of the Sunshine Sports concept for junior high school physical education, it is to help junior high school students love sports, participate in sports, and develop healthy living habits invisibly. Under the background of comprehensive quality education, this concept coincides with the current student-centered and ability-based ideas. Therefore, in junior high school physical education, it is necessary to explore the connotations of the Sunshine Sports concept, actively organize and carry out gamified teaching, and promote the exchange and practice of various sports projects. Teachers should not only do a good job in teaching design and resource preparation before class but also predict students' sports effects to guide teaching goals, teaching content, and teaching methods, so as to turn the physical education classroom into a platform for students to exchange and practice sports, and thus cultivate the all-round development of junior high school students' physical and comprehensive qualities<sup>[14]</sup>. Of course, in the actual teaching design process, physical education teachers should also incorporate their understanding of the characteristics and growth laws of junior high school students and strive to build a teaching platform that is conducive to students' exercise and development around the student-centered concept. For example, before each physical education class, teachers have students do running exercises for 5–10 minutes, and the sports committee member should manage and control the neatness and running speed of the team to keep the running team horizontal and vertical and moving at a uniform speed. Junior high school students gradually form the habit of warming up before exercise and participate in sports more actively<sup>[15]</sup>. Another example is to organize students in each class to do running exercises for 10–15 minutes during the morning break or after the seventh class. Sports games can also be interspersed during this period, organized by class or grade, to further enliven the relatively boring group sports and bring interesting sports experiences to junior high school students. Junior high school students gradually adapt to integrating sports into their campus lives, implement the new concept of Sunshine Sports, and develop good sports habits.

## 4. Conclusion

Generally, the high-quality development of classroom teaching should be linked to the operation trend of the curriculum standards, give full play to students' subjective initiative, more effectively promote the in-depth development of classroom teaching, innovate the teaching structure, ensure that the classroom teaching is more vibrant, and meet the development direction of the new era. As teachers of junior high school physical education and health, we must pay attention to the development of students' quality education through the above-mentioned methods, deeply understand the connotations of high-quality teaching, reveal its unique teaching laws, create a good training environment, find the key points of classroom teaching from multiple perspectives, form a complete teaching plan, provide in-depth feedback, enhance students' training awareness, and cultivate students' good training habits, so as to continuously improve the quality of classroom teaching.

## Disclosure statement

The author declares no conflict of interest.

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