

# Thoughts and Strategies on the Teaching of Physical Education Skills in Primary Schools

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**Abstract:** In the context of the ongoing deepening of the reform of the basic education system, the function of physical education in primary schools will no longer be limited to physical exercise alone but will gradually turn towards a comprehensive education system that is centered on core competencies. In this paper, we will focus on the teaching of motor skills in primary school physical education. Based on the analysis of the current problems such as the narrow teaching objectives, monotonous teaching methods, insufficient attention to student differences, and incomplete evaluation systems, we will put forward improvement strategies from four aspects: objective optimization, situational teaching, stratified guidance, and diversified evaluation. Through the systematic review of the teaching structure and implementation paths, we aim to improve the overall quality of the teaching of motor skills in primary school physical education, promote the coordinated development of students' motor abilities and comprehensive qualities, and provide practical references for the optimization of the teaching of primary school physical education.

**Keywords:** Primary school physical education; Motor skills; Teaching

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## 1. Introduction

With the continuous deepening of the basic education curriculum reform, the primary school physical education will gradually change from the traditional "physical fitness training-oriented" approach to a "core competency-oriented" one and the functional positioning will expand from single physical exercise to a comprehensive education system covering motor abilities, healthy behaviors, and sports ethics, so in the process of transformation, the teaching of motor skills is the main content of physical education, and its quality will directly affect the overall development level of students' physical education literacy, and from the perspective of current teaching practice, there will still be some structural problems in the teaching of motor skills in primary schools, so it is important to consider systematically the internal problems and optimization paths of motor skills teaching in primary school physical education, which has both theoretical value and practical significance.

## **2. The necessity of motor skills teaching in primary school physical education**

Motor skills teaching in primary school has fundamental and foundational educational significance, it is necessary for the development of students' physical fitness and is also part of the whole process of cultivating core competencies and forming a lifelong sports awareness, from the perspective of educational essence, motor skills are the basic tools for students to participate in sports activities and the medium for converting physical potential into practical abilities, without systematic skills teaching, students will remain in a state of low-level repetition or random activities in sports participation, and they will be unable to form stable movement structures and effective sports strategies, thereby restricting the continuous development of their motor abilities <sup>[1]</sup>.

The primary school stage is a time of rapid development of motor learning and neural coordination abilities, with strong plasticity and imitateness. It is necessary to carry out standardized and systematic motor skills teaching during this period so as to promote the formation of students' basic movement patterns, such as learning basic skills like running, jumping, throwing and catching, laying the physiological and technical foundation for more complex sports project learning at the same time, the process of skill learning itself is a carrier for the gradual formation of students' cognitive abilities, attention control abilities and rule awareness, and through continuous practice and feedback, students will gradually establish a causal cognitive structure between actions and results, and from the perspective of extended educational functions, motor skills teaching also has strong comprehensive educational value, and in the process of collective motor skills learning, students need to cooperate and compete under the constraints of rules, thus strengthening their social adaptability and cultivating a sense of responsibility and forming a team spirit.

## **3. Difficulties in motor skills teaching in primary school physical education**

### **3.1. Narrow teaching objectives**

At present, there is a certain tendency towards singularity in the setting of teaching objectives for motor skills teaching in primary schools and the main criteria for classroom evaluation are whether the movements are completed and whether the standard postures are achieved <sup>[2]</sup>. We ignore the more complex ability construction behind motor skills learning, and the goal orientation will cause the teaching process to only emphasize the external imitation and repetitive training of movements, and lack the development of students' motor cognition, strategy awareness, and body control abilities in multiple aspects.

### **3.2. Monotonous teaching methods**

At present, the teaching methods of motor skills in primary school physical education classes are mainly based on explanation, demonstration, imitation, and repetitive practice. The traditional teaching mode can ensure the efficiency of basic movement transmission to a certain extent, but it lacks the ability to stimulate students' interest in learning and promote their in-depth understanding. Due to the relatively fixed classroom organization form, students are in a passive acceptance state for a long time and lack the opportunity for active exploration and dynamic adjustment. The process of skill learning thus becomes mechanical and procedural.

### **3.3. Insufficient attention to individual differences**

There are obvious individual differences in physical fitness, coordination ability, and sports experience

among primary school students. In actual teaching, these differences have not been fully considered. When organizing skill teaching, teachers generally use a unified teaching schedule and evaluation standard, putting students of different ability levels in the same learning rhythm, which easily leads to a polarization of learning effects. Some students with better foundations are restricted by insufficient practice intensity, while others with weaker foundations feel frustrated or resistant due to the great difficulty.

### **3.4. Relatively single evaluation system**

At the present time, the evaluation of motor skills teaching in primary school physical education mainly focuses on terminal evaluation, using the completion of movements or simple test scores to judge students' learning effects. There is a lack of continuous attention to the learning process and students' development changes, and the evaluation method tends to simplify the complex process of skill learning into a single result indicator, neglecting the effort, progress, and strategy adjustment ability students have put in during the learning process. The evaluation subjects are relatively single, mostly based on teacher evaluation, and lacking the effective participation of self-evaluation and peer evaluation mechanisms by students, so as to fail to fully utilize the feedback function of evaluation <sup>[3]</sup>.

## **4. Effective strategies for motor skills teaching in primary school physical education**

### **4.1. Optimizing the goal structure orientation**

When setting teaching objectives for the physical education classes in primary schools, attention should be paid to both the external results of the movements and the gradual development towards the overall construction of the ability structure. Moreover, the logic of "being able to perform movements" should be transformed into "understanding movements, applying movements, and transferring movements." Theoretically speaking, motor skills are essentially a comprehensive ability composed of perception control, movement coordination, and cognitive regulation. Their development process requires repetitive practice, students' understanding of the principles of movement, and the formation of situational adaptation abilities. Therefore, in the design of teaching objectives, multi-dimensional integration should be emphasized, and the acquisition of skills, sports thinking, and rule awareness should be incorporated into the teaching objective system, so that the classroom is not only about technical compliance but also about the process of ability generation <sup>[4]</sup>.

In the teaching practice, we can incorporate hierarchical goal structures into the unit teaching design, for instance, in the teaching of "throwing events," we should not only set the correct throwing posture as the basic goal, but also set the advanced goals of adjusting the force according to the distance and choosing the appropriate throwing strategy in game situations, during the classroom implementation, we can use situational tasks to guide students to gradually achieve the goals from low to high, such as designing activities like knocking down target bottles and team point throwing competitions to help students understand the relationship between force and direction in the process of constantly changing movement parameters, and to transform the learning of skills from single movement training to comprehensive ability improvement.

### **4.2. Enhancing situational teaching design**

From the perspective of the formation mechanism of motor skills, repetitive practice can improve students'

movement proficiency, but it cannot make students understand the essence of skills and sustain their interest in sports. It can be compared with the traditional teaching method, contextualized teaching places skills into specific tasks and rule systems so that students can naturally build their skills in the process of problem-solving. It also emphasizes “learning by doing,” converting technical movements into problem-solving tools by simulating real sports environments or designing gamified tasks so as to enhance the sense of meaning and participation in learning. The value of contextualized teaching is to break the separation between techniques and applications, to constantly adjust movement strategies in changing task scenarios, and to achieve simultaneous cognitive and developmental progress.

In the classroom, traditional skill training can be transformed into task-driven forms. For example, when teaching “relay race,” teachers can use situational tasks such as passing energy balls or obstacle relay challenges as teaching activities instead of just running and baton passing practice. “In the activities, students will constantly adjust their strategies based on route changes, speed control, and team cooperation, mastering the key points of movements in real competitive or cooperative scenarios.” At the same time, role division can be adopted, setting up roles such as “timekeepers” and “tactical commanders” to allow students to participate in different tasks and experience various forms of skill application, transforming the learning of sports skills from single technical training to comprehensive contextual experiences.

### **4.3. Implementing stratified guidance strategies**

There are great differences among primary school students in terms of physical development, sports experience, and coordination ability, so if we adopt a uniform standard for teaching, it will result in unequal learning outcomes, so from the perspective of educational fairness and effectiveness, we need to establish a stratified and progressive teaching guidance system so that students who have different development levels can receive appropriate challenges and development space based on their original foundation, theoretically stratified teaching is a dynamic and adaptive teaching method which mainly relies on the differences among students to adjust task difficulty and guidance methods so as to achieve effective learning within the “zone of proximal development” and avoid the negative effects of a one-size-fits-all approach such as academic frustration or stagnation of ability.

Teachers can divide students into basic practice groups, improvement development groups, and extension challenge groups based on their performance. Taking jumping skills as an example, students in the basic group mainly do in-place jumps and movement standardization practice, with movement stability as the focus; students in the improvement group can do continuous jumps and rhythm control training; students in the extension group can do obstacle jumps or competitive jumping games. In classroom organization, circular practice stations can be set up, allowing students of different levels to complete corresponding tasks in different areas. During the circulation guidance, movement problems can be corrected in a targeted manner. This not only improves the efficiency of the entire class but also effectively boosts students’ confidence and enthusiasm for continuous participation.

### **4.4. Establishing a diversified evaluation mechanism**

Evaluation is the presentation of learning outcomes in the sports skills teaching system and also a regulatory mechanism for promoting continuous learning optimization. Theoretically, a single result-oriented evaluation model will ignore the dynamic changes that occur during the learning process and cannot well reflect students’ growth trajectories. Therefore, it is necessary to create a comprehensive evaluation system centered

on process evaluation and involving multiple participants, using skill mastery, learning attitude, cooperative performance, and self-reflection ability as evaluation dimensions, so that evaluation can play a feedback and guiding role rather than merely being a tool for judging performance. At the same time, incorporating peer evaluation and self-evaluation mechanisms can enhance students' sense of participation and reflection ability, enabling them to move from passive acceptance of evaluation to active regulation of learning. In the classroom, teachers can design growth record cards or skill advancement files to continuously record students' performance at different stages. For instance, in the basic basketball dribbling teaching, teachers not only record whether students' dribbling is standard, but also record their participation level in group games, their ability to adjust after mistakes, and their cooperation with peers. At the same time, at the end of each unit, teachers organize students to conduct self-evaluation and mutual evaluation, allowing students to describe their progress and shortcomings in simple language. Teachers can also use video playback to guide students to observe their own movement changes, thereby achieving a combination of intuitive feedback and self-correction, and integrating evaluation into the entire learning process to form a closed-loop continuous improvement mechanism.

## 5. Conclusion

The optimization of primary school physical education skill teaching is essentially a systematic reorganization of the classroom teaching logic, and its core does not lie in the adjustment of a single teaching method, but in the reshaping of the overall educational structure, from the perspective of the generation mechanism of motor skills, their development process is always accompanied by the interaction of physical experience accumulation, cognitive understanding deepening, and situational application transfer, so it determines that teaching design must break through the linear model centered on action imitation and turn to a more open and dynamic structural system, in the process, the multi-dimensional construction of the target system, the effective embedding of teaching scenarios, the reasonable response to student differences, and the continuous feedback of the evaluation mechanism jointly constitute the key links to support the improvement of classroom quality, through the coordinated optimization of various elements, physical education teaching is no longer merely a function of skill transmission, but begins to develop towards promoting the comprehensive development of students' physical literacy, thinking ability, and social adaptability, achieving a more profound transformation of educational value in the basic education system.

## Disclosure statement

The authors declare no conflict of interest.

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