

Analyzing the Teaching Strategies for Physical Education in Middle Schools Under the Background of the New Curriculum

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Abstract: In recent years, with the reform of the educational system and the introduction of new curriculum standards, the teaching quality of physical education in middle schools has greatly improved. The education industry in China is now in a phase of high-quality development. In order to further enhance the effect of middle school physical education, it is necessary to strengthen the discussion on teaching strategies. Taking this as the starting point, this paper summarizes the importance of middle school physical education under the background of the new curriculum, analyzes the current teaching situation, and on this basis, proposes several strategies to enhance the teaching effect from three aspects: core literacy, student subject, and information technology.

Keywords: New curriculum; Physical education; Middle school; Teaching; Strategy

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1. Introduction

Under the background of the new curriculum, the guiding ideology of “health first” has been highlighted in middle school physical education. Under the guidance of the core goals, it is necessary to emphasize the central role of students in teaching and help students develop sports awareness and cultivate the concept of lifetime physical activity. Replacing the traditional teaching mode that focuses on “teaching” with “learning” mandates a change in the teaching objectives and the establishment of a teaching mode that is suitable for the requirements of the new curriculum standards, so as to promote the transformation of middle school physical education under the background of the new curriculum by reasonably optimizing the allocation of resources.

2. The importance of middle school physical education under the background of the new curriculum

Students’ health has been prioritized ever since the new curriculum reform. The role of middle school physical education has grown in recent years as a result of this notion in improving students’ physical quality and mental health, as well as ensuring a balanced physical and mental growth. According to research, the overall level of middle school students’ physical health has declined, which was specifically reflected in the 100 meter dash, their vital capacity, vision, and emotion control ^[1]. The goal of cultivating core literacy is set against the backdrop of the new curriculum, which necessitates that the two main bodies of teaching be highlighted in actual practice, that teachers be remodeled into instructors, and that students be transformed into autonomous learners, so that they can master certain sports skills through participation in

sports events, autonomous training, and exploration, thus promoting their physical and mental well-being. The relationship between middle school physical education and students' development is becoming closer in terms of macro and micro teaching, which has great practical significance.

3. Analysis of the current situation of middle school physical education under the background of the new curriculum

3.1. Changes in teaching objectives

Under the background of the new curriculum, the objectives of middle school physical education have changed. The objectives are now positioned on “lifelong physical education” and implemented in teaching, putting forward the core quality objectives, and forming a system based on the concept of “lifelong physical education → core quality cultivation → curriculum objectives → in-class and out-of-class teaching objectives.” In view of this, it is necessary to grasp the teaching framework and task setting conditioned by the syllabus, as well as to scientifically set the objectives of the teaching unit based on the course content when carrying out teaching activities. Since different sports items are assigned to different courses, teachers need to select suitable teaching methods that are consistent with the teaching objectives and teaching modes based on the basic assessment indicators designated to specific sports items, as well as ensure that the teaching objectives are met ^[2].

3.2. Innovation to the teaching mode

A teaching mode is considered a type of knowledge system with paradigm and model characteristics. It provides a clear theoretical and logical framework for middle school physical education, linking theory with teaching experience. When constructing a teaching mode, it is necessary to formulate a teaching activity framework and suitable activity procedures that are consistent with the teaching content of physical education on the basis of a specific teaching idea and theory. From the perspective of structure, it is usually associated with certain resources related to the teaching objectives. From current practical experience, with the help of information technology, an “online + offline” hybrid teaching mode has been designed for middle school physical education based on the basic characteristics of physical education, which largely emphasize on practice. However, only a structural framework exists in the actual teaching process; hence, further research and development are required for specific activity programs ^[3]. Under the current teaching mode, there is always a need for innovative teaching mode.

3.3. Insufficient allocation of teaching resources

At present, with the advancement of computer network in schools, online teaching resources have been introduced into physical education. When planning out the course teaching, teachers can search for relevant resources and integrate them into the teaching content ^[4]. Such resources include not only information in the form of texts, images, audios, and videos, but also teaching methods, teaching technologies, and teaching tools. The integration of online teaching materials and resources has played a role in expanding educational resources, but in the actual teaching process, it also involves the allocation of teaching resources. When the allocation rate is low, resources cannot be utilized. However, the prospect of straying away from teaching materials cannot be deterred when the allocation rate is high ^[5], especially with the introduction of online teaching resources, which involves the innovative application and secondary processing of resources. Therefore, in this case, it is still necessary to give full play to teachers' subjective initiative, ensure the effective allocation of teaching resources, and prevent mismatches, improper allocations, and other liabilities.

4. Analyzing the teaching strategies for middle school physical education under the background of the new curriculum

4.1. Modifying the teaching objectives based on core literacy

First of all, teachers should conduct in-depth research on the syllabus of middle school physical education based on the new curriculum reform and use the listing method to list out the various skills related to core literacy^[6]. For example, in the context of the new curriculum, the core qualities of middle school physical education are inclusive of sports skills, healthy behavior, and sports morality. In terms of sports skills, physical education teachers should list out the relevant training, learning, and exploratory contents related to sports skills. On the other hand, in terms of healthy behavior, teachers should create a list of the components necessary to sustain exercise routines, eradicate bad habits, and improve psychological quality^[7]. In terms of sports morality, teachers should list out the components of sports communication and civilized sports participation (for example, “football hooligans” is an expression of uncivilized sports morality).

Following that, teachers should carefully divide the specific skills that need to be nurtured in each teaching unit based on the course setting and further break down the teaching tasks according to the course objectives^[8]. Learning ability, for instance, is critical in the development of sports skills. Various activities to promote learning enthusiasm, knowledge absorption and transformation, theory elaboration, action control, autonomous learning (mainly for classroom and extracurricular learning resources), and after-school learning can be designed for students.

4.2. Taking students as the center of education and innovating the teaching mode

Under the background of the new curriculum, middle school physical education emphasizes on two concepts: “teacher leading” and “student subject.” Under such clear understanding, it is necessary for teachers to establish a new teaching model incorporating two concepts: “guidance” and “learning.”

First of all, teachers should put forward the teaching concept of “guiding students to learn simultaneously.” Around this concept, teachers can then determine the teaching objectives, teaching methods, teaching resources, and teaching evaluation. The concept of integration should be adopted to establish a teaching ideology system^[9]. Following the establishment and based on the course of event (teaching ideology system → teaching resource allocation → teaching method innovation → teaching evaluation design), the innovation of the teaching mode – “guiding students to learn simultaneously” – can be achieved.

Secondly, after the model has been established, teachers should then divide teaching into four components (teaching guidance, teaching Q&A (question and answer), teaching discussion, and teaching summary) and select suitable teaching methods for each link to ensure the smooth implementation of the course^[10]. For example, in the “teaching guidance” link, PowerPoint slides can be used for indoor teaching, new media tools can be utilized, resources related to the course content can be provided, and students can be integrated into the learning environment. In the “teaching Q&A” link, maximizing the multiple interaction modes, including teacher-student interaction, student-student interaction, and network platform interaction, would be beneficial in guaranteeing that the learning guidance is invariably in the state of simultaneous development. In the “teaching discussion” link, teachers can use different methods based on the course, such as project teaching, group discussion, flipped classroom, layered teaching, and situational teaching, so that students can make full use of their subjective initiative under cooperative learning and achieve the teaching objectives^[11]. Finally, the teaching summary can be completed by the group members through various forms. For outdoor teaching activities, the focus is on the practical aspect of sports. In order to fulfil the teaching task, teachers can divided the outdoor classroom into three parts: warm-up, movement analysis and training, as well as movement strengthening training. In this way, teachers not only provide

guidance, but also assist students in learning, thus enabling students to master sports knowledge and skills, as well as carry out independent practice after class.

4.3. Using information technology to optimize teaching resources

Since the reform of “Internet +” in 2018, the allocation of information technology components has expanded in middle school physical education. From the perspective of teachers, it is now possible to search for all kinds of teaching resources through the internet, carry out secondary editing and innovative application, as well as enhance the R&D and design level of teaching programs^[12]. From the perspective of students, through websites and various teaching resources provided by teachers, students are able to master sports knowledge and skills, explore various sports events, and participate in these sports events based on their own interests^[13]. At present, middle school physical education is entering the stage of high-quality development. In order to further enable students to immerse in the state of autonomous exploratory learning, it is necessary to expand the scope of application of information technology and optimize teaching resources^[14].

To begin with, teachers should consider information technology as an important part of teaching, encourage students to make videos related to teaching through smartphones, computers, and other devices, as well as form a teaching information group to provide students with a platform to follow-up with their learning outcomes, so as to enhance their learning initiative. Secondly, teachers should go beyond the constraints of traditional teaching materials and modify classic sports teaching courseware for students to learn outside class. By reading written materials and their independent observation of video courseware, students can optimize their knowledge structure, have a more detailed and comprehensive understanding of the sports industry, integrate their macro level understanding of the sports industry with micro sports learning, enhance their interest in sports, and appreciate the value of sports from different dimensions, so as to establish the awareness of lifelong sports^[15].

5. Conclusion

In short, under the background of the new curriculum, middle school physical education is closely associated with students’ core literacy. Strengthening the research and development of teaching strategies for physical education is conducive to promoting the realization of the goal of cultivating students’ core literacy. Based on this preliminary analysis, it is clear that after the new curriculum requirements were put forward, the teaching objectives, teaching modes, and teaching resource allocation have changed, with imminent new demands. Therefore, it is necessary to modify the teaching objectives with core literacy cultivation as the focus and innovate the teaching mode, so that it is conducive to students’ independent sports practice, all while keeping the objectives precisely positioned and students as the center of this education. Especially under the current high-quality development, it is necessary to expand the allocation of information technology components and improve the teaching effect by optimizing teaching resources.

Disclosure statement

The author declares no conflict of interest.

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