

# Analysis of the Physical Education Teaching Path in Primary and Secondary Schools Under the Guidance of Core Literacy

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**Abstract:** Since the 2018 National Education Conference in China, physical education has gained importance as a whole, and the development of physical literacy education and teaching has been promoted. In order to ensure high-quality physical education teaching in primary and secondary schools in the new era, it is necessary to take core literacy as the guide to further improve the level of physical education in primary and secondary schools. This article emphasizes the importance of physical education in primary and secondary schools in the new era and analyzes the need of primary and secondary schools for core literacy-oriented physical education. On this basis, targeted suggestions are proposed from three aspects: new concept, new technology, and new evaluation.

**Keywords:** Core literacy; Physical education in primary and secondary schools; Teaching path

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## 1. Introduction

In the report of the 19th National Congress of the Communist Party of China, the fundamental task of education has been positioned as “cultivating morality and cultivating people,” and in the Fourth Plenary Session of the 19th Central Committee, the general goal of comprehensive quality education has been put forward. In the cultivation of core qualities such as physical fitness, aesthetics, and labor, the aim is to cultivate successors who are suitable for the construction of socialism with Chinese characteristics in the new era. According to the “Notice on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents” (hereinafter referred to as the “Notice”), in the critical period of the “14th Five-Year Plan” construction, high-quality development and high-level education must be combined in the implementation of physical education in primary and secondary schools, and in the teaching practice, the all-round development of primary and secondary school students must be promoted under the guidance of core literacy. The section below will give a brief overview of the importance of physical education in primary and secondary schools in the new era.

## 2. Importance of physical education in primary and secondary schools in the new era

### 2.1. Analysis from the perspective of macroscopic educational tasks

From the perspective of macroscopic educational tasks, our country has formed a standard framework for physical education: “fundamental tasks → general goals → hierarchical goals.” Among them, the hierarchical goals are specific to five levels: students’ morality, intelligence, physique, aesthetics, and labor.

According to the “Notice,” the physical education subject has been included in formal examinations. It can be seen that for primary and secondary school students, physical education has become increasingly important. According to current core literacy research and the education and teaching situation, physical education is inseparable from the other four stratified goals and cannot be separated from core literacy. It can be seen that under the macro education tasks, physical education for primary and secondary school students not only includes physical literacy education, but also breaks the old content based on the physical education subject and forms new contents that are related to moral education, intellectual education, aesthetic education, and labor education. In that way, the all-round development of primary and secondary school students can be promoted through physical education.

## **2.2. Analysis from the perspective of micro teaching practice**

In the new era, physical education is not an isolated teaching activity. Instead, it must be integrated with national sports as a whole. The transmission and teaching practice of the lifelong fitness concept will be expanded on the basis of competitive sports. In this context, our country has strengthened the allocation of resources for physical education in primary and secondary schools, including teachers, venues, and equipment. With the gradual improvement of physical education infrastructure, the practice of physical education in primary and secondary schools is faced with the issue of high-quality development and high-level practice under the guidance of core literacy. Therefore, at the current stage, specific discussions should be made on the new demands concerning teaching under the guidance of core literacy based on the great value of cultivating successors of the socialist cause in the new era and national sports in physical education in primary and secondary schools.

## **3. The needs of physical education in primary and secondary schools under the guidance of core literacy**

The needs of physical education in primary and secondary schools under the guidance of core literacy include the decomposition of the general educational goal into the stratified teaching goal, the introduction of the core literacy concept, the improvement of the teaching model, the selection of teaching tools, the innovation of teaching methods, and the changes in the teaching evaluation. In the current stage, the core literacy concept has been fully accepted, the selection of teaching tools and the innovation of teaching methods have been integrated, and the overall teaching needs are focused on updating the teaching mode, improving the teaching level, and transforming the teaching evaluation. Therefore, only these three aspects are analyzed below.

### **3.1. Update the teaching mode**

Physical education is an important part of core literacy. It needs to combine the physical and psychological development stages of primary and secondary school students, follow the evolutionary laws of human life at the theoretical level, and highlight the continuity of physical education teaching. At the technical level, while emphasizing the physical literacy of primary and secondary school students, such as strength, speed, flexibility, coordination, endurance, *etc.*, they should simultaneously cultivate their morality, cognitive ability with intellectual education, and aesthetics with aesthetic education to ensure an all-round development. It can be seen that under the guidance of core literacy, the concept of physical education teaching in primary and secondary schools has changed. The original teaching mode needs to be updated accordingly. In the original teaching mode, “teaching” was the main focus, and students were always in a passive state, accepting everything that was taught. Each sports item needed to be explained and demonstrated by the teachers, and learning was carried out step-by-step. Students were “obedient,” which was not conducive to self-exploratory learning and practice. In the core literacy-oriented primary and

secondary school physical education mode, it is necessary to decompose the overall goal into hierarchical goals through the traction of the fundamental task of physical education, and then through the discussion of sports-related core literacy, the core position of students in teaching can be highlighted, while creating a new model based on “learning.”

### **3.2. Improve the teaching level**

At present, physical education in primary and secondary schools is in the stage of high-quality development and high-level practice; hence, improving the quality and efficiency of physical education has become a specific requirement in the new era. Judging from the practical experience in recent years, it is necessary to follow the path of “technological empowerment” in actual teaching in order to meet this requirement. It is also necessary to combine digital technology with physical education in primary and secondary schools in the new era, select technologies that have high adaptability, and make full use of data collection, storage, extraction, analysis, and report generation in physical education to analyze students’ learning in a comprehensive manner. This would provide a scientific basis for improving the quality and efficiency of physical education in primary and secondary schools. Furthermore, the “online + offline” teaching method has been established ever since the early stage of physical education informatization in primary and secondary schools. However, the analysis and processing of teaching data, which are necessary processes in the new era, are lacking because the level of informatization is still in the primary stage. It should be upgraded to an advanced stage of information-based teaching in consideration of the needs of improving the teaching level, so as to expand the proportion of digital technology elements.

### **3.3. Transform the teaching evaluation**

Under the guidance of core literacy, the teaching content and teaching scope of physical education in primary and secondary schools have expanded. When implemented into specific curriculum teaching, it is necessary to set suitable contents and select appropriate teaching methods according to the teaching objectives of the curriculum. In the teaching process, more attention should be paid to the traction, stimulation, training, and cultivation of students’ physical literacy. At this time, if the original single-result evaluation is used, we will inevitably fail to make objective evaluations of the core competencies in the teaching process and to effectively apply these evaluations to the development and design of the teaching plan. Therefore, under the new guidance, it is necessary to make adjustments and supplement the original evaluation with the actual curriculum setting of physical education teaching in primary and secondary schools. From the teaching research and practice of similar schools and subjects in recent years, it is necessary to transform the single-result evaluation method into a more diversified evaluation method that includes ability evaluation, which matches various core qualities in physical education teaching, as well as strengthen the transformation and application of such teaching evaluation results, so that it can play its due role and effect.

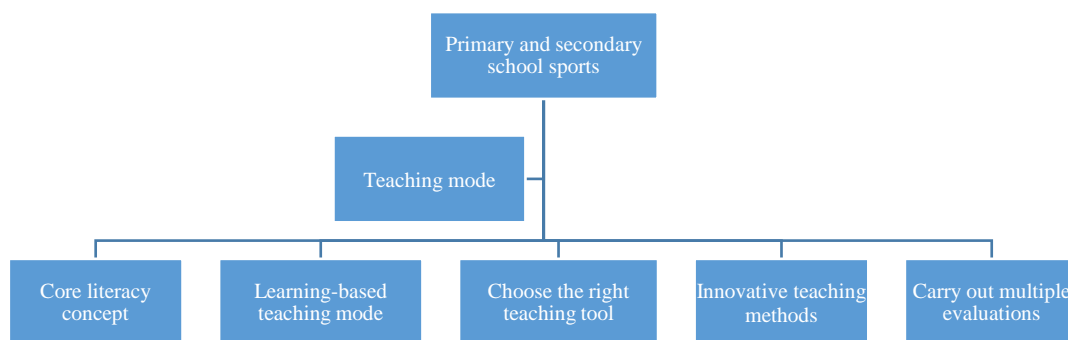
## **4. Path of physical education teaching in primary and secondary schools under the guidance of core literacy**

The needs of physical education in primary and secondary schools under the guidance of core literacy are very clear. In order to meet such needs, the concept of core literacy must be integrated at a deep theoretical level, and the updating of the teaching mode must be promoted in the direction of “ideas to give way.” The introduction and application of advanced digital technology will further promote the integration of teaching tools and teaching methods and meet the requirements of its promotion and application at the breadth level. In addition, a diversified teaching evaluation method with strong applicability and high adaptability should be created according to the actual curriculum setting. In this way, a new teaching structure (teaching mode

→ teaching technology → teaching evaluation) will be formed, and the cultivation of physical literacy among primary and secondary school students will be comprehensively promoted.

#### 4.1. Integrate the concept of core literacy to establish a new teaching mode for physical education

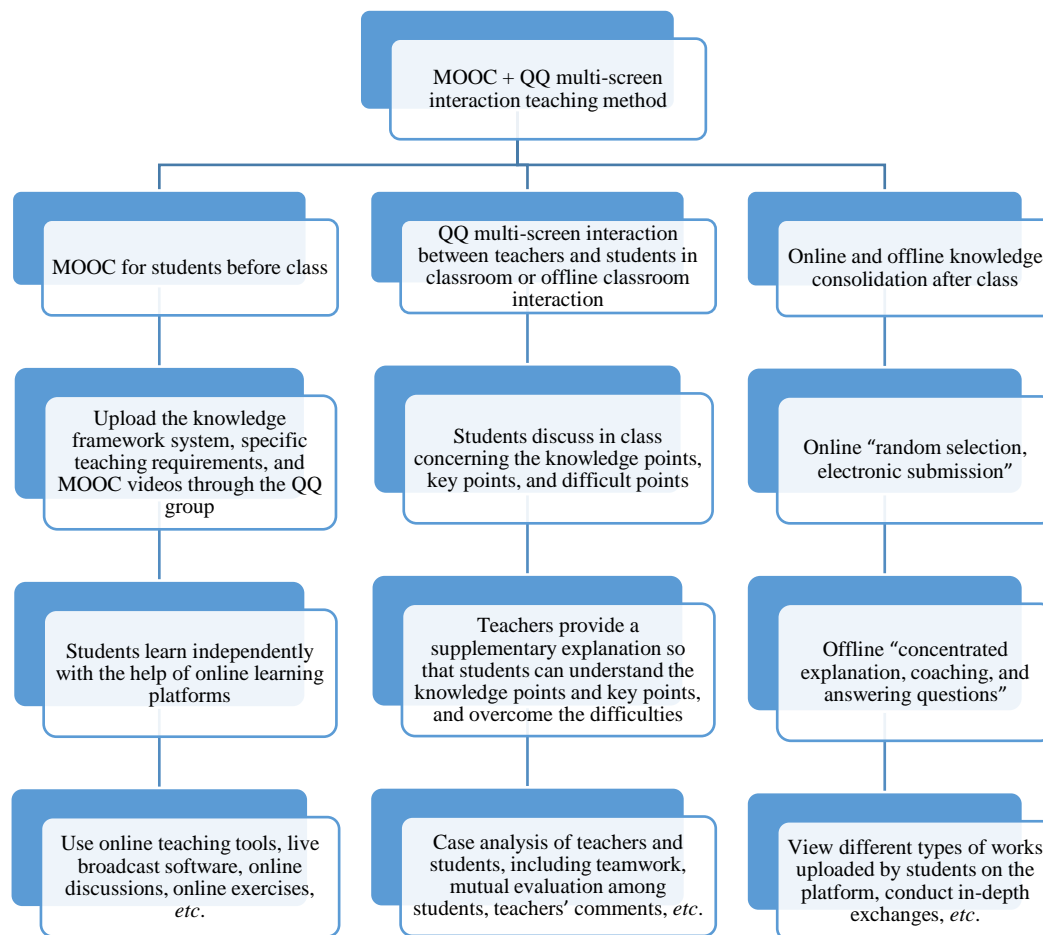
Based on the experiences in discussing and learning about core literacy, it can be said that the content of core literacy is very rich. Sorting out the core literacy-related content has been recommended. For example, highlighting the concept of core literacy, setting the general task of moral education and education, the teaching goal of comprehensive quality, and the “14th Five-Year” Sports Development Plan and other documents, putting forward physical education policies, developing the sports industry, promoting physical education practice on campus, as well as sorting out and formulating core literacy topics according to macro content, medium content, and micro content would help one to understand, analyze, and interpret the concept of core literacy as well as establish a complete knowledge base for the development of physical education in primary and secondary schools. Secondly, under the guidance of core literacy, there should be a shift from the teacher-centered concept to the student-centered concept; the roles of both the teachers and students should be changed in such a way that teachers play the role of instructors, and students, as autonomous learners, who are capable of forming exploratory learning habits. Ultimately, a teaching mode based on “learning” is established (**Figure 1**).



**Figure 1.** Schematic diagram of the teaching mode of physical education in primary and secondary schools under the guidance of core literacy

#### 4.2. Using advanced digital technology to improve the level of physical education

In recent years, through the internet and reforms in physical education in primary and secondary schools, the “online + offline” teaching method has been established. This teaching method has met the various needs of pre-class preview, classroom teaching, and after-class expansion. In the process of achieving high-quality teaching level of physical education in primary and secondary schools in the new era, an “X + physical education teaching” method has been recommended. According to the actual needs, advanced digital technology with high adaptability should be selected. For example, in middle school physical education teaching, the application of massive open online courses (MOOCs) is increasing. In this context, teachers should attempt to create a new method, “MOOC + QQ + physical education,” so that students would be able to receive the preview contents uploaded by the teachers into the QQ groups before classes. Students are encouraged to participate in online self-learning through these shared contents. On the other hand, with the help of online QQ multi-screen interaction in classroom teaching, students would be able to grasp the knowledge points, key points, and difficult points in the “online + offline” classroom interaction. This platform would help students consolidate their knowledge after class and solve various problems faced by students in the process of after-school sports learning (**Figure 2**).



**Figure 2.** Schematic representation of “MOOC + QQ + physical education”

### 4.3. Relying on the teaching curriculum and applying multiple evaluation methods

Under the guidance of core literacy, in the practice of physical education in primary and secondary schools, teachers often develop and design teaching plans with complete content and standard procedures according to the requirements of the syllabus. The plan includes teaching objectives, teaching themes, teaching content, teaching process, teaching methods, teaching evaluation, and many others. Based on the curriculum setting, it has been recommended that teachers should establish multiple evaluation methods.

- (1) According to the core literacy in the teaching objectives, the students' participation ability, learning ability, knowledge transformation ability, sports project completion ability, individual personality, sports aesthetic ability, sports awareness ability, and sports ability should be taken into account. Taking the first-level evaluation indicators, and then matching the second-level indicators and third-level indicators according to the actual curriculum content would be helpful in creating an index-based teaching evaluation system.
- (2) Combine the former as process evaluation and result evaluation, form a comprehensive evaluation method, promote the practice of multiple evaluation, and use the evaluation results in the development and design of teaching plans.

## 5. Conclusion

In a word, primary and secondary school students are the successors of the socialist construction with Chinese characteristics in the new era. Improving the level of physical education in primary and secondary schools is conducive to promoting students' all-round development, thus becoming qualified successors. From the above analysis, it can be seen that physical education teaching in primary and secondary schools

in the new era has very important practical significance, whether from the perspective of macro-level educational tasks or micro-level teaching practice. Since the needs of core literacy-oriented physical education in primary and secondary schools are concentrated in three levels (updating the education mode, improving the teaching level, and transforming the teaching evaluation), a recommendation to follow the idea of “specific needs, specific analysis, targeted solutions,” combined with the concept of core literacy, has been made. Establishing a new physical education teaching mode, using advanced digital technology to promote the overall improvement of the teaching level, and carrying out diversified teaching evaluation methods based on the curriculum setting are some strategies to promote the all-round development of primary and secondary school students.

### **Disclosure statement**

The author declares no conflict of interest.

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