

# Research on the Reform of School Physical Education Based on Lifelong Sports Thought

Na Zhao

Changchun Sci-Tech University, Changchun, 130000, Jilin, China

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**Abstract:** Lifelong sports thought has had a positive and profound impact on the reform of school sports. How does school sports lay the foundation for lifelong sports, and how to propose innovative countermeasures for the reform and development of school sports in China from the concept of lifelong sports, this is the forward-looking aspect of school sports subject with strong practicality has important theoretical and academic value. In practice, it is of great significance to update school sports concepts, reverse the "passive sports" status of students, and promote the coordinated development of students' mind and body.

## 1. Introduction

The emergence and development of lifelong sports not only have a far-reaching impact on reforming the current school sports system, content and methods, but also play a significant role in enriching life and improving the quality of workers. Therefore, the idea of lifelong sports thought will play an invaluable role in the reform and development of school sports in China. In the past 20 years, the international public sports and leisure sports boom has begun to affect school sports. In school sports, there has been a new trend of serving lifelong sports and healthy leisure activities. Lifelong sports has become the basic direction of school sports reform in various countries. School sports trainers not only look at the present, but also look to the future. Modern education places special emphasis on "laying the foundation for the lifelong development of students". "If the initial education provides the motivation and foundation to help you continue to work and work outside of life, then this education can be considered successful. Thus, we can get the revelation: If our school sports only take into account the stage effect and do not lay a solid foundation for students' lifelong sports and health, then this kind of school sports is unsuccessful. What is valuable is that the school sports community in our country has accepted the idea of lifelong sports.

## 2. The difference between school sports and lifelong sports

Lifelong sports (time, direction, benefit cycle) In the long run, the goals, contents, methods, etc. of each stage are different. Therefore, the difference between school sports and lifelong sports is objective. School sports have the characteristics and systems of school sports themselves. They require that the work of school sports be transferred around lifelong sports, and everything is for the future. This is not in line with reality. It is impossible to dilute or blur the difference between the two because of the need to regard lifelong sports thinking as the dominant idea of school sports reform and development.

School sports is an important part of lifelong sports. School sports is a sub-goal under the overall goal of lifelong sports, that is, the independent goal of school sports can be incorporated into lifelong sports, but the school sports stage has its independence. The independent goal of school sports is different from the goal of lifelong sports. of. The fundamental purpose of school sports is to enhance the physical fitness of students and improve their health. Therefore, the main goal of the school sports stage is to carry out sports knowledge and skills education around health promotion, and organize students to participate in fitness activities. This is the fundamental sign that sports disciplines are different from other disciplines. Knowledge, skills, campus culture, extracurricular activities, adjustment of body and mind, and relief of fatigue are the goals of school sports at this

stage; laying the foundation for lifelong sports, which is also a goal of school sports, but this is a long-term goal of school sports. The cultivation of sports interests, abilities and habits is not only a stage goal, but also a long-term goal (hidden goal). We must consider the stage objectives of school sports as well as the long-term goals of school sports. The direct effect of school sports must also be combined with long-term effects. In the past 10 years, with the gradual popularization of lifelong sports thoughts, the majority of school sports workers have begun to pay attention to the long-term benefits of school sports, that is, to lay a good foundation for students' lifelong sports, to cultivate students' awareness, interests and habits of lifelong sports. And ability. Since the implementation of quality education, due to the emphasis on the basics of school sports, it is emphasized that "teaching students to build a body", and therefore, the issue of laying a foundation for lifelong sports for students is further valued by the majority of school sports workers. With the long-term goal of school sports, it does not mean the shift of the focus of school sports. The stage goals and long-term goals of school sports should be organically combined and complement each other. There is no relationship between primary and secondary. Promoting students' health and enhancing students' physical fitness is the fundamental purpose of school sports, and the consciousness, interest, habits and abilities of students' lifelong sports must also be cultivated in the process of realizing the fundamental purpose of school sports. The two must be organically combined, and this combination is one of the essential characteristics of school sports.

### **3. The main problems in the school sports in China**

Learning sports is a psychological phenomenon that students are tired of sports learning. Their performances are: low interest in learning sports and lazy learning sports. Why do students like sports but do not like physical education? Students are tired of learning and make school sports face challenges. We must rethink from the perspective of students, how to mobilize their enthusiasm, how to change the monotony of content, the phenomenon of separation from life, and how to cultivate students with stability. Sports awareness, adherence to the habits and abilities of physical education and exercise, this does require us to have an in-depth analysis and grasp of the current state of school sports practice. School sports and lifelong sports are out of touch, resulting in school sports can not achieve the purpose of "student physical and mental health development", which is extremely unfavorable for the development of lifelong sports.

School sports go from elementary school to university, and the content is repeated in large numbers. Although the repetition of some textbooks is necessary and reasonable, a large number of low-level repetitions are unreasonable, reducing the academic value and status of school sports. The reform of school physical education curriculum has not yet made a breakthrough in concept. Although it is theoretically necessary to "enhance the physical fitness of students", the basic content of school sports is still inseparable from the arrangement and combination of sports technology projects. The main line, the same textbook repetition phenomenon is serious, in the author's survey, 54.35% of the primary and secondary school physical education teachers believe that "sports textbooks are outdated", 49.1% of primary and secondary school physical education teachers believe that "from primary school, middle school, university, physical education materials Repeat too much." Some authors have reported that the basic course of the university is largely a reprint of the recurring content in the physical education class in primary and secondary schools, lacking the extensibility that should be. According to the statistics of the "Syllabus for Colleges and Universities in Shandong Province" in March 1995, 6% of the basic content of sports is concentrated on competitive sports. The specific content is not much different from that of middle school. Yin Jianhua and others believe that school physical education content and In the past, the change was not big. Although the textbooks have taken into account the students' interests, hobbies and student development characteristics, and increased the setting of the project, the teaching time allocation has overemphasized the difficulty of technology, and not from the perspective of the long-term effect of school sports.

The problem of school sports organization management mainly does not reflect the subjectivity of students. It rarely takes into account the students' thinking and creativity. The independent

physical education and exercise ability cannot be cultivated. The self-consciousness of physical exercise is not paid attention to. Not so high, the result is that the school has created a considerable number of “double talents” who are neither participatory nor athletic. 3 The limitations of school sports methods and methods are mainly reflected in the fact that students only do what the teachers demand, ignoring the students' personality characteristics, making it difficult for students to take the initiative; for those difficult and technically complex sports, often intact Moving to the classroom without moving, the teaching method is the enrichment of the professional project training method, which forms the "teaching" and "practice" for the purpose of mastering sports technology, ignoring the "teaching" for the purpose of exercising the body. "And learn." There are still traces of the planned economy in the school sports management system, which makes the school sports model uniform, and the teaching content and process are almost the same; most middle schools adopt the same class teaching style as the primary school; high school uses the “leading sheep” and “freestyle”. "Teaching is the main; and secondary schools and colleges still adopt the form of middle school teaching; the class is the main line, the first class is the public class (the content is more, the lower level is repeated, set for the "standard" and the standard is set), the second-grade upper limit is selected (only It is the first-grade content.) Most schools in the third and fourth grades (higher grades) do not offer sports optional courses. The practice of “compulsory courses” and “elective courses” is not conducive to the development of students' personality and is not conducive to students' ability. The exhibition is not to improve the students' interest in learning; the management is over-death, the whole teaching objectives and procedures are designed by the teachers, the teachers act according to the instructions, the students listen to the actions; the teaching has no autonomy, no flexibility, and no features.

#### **4. School physical education reform ideas**

The principle of individualization is first of all to follow the principle of subjectivity. In the form of school sports organization, students must be the main body, teaching students in accordance with their aptitude, and stimulating students' interest in learning and exercise and cultivating students' learning ability. Students are an irreplaceable subject of education and learning activities. There is no initiative for students to learn. Without the active participation of students in teaching, students will not really appreciate the joy of school sports and appreciate the spiritual satisfaction and ability of active play. development of.

Under the guidance of traditional school sports thoughts, school sports requires all students to have the same "starting point", the same "end point", unified standards, and guide all students with the same pace and the same content, which leads to students being tired of learning sports. Under the premise of lifelong sports as the leading idea, school sports should break the tension between teachers and students, emphasizing that students should experience and create, self-evaluate and summarize themselves. The responsibility of teachers is to mobilize students' enthusiasm for learning and to maintain long-term. To guide students to evaluate their learning outcomes in order to better develop their ability to engage in physical activity. In order to reflect the cultivation of students' individuality, the school sports form should be based on the assessment of the students' physical health, physical education and physical exercise standards to meet the basic requirements, while taking into account personal interests and hobbies, to avoid the rigid monotony of depressed students Personalized form of sports organization. In the organization and teaching of physical education classes, teachers should not control too much and be too dead. Some sports experts believe that if a teacher controls more than half of the time in a class, it is not a good class. This view emphasizes that teaching should leave students with space and time for activities, advocate the development of students' initiative and subjectivity in free activities, and provide them with an environment for discovering problems and solving problems, so that they can cultivate themselves in relatively free activities. I have a strong interest in some projects and cultivate sports expertise to pave the way for lifelong sports.

Under the background of lifelong sports, the original closed state of school sports that suppresses students' initiative, enthusiasm and creativity will inevitably contradict and conflict with new

concepts and requirements. The physical education teacher will be transformed from the past pure basic knowledge of sports, technology and skills to the pioneers, trainers and evaluators of students' learning ability and personality development. Students will also be transformed from passive learning and imitation to exploratory, active and active exploration under the guidance of teachers to experience fun and exercise. It is precisely because of the change in school sports thinking that the role played by physical education teachers must have a change.

In the life of a person, the longest and most time-guaranteed stage of receiving physical education and fitness is the school stage. Only physical education classes from primary school to university are calculated by 2 hours per week, up to 1000 hours, plus extracurricular sports activities, which provide a favorable practical environment for students' lifelong sports. However, to truly achieve lifelong sports, school sports alone is not enough. Therefore, school sports should be an enlightenment education for lifelong sports, and physical education teachers are the enlighteners of students' lifelong sports. To be a good starter of lifelong sports for students, physical education teachers must change the image of "teachers" who simply teach sports knowledge, skills and skills in the past, make full use of the students' physical education classes and participate in extracurricular sports activities, and seize the opportunity to strengthen The cultivation of students' sports awareness, establish the concept of lifelong sports, improve students' ability of independent sports learning and fitness, and develop the habit of adhering to physical fitness.

## 5. Conclusion

There is a relationship between school sports and lifelong sports that is both inclusive and interactive. School sports is the basic way to realize lifelong sports, and the introduction of lifelong sports thought has had a profound impact on China's current school sports system, content and methods, and put forward new requirements for school sports reform and development. School sports and lifelong sports are in line, reforming the original school sports system that is incompatible with lifelong sports thoughts. This is a major issue that must be studied and solved in the 21st century school sports work. It is necessary to cultivate students' lifelong sports awareness, ability and habits. The combination of school sports stage benefits and long-term benefits, and more effective promotion of students' physical and mental health are of great significance. Extensive research should be carried out from two levels of theory and practice.

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