

Research on the Influence of Physical Education on the Healthy Development of Special People's Groups in the New Period

—Taking the Primary and Middle Schools in Henan Province as an Example

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Abstract: the Development of China's Education is a Necessary Trend under the Influence of Rapid Economic Development. in the Process of Education System Reform, China's Physical Education Has Focused on the Physical Education of Special Groups in Primary and Secondary Schools. in the Process of Reform, the School Pays More Attention to Humanism. under This Reform System, More and More Special Groups of Students Can Receive Suitable Physical Education Courses on Campus. However, There Are Many Deficiencies in the Special Teaching of Physical Education. under This Background, This Paper First Puts Forward the Current Situation of Physical Health Education for Special Groups in the New Era, Then Analyzes the Impact of Physical Education on the Healthy Development of Students with Special Groups' Physique in Primary and Secondary Schools in Henan Province, and Finally Puts Forward Targeted Suggestions, Aiming to Provide Some Guiding Ideas for the Physical Health Development of Special Groups in the New Era.

1. Introduction

1.1 Literature Review

China's education system has been gradually reformed to create an educational environment that values fairness and democracy. Some special groups of students can enter the campus and receive higher level education courses. But most of the campus sports equipment is not suitable for the use of special students, restricting students to carry out sports activities. Li Qian made a detailed study of the problems existing in the physical health of special groups of students and the reasons for the formation of special groups of students, and put forward two suggestions on the establishment of a special health management system and the holding of sports activities with special groups as the main body (Li, 2017). Liu Changjiang et al. Studied the influence of exercise mode on the physical health of special groups of students, analyzed data indicators such as heart rate, vital capacity and diastolic pressure of students, and summarized the advantages of exercise mode in improving the health of special groups of students (Liu et al., 2013). Liu yuancui and Wang pan, starting from the physical education environment of primary schools, analyzed the impact of physical education on the physical quality of students, summarized that physical education for the healthy development of primary school students has the functions of strengthening physical quality, improving team awareness and enriching physical knowledge (Liu and Wang, 2015). Yuan Qing and others summarized the current situation of special physical education of primary and secondary school students through market survey and literature, studied the physical health development of special groups, and proposed that to improve the health level of special groups, we should set up unique physical education teaching mode and strengthen psychological guidance and other countermeasures (Yuan et al., 2019). Ma Wenhui analyzed the relationship between obesity and health status of Chinese college students, and put forward suggestions on holding sports activities, expanding sports space and updating sports equipment (Ma, 2016).

1.2 Purpose of Research

Compared with decades ago, modern life style has changed a lot, and the convenience of life has been improved in many aspects. This change of life style has a great influence on the physique of

primary and secondary school students. The health status of primary and secondary school students is also quite different from that of decades ago. In the group of primary and secondary school students, there are some students whose diet contains too much energy, resulting in obesity and other problems, resulting in the decline of students' physical quality. China's physical education has been greatly improved at this stage, and the upsurge of national fitness is also promoting the quality and development of physical education in primary and secondary schools. In this context, China's physical education industry gradually began to pay attention to the physical health education of special groups. China's education began to solve the problem of equity in education, requiring schools to pay attention to the education of special groups. Moreover, China's regulations on education for the disabled have clearly stipulated that schools or adult education institutions should not refuse to enroll disabled candidates who meet the admission criteria for reasons such as disability. However, at present, many primary and secondary school physical education courses do not specifically for special groups of people. The lack of special education courses makes the students with poor physical quality unable to get proper exercise and improve their physical condition. Therefore, it is of great significance to study the influence of physical education on the physical health development of special population in the new era.

2. The Current Situation of Physical Health Education for Special Population in the New Era

With the rapid development of economy, China's education has gradually accelerated its development. Chinese educational institutions began to attach importance to the education of special groups of students, such as the sick, the weak and the disabled. At the same time, in order to make special groups of students receive fair and just education, schools gradually open education policies for special groups. For special groups of students, due to the poor physical condition, sports will make them have a strong psychological resistance, leading to a strong inferiority complex. Therefore, schools should pay more attention to the positive role and applicability of physical education in special groups of students. Compared with ordinary students, special groups of students need to strengthen their physique through school physical education. At the same time, in the process of sports, self-confidence will gradually increase. According to experience, after proper physical training, special groups of students can not only enhance their physical fitness, but also their enjoyment of life (Liu and Zhao, 2019). However, there are still many problems in the development of physical health education for special groups. First of all, we need to pay attention to the group of teachers. Physical education teachers are lack of teaching knowledge for special groups, so they can't work out a curriculum that is conducive to physical exercise for special groups. In the process of P.E. teaching, the teaching content of P.E. teachers is not divided according to different groups of students. In the face of special groups of students, in order to reduce the trouble and avoid some hidden risks, PE teachers usually let students "listen in" and regard no need to participate in sports as the "welfare" of students. This teaching situation leads to more students to avoid physical training under the pretext of illness. Secondly, due to the small number of special groups of students, there is no special teaching curriculum in the process of physical education curriculum design. The last point is that the school does not pay enough attention to the physical education teaching equipment. The physical equipment is basically for ordinary students, and there is no special planning for special students.

3. The influence of physical education on the healthy development of students with special physique -- a case study of primary and secondary schools in henan province

Physical education in primary and secondary schools is the cultivation of students' life-long physical exercise awareness and habits, not only a simple course and sports learning in schools. At the same time, if physical exercise can form a good habit in school, for special groups of students, it can make up for physical defects to a certain extent, and enhance physical fitness. In the process of physical exercise, students' psychological endurance and willpower can be improved, and students' bad emotions can be vented and adjusted. The willpower and courage of special groups of students

to overcome difficulties will be strengthened. Primary and secondary schools in Henan Province have carried out a new round of physical education reform in 2001, and put forward the “Four Haves” classroom in the reform. In fact, the physical education teaching content is more detailed. According to the teaching characteristics, the teaching content is divided into exercise class, simple learning class, introduction class and intensive learning class. This physical education teaching mode makes the primary and secondary school physical education content more standardized and more targeted. Under this classified teaching mode, special groups of students can find their own teaching classroom. In the past few years, the physical education teaching mode of primary and secondary schools in Henan Province has been upgraded again. Every year, the primary and secondary schools in Henan Province require some physical education teachers to study in other excellent schools, so that the professional knowledge and skills of physical education teachers can be improved, the teaching content and mode of physical education are more advanced, and can better meet the healthy development requirements of special groups of students.

4. Policy Suggestion

4.1 Training High Quality Pe Teachers in Special Education

At present, physical education teachers in Henan Province are facing a new situation of education. In primary and secondary schools, the physical quality of each student is not the same. Some students also need special physical exercises. In addition to the students who can't exercise violently due to accidents or diseases, there are also students who are overweight and have psychological diseases. All of them need PE teachers to take special teaching to strengthen students' physical quality and enrich sports knowledge. According to different situations of students, teachers can use advanced teaching experience for reference to set up different sports events, such as interesting sports activities, transfer items and sports knowledge exchange meeting. In addition, Henan Province should set up special physical education specialty in normal colleges and universities, and more exchanges and cooperation with other relevant colleges and universities, so as to cultivate talents with special physical education ability for the province. Primary and secondary schools should not only introduce special education and physical education talents, but also improve the professional knowledge of existing physical education teachers in sports rehabilitation and psychological construction, so as to strengthen the physical quality of special primary and secondary school students.

4.2 Improve the Evaluation Method of Physical Education Curriculum

In view of the healthy development of physical fitness of the special population, it is of great significance to establish a PE curriculum evaluation method suitable for all students in primary and secondary schools in Henan Province. The traditional evaluation method only takes the students' physical test results as the standard to evaluate the teaching effect of physical education courses. This is unreasonable for PE teachers and special students. In the evaluation of physical education curriculum, the examination of students' physical education knowledge should be added to weaken the mechanism of physical education selection. At the same time, it is also necessary to investigate the mastery degree of physical education teachers on sports rehabilitation, counseling students' psychology and sports events. In the way of evaluation, from the perspective of other teachers, students and teachers themselves three groups to evaluate their PE curriculum. The evaluation involves sports skills, classroom atmosphere guidance and sports knowledge teaching. In conclusion, whether the evaluation method of physical education curriculum is reasonable and scientific can reflect the development level of students' health education.

4.3 Introduction of Stadium Equipment and Facilities

The main venues for physical education are the campus gymnasium and playground. Whether the sports infrastructure is perfect or not directly affects the quality of physical education in primary and secondary schools in Henan Province. The introduction of sports equipment suitable for

ordinary students and special groups of students in primary and secondary schools, and the design of corresponding teaching plans, help to meet the needs of all students to strengthen physical training. Physical education teachers should not be limited to the use of the original equipment, refer to other advanced physical education teaching models, innovate the use of sports equipment and facilities, and enrich students' sports activities. The maximum use of sports equipment will help to improve the quality of special sports teaching and stimulate students' enthusiasm for sports activities.

4.4 Strengthen the Importance of Physical Education for Special Groups

The relevant education departments in Henan Province should pay more attention to the special physical education of primary and secondary school students, and introduce the teaching system in line with the special crowd education method. In the aspect of media, we should increase the publicity of special physical education and enhance the social attention to the physical education of special students in primary and secondary schools. Primary and secondary schools should increase the investment of funds and talents for sports rehabilitation equipment, strengthen the physical quality of special students and enhance sports interest. Teachers help special students to build up their awareness of physical exercise, improve their physical health level and get along with other students better while understanding physical knowledge. Special groups of primary and secondary school students master sports rehabilitation knowledge in physical education class, which is conducive to students' love for sports activities, and pay more attention to the news of special groups of physical education.

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