

The Current Situation of Physical Education Classroom Teaching in Rural Primary Schools in Zhaoqing City under the "Double Reduction" Policy and High-quality Development Research

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Abstract: The "double reduction" policy emphasizes that the teaching of physical education should implement the requirements of improving quality and efficiency. Using the literature method, questionnaire survey method, interview method, etc., this paper conducted an in-depth investigation on the current situation of physical education classroom teaching in some rural primary schools in Zhaoqing City, and found that in the process of physical education teaching, the physical education training density is low, the teaching form is outdated, and the teaching design is not targeted, which seriously hinders the role and value of physical education in primary schools. As a result, students cannot have a good understanding of the basic knowledge of physical education, and it is difficult to form sports values in the new era. The high-quality development of physical education in rural primary schools should be improved from the following aspects: strengthening the awareness of physical education, improving sports facilities and venues, strengthening the construction of teachers, innovating physical education teaching methods, and establishing a scientific evaluation system.

Keywords: Zhaoqing Rural Primary School; Physical education classroom teaching; High-quality development.

1. Introduction

Physical education plays a very important role in basic education in China, and physical education is an important part of the primary school teaching plan, which directly affects the physical and mental health development and all-round development of students [1]. Under the condition of the comprehensive promotion of the "double reduction" policy, the requirements of physical education teaching in primary schools have changed, and how to improve the educational value of physical education teaching in rural schools under the premise of implementing the requirements of the "double reduction" policy is one of the important research topics of physical education educators in rural schools. Under the background of "double reduction", creating an efficient primary school physical education classroom can not only break the shackles of the traditional teaching model, but also implement the relevant requirements of the new physical education curriculum standards; Moreover, it can enrich the form of classroom teaching activities and promote the all-round development of students [2]. This paper analyzes the current situation of physical education classroom teaching in rural primary schools in Zhaoqing City, and finds that there are certain problems in teaching design, teaching methods, venues, equipment and other aspects, which makes it difficult for physical education teachers to play their own leading role in education and teaching. The teaching mode of physical education in primary schools still follows the model after the founding of New China, the teaching method is not appropriate, the teaching content is not targeted, etc., and the physical education classroom model has a certain obstacle to the development of physical education under the new curriculum standard. In addition, problems such as weak awareness of sports, insufficient innovation drive of teachers, and single curriculum evaluation system lead to students'

inability to better understand the basic knowledge of physical education, and it is difficult to form sports values in the new era, and it is impossible to talk about the high-quality development of physical education in rural primary schools. Primary school physical education classroom teaching is an important means to ensure the healthy development of students, by changing the physical education classroom teaching mode, developing diversified teaching forms, reforming physical education teachers to drive the internal driving force, so that students can experience a new type of physical education classroom, so that students can find their own interests, understand that sports play an important role in a person's development, so that they can truly fall in love with physical education classroom.

2. Research Objects and Methods

2.1. Research Subjects

Students from 10 rural primary schools in Zhaoqing City were taken as the research objects.

2.2. Research Methodology

2.2.1. Documentation Law

Collect the research results of related topics for analysis and summary, and then deepen the research results of the authors as the theoretical basis of the paper.

2.2.2. Questionnaire method

According to the actual situation of physical education teaching in rural primary schools in Zhaoqing City, a questionnaire survey was randomly carried out on different classes. The survey subjects were 10 rural primary schools in Zhaoqing City, and questionnaires on sports knowledge and sports attitudes were distributed. The validity of the questionnaire was suggested to 5 experts and scholars in Zhaoqing City, and the content validity and structural validity

of the questionnaire were obtained. After the first questionnaire was distributed, the second questionnaire was re-issued with an interval of 20 days, and the data of the two questionnaires were compared and found that $r=0.87$, indicating that the credibility of the questionnaire was high. 1,000 questionnaires were distributed for sports knowledge, and 1,910 valid questionnaires were recovered, with an effective rate of 95.5%, and 1,000 questionnaires were distributed for sports attitude, and 970 valid questionnaires were recovered, with an effective rate of 97%.

2.2.3. Interview method

Interview questions were designed to interview students who liked physical education in the surveyed elementary school. Draw up an outline of the content of the interview, and determine the questions and framework of the interview. Conduct formal interviews, listen carefully during the interview, and record the interview. Organize the interview data and analyze the interview results.

2.2.4. Mathematical Statistics

Based on the data recorded by questionnaire survey method and interview method, Excel2023 software was used for statistical analysis to provide data services for this paper, and the traditional teaching mode and the current teaching mode were compared and analyzed for further research.

3. The Current Situation of Physical Education Teaching in Rural Primary Schools in Zhaoqing City

3.1. Basic situation of physical education

3.1.1. Classroom teaching content

The content of physical education classroom teaching plays a cornerstone role in physical education, embodies the essential attributes of physical education, and provides a correct direction for how to carry out physical education classroom teaching, therefore, the quality of teaching content directly determines the quality and effect of physical education teaching, and also affects the physical and psychological development of students. The teaching content is based on the textbook, and it is necessary to know and deeply understand the current situation of the teaching content through the textbook, and the textbook plays a guiding role.

The survey found that in the actual physical education classroom teaching, there are not many schools that use teaching materials, most of the physical education classes are carried out outdoors, teachers need to lead students to do outdoor sports, only when outdoor conditions are not allowed, students will be organized to attend classes indoors, this situation only needs to use teaching materials for teaching. Therefore, the application of teaching materials in physical education teaching in primary schools is very rare, which leads to students' insufficient understanding of physical education theory and lack of in-depth understanding, and it is difficult for students to realize the necessity and importance of learning physical education. Most of the teaching has not changed the teaching design and teaching mode in accordance with the requirements of the new curriculum reform, and is still using the old teaching plan, lacking innovation, and it is difficult to meet the learning needs of primary school students in the new era.

3.1.2. Physical education class hours

The normal class arrangement is to ensure the quality of students' class time and ensure that students have high-quality

learning, so as to enhance students' physical fitness. The relevant documents of compulsory education stipulate that physical education classes are divided into lower grades and upper grades. Physical education in the lower grades accounts for about 15% of the total class time; Physical education in the upper grades accounts for about 10% of the total class time per week.

The total class time of the lower grades of rural primary schools in Zhaoqing City is 27 periods, and the total class hours of the upper grades is 30 periods, and the latest regulations on physical education class hours in Zhaoqing City are arranged for the lower grades of Zhaoqing Rural Primary Schools to arrange 4 periods per week and 3 periods for the upper grades. The actual class time from the first grade to the sixth grade is 3.88, 3.82, 2.90, 2.83, 2.92 and 2.82 per week, respectively, and the class time compliance rate of rural primary schools in Zhaoqing City exceeds 94%, almost completing the national policy standard. In recent years, rural primary schools in Zhaoqing City have paid more and more attention to students' physical education classes, but a small number of teachers of other subjects still encroach on physical education class time. However, the class duration of rural primary schools in Zhaoqing City is quite different, and uncertain factors such as holidays, weather factors or sports competitions are the main reasons.

3.2. Current situation in terms of physical education teaching students

3.2.1. Basic information about students' attitudes towards sports

700 students were selected to investigate whether they love sports, accounting for 72% of the total. 170 people said "okay", accounting for 17.5% of the total, and 100 people said "relatively tired", accounting for 10.3% of the total, the data shows that most students in rural primary schools in Zhaoqing City have a high degree of enthusiasm for physical education classes. The teaching content is also diversified, coupled with the lively nature of primary school students, who like to communicate with their classmates, so with the help of physical education classroom teaching entertainment and sports competitiveness, some students in Zhaoqing rural primary schools are highly motivated to learn the relevant physical education practice courses in the physical education classroom. However, some students are introverted and difficult to integrate into the class, and many sports in most physical education classes are collective sports, which is easy to make students have a boring and boring reaction mentality; Secondly, a small number of students are fat, and the skills and movements taught by the physical education teacher are difficult, and they are also afraid of the ridicule of other students, and over time they have a disgusting attitude towards physical education class.

3.2.2. Students' basic cognition of physical education

Students in rural primary schools generally do not recognize the importance of physical education for physical and mental health, all-round development and physical fitness. Students are vaguely aware that physical education classes can exercise their bodies, strengthen their physique, improve their motor skills, and at the same time develop teamwork and a sense of competition. Students are highly motivated to participate in physical education classes, and they like to move freely on the playground and participate in various sports games and competitions, but due to various conditions, such as teachers, venue facilities, etc., their physical

education teaching level needs to be improved.

3.3. Problems in physical education classroom teaching

3.3.1. The content of physical education teaching is outdated, and the program is not comprehensive

At present, China's education department has issued a number of documents to guide the reform of physical education teaching in primary schools, however, physical education teaching in rural primary schools still cannot keep up with the changes in the new curriculum standards, and physical education teaching in rural primary schools is still running, skipping rope, sit-ups and other basic physical training action content, and even teaching has some "formalism", the vast majority of physical education teachers teaching quality is not high, safety first, resulting in the creation of new physical education teaching content. At the same time, primary school students' interest in physical education showed significant instability [3]. Some students are interested in basketball, table tennis, badminton and other ball sports, some students like running, martial arts and other sports, and female students like aerobics and other sports. Traditional local sports such as dragon and lion dances are also popular among students, and they go to every house to pick green in front of every house during the New Year's holidays, which can help to increase students' interest in sports, but there are very few schools for such programs.

3.3.2. Teachers' innovation drive is not strong, and their scientific research ability is insufficient

Innovation is the requirement of the development of the times, and physical education teaching should also be innovated in order to unleash its charm [4]. In recent years, education has changed dramatically, and the salary of teachers is about 80% of that of civil servants, and the teaching profession is highly respected. In fact, affected by various factors, the basic rights and interests of physical education teachers in China are not as good as people imagine, many non-rural physical education teachers, in terms of salary, insurance payment and other aspects compared with teachers in the large gap, resulting in such teachers are prone to burnout in education and teaching, it is difficult to give full play to their teaching potential, and there is no more time and energy to devote to the reform and innovation of physical education and teaching. In addition, primary school physical education pays more attention to the completion of teaching tasks, but ignores the cultivation of teachers' scientific research ability, does not pay attention to the scientific research ability of physical education teachers, and lacks the corresponding reward system, resulting in the lack of scientific research spirit and innovative spirit of most rural primary school physical education teachers.

3.3.3. Students' cognitive level needs to be improved, and the evaluation mechanism needs to be improved

Since the 90s of the last century, the people have not properly recognized the importance of physical education, and the status of traditional subjects such as the main subjects of the primary school curriculum (language, mathematics, and English) is much higher than that of physical education. The poor cohesion of the physical education classroom teaching system limits the effective guarantee of collaborative education [5]. Rural primary school students do not have enough knowledge of physical education and do not participate in it. In the primary school physical education

class, most of the students are passive to accept the knowledge of physical education, do not actively participate in the learning, and even some students do not like to take physical education class, lack of interest in the subject of physical education, in the physical education classroom students can not play the subjectivity. Therefore, most primary school physical education teachers will not explain the theoretical knowledge of physical education in the classroom, and some students know that the physical education knowledge is not obtained from the physical education classroom, but through television and the Internet.

4. Conclusions and Recommendations

4.1. Conclusion

At present, the physical education textbooks used in rural primary schools in Zhaoqing City are still the version of ten years ago, and the textbooks are almost not used in the process of physical education classroom teaching, and the content of physical education classes is still running, skipping rope, sit-ups, etc., as well as physical training, and ball games include basketball, football, basic skills learning content. Students in grades 1-4 are generally motivated to meet the requirements of school, teachers and parents, while students in grades 5-6 are mostly motivated by hobbies, improving skills and technology, and making friends. Rural primary schools are still inadequately equipped with enough space for school-wide recess sports, but many have only two basketball courts and a 200-metre running track. The content of the physical education classroom model is outdated, the project is not comprehensive due to the venue, and the teachers' professional level knowledge also needs to continue to participate in research and learning, and students' awareness of physical education is constantly improving. To improve the quality of classroom teaching from the content of classroom teaching, it is necessary to follow the four principles of "green health", "national fitness", "interest first" and "lifelong sports". The innovation of physical education classroom teaching needs to understand the individual differences of students, ensure that students are the main body, and can gain more knowledge in physical education class. The innovation of classroom teaching content can add "sports games" and "fun sports" and other items, so that all students have the opportunity to participate, so as to achieve the multi-faceted development of quality education. The shortage of full-time physical education teachers is mainly due to the poor conditions in remote areas, low salaries, almost zero continuing education, and limited room for growth.

4.2. Recommendations

4.2.1. Strengthen the practicability of new physical education classroom teaching

At present, most of the physical education classroom models in rural primary schools in Zhaoqing City are physical education teaching models that focus on skill mastery mode and physical education teaching models that focus on physical exercise in teaching, these modes of teaching, students are easy to get bored of learning, and think that physical education is an unimportant subject, so it is recommended to open a multi-physical education teaching model, such as a physical education teaching model that focuses on allowing students to experience the fun of sports (happy sports), and combines the traditional teaching mode with happy sports to make students love sports. The focus is on allowing students

to experience a successful PE teaching model (Successful PE) to build confidence in PE classrooms.

4.2.2. Improve the sports infrastructure and promote the diversified development of teaching content,

Improving the public physical education service system can help promote innovation in physical education teaching in primary schools, and in addition to learning in school physical education classrooms, students can also find corresponding venues to practice after class. If the public sports service system is improved, students can learn these sports in depth after class and improve their skills, regardless of the financial cost. Students' enthusiasm for learning sports will also be improved accordingly, and they can also choose the projects they are interested in independently, which is conducive to the development of school physical education courses, and the enthusiasm of students and teachers will be improved accordingly, and good teaching results can be achieved.

4.2.3. Improve the status of physical education teachers as the main body of health society and health education literacy

Rural schools should pay attention to the regular training of primary school physical education teachers, so that teachers have more opportunities to participate in the learning of theoretical knowledge, promote the development of teachers' thinking, and generate innovation motivation. Teachers improve the teaching content and design innovative physical education classrooms, which not only teach students physical education skills, but also infiltrate students' physical education theoretical knowledge in terms of health, so that physical education and health can develop together.

4.2.4. Encourage scientific and technological innovation and informatization, and provide a good environment for teaching innovation

With the use of information technology, the interaction and communication between teachers and students will be greatly increased, which will facilitate teachers and students to provide further guidance and help after class, and students'

enthusiasm for learning will gradually increase, forming a good teacher-student relationship. In addition, teachers can obtain more teaching resources through the Internet, learn after class, and constantly improve their knowledge reserves and teaching capabilities, so as to better carry out teaching design and reform and innovation, meet students' learning needs, and ensure the quality of teaching. Therefore, encouraging scientific and technological innovation and informatization and providing a good environment for teaching innovation will promote the high-quality development of primary school physical education and improve the effectiveness of rural primary school physical education classrooms.

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