

Current Situation and Countermeasures of Preschool Physical Education in China

Xiao-Wen Li

College of Physical Education, Southwest University, Chongqing 400715, China

Email:

843725087@qq.com

Abstract. At present, China's education department pays more and more attention to the module of preschool physical education, which plays an important role in the future physical and mental health development of children and the comprehensive development of moral, intellectual and physical. Therefore, how to reasonably grasp the development direction of preschool physical education and the development of countermeasures is a key issue for the current education circles. In order to further promote the development of preschool physical education in China, the author puts forward several development countermeasures based on his own work experience.

Keywords. Preschool Physical education, Current situation, Countermeasures

In recent years, Chinese experts and scholars have written a large amount of literature and works in the field of preschool education, but there has been little research on preschool physical education, which is a marginal issue of preschool education and school sports. This shows that pre-primary physical educators do not pay enough attention to pre-primary physical education. At the same time, theoretical researchers lack the exploration of the practice and practical problems of preschool physical education, and the research on preschool physical education is not very targeted.

© 2022 by The Authors. Published by Four Dimensions Publishing Group INC.
This work is open access and distributed under Creative Commons Attribution (CC BY)
license (<http://creativecommons.org/licenses/by/4.0/>).

1. The connotation of preschool sports

Preschool sports exists as a subordinate concept of preschool education, and preschool education generally recognized in China refers to the education of children aged 3-6. As an important part of preschool education, preschool physical education refers to: early childhood educators purposefully and systematically guide and help children to carry out simple physical activities, and in accordance with the laws of children's physical and mental development, with games as the main means, in order to improve children's physical and mental health, cultivate children's lively and active character and creative thinking ability, and promote children's comprehensive and healthy growth for the purpose of physical education activities and physical exercise.

2. The role of preschool sports

Renowned sports scholar David Bush Professor Galliho once pointed out in the study of human motor development that early childhood is in the learning stage of basic activity skills, which is the best

period for learning activity skills. Studies have shown that early childhood is the basic period and critical period of development, and the impact of sports as the basis of early childhood growth on human individuals begins from the fetal period and continues to the old age, which is a continuous development process, and in this process, the development of early childhood is crucial, affecting and determining the space that can be developed in the future. As a practical activity of early childhood education, preschool sports can not only enhance children's physical fitness, promote children's growth and development, and improve children's human function level; It can also promote children's cognitive and intellectual development, and cultivate children's creative thinking; At the same time, it can also cultivate children's "masculinity", promote children's mental health development, so that they can develop good personality qualities and grow up healthily in an all-round way. The famous educator Krupskaya once said: For children, play is learning, and play is labor. Games are an important form of education. Therefore, we should be more aware that the role of preschool sports in promoting the healthy growth of young children cannot be ignored [1].

3. Overview of the development of preschool sports in China

Since the birth of China's first preschool sports institution in 1903, the development of preschool sports in China has gone through a history of more than 100 years, during which it has gone through three periods: the Mongolian nursing home system in the late Qing Dynasty, the Mongolian nursing home system and kindergarten system in the Republic of China, and the kindergarten system after the founding of New China and has made great progress in the kindergarten system. First of all, based on Mao Zedong's guiding educational policy of "health first," the teaching of kindergartens has just begun to focus on the physical health of young children in the spirit of health-first education, and preschool physical education exists as an independent subject in preschool education. Secondly, the development goals of preschool physical education are clearly defined, and the goals of children's participation in sports are pointed out in the kindergarten physical education syllabus to exercise children's physical fitness, enhance children's resistance, develop children's basic body movements and coordination, cultivate their creative thinking, and enable children to form good behavior habits and interest in participating in sports. Cultivate their will and the collective spirit of solidarity and fraternity. Finally, the contents of pre-school physical education are specified and explained in detail, mainly including morning exercise (walking, balance, running), gymnastics (jumping, climbing, crawling, etc. Throwing, throwing, catching, group movements), muscle exercises, dancing and rhythms Daily life habits and hygiene habits, games, etc., and different teaching content is formulated according to the different scales of small, medium, and large.

In the late 70s and early 80s of the 20th centuries, with the implementation of China's reform and opening policy, education was constantly reformed, and the development of preschool sports gradually highlighted the disciplinary characteristics of physical education and the characteristics of "physical activity." It is indeed proposed that preschool sports can promote the all-round development of young children. The content of preschool sports during the reform and opening period also mainly focused on "basic movements" and "basic gymnastics", which showed the academic characteristics of physical education and considered the psychological development characteristics of young children to a certain extent. As far as the current development is concerned, China's preschool physical education has always been on the edge of preschool education and school physical education, and compared with preschool education or relative to primary and secondary school physical education, the development of preschool physical education in China is relatively slow, and there are relatively few relevant books and literature, and the specific organization and implementation of preschool physical education are concerned Research on evaluation and other aspects is relatively weak, and there is a lack of effective methods for how to specifically carry out scientific and rational teaching of preschool physical education. Therefore, as an important part of preschool education, whether yesterday or today, preschool physical education has not ceased as a mission to promote the comprehensive physical and

psychological development of young children, and the study of the development of preschool sports still needs to be fully explored and studied by modern researchers [2].

4. Analysis of the current situation of preschool physical education in China

Through investigating the current status of physical education courses carried out in China's preschool education schools, and understanding the current professional knowledge level of physical education teachers, the facilities and conditions of physical education courses, and the teaching materials of physical education courses, according to the survey results, it is found that the current physical education teaching methods in China's preschool schools are single, the teaching mode is backward, especially the teaching conditions and facilities are lagging behind, which is not conducive to meeting the requirements of preschool education schools to cultivate new talents of morality, intellect and body. The following is an analysis of the current development status and shortcomings of physical education in China's preschool education schools.

4.1. Failure to Correctly Recognize the Important Role of Physical Education

In early childhood development, according to relevant research and research, we can see that many preschool education schools are not aware of the important role and significance of physical education on the growth of young children. In order to increase the promotion rate, many schools emphasize liberal arts over physical education, and even some schools cannot even guarantee basic physical education class hours, using physical education directly as the study of other subjects or as self-study classes to allow students to complete homework in other cultural subjects [3].

4.2. Preschool Education Schools Lack Scientific and Reasonable Teaching Space, Equipment and Facilities

4.2.1. Preschool Physical Education has Insufficient Funding

Many preschool schools have very limited funds, and the source of funds is single, resulting in many schools in physical education related equipment and facilities and site construction have many problems and deficiencies. As the premise and foundation for the development of sports activities, if there is no reasonable venue, physical education teachers cannot give full play to the meaning and value of physical education and cannot ensure the orderly development of physical activities.

4.2.2. Less Sports Equipment

At present, many preschool schools have set up sports activity venues, but there is no purchase and arrangement of relevant equipment, equipment and facilities according to the actual needs of children, such as fewer running tracks for young children, a smaller number of sports equipment, and fewer types, which also leads to the inability of preschool physical education to be effectively carried out to a certain extent, thus hindering the further development of preschool sports in China.

4.3. Lack of Strong Physical Education Teachers

With the continuous development of China's education, many young teachers have chosen early childhood education, but due to their own insufficient cognition of physical education, they believe that early childhood sports are not important, resulting in physical education floating on the surface and strong formalism. When arranging physical education classes, many preschool schools will let cultural teachers also serve as physical education teachers in order to save costs. It is precisely because of the above reasons that the overall ability and quality of physical education teachers are not good, and problems in teaching activities are frequent. In addition, many teachers do not understand the knowledge of children, ignore the real needs of children, do not fully develop scientific and reasonable teaching strategies based on the growth and development of children, lack effective guarantee of curriculum quality, and cannot guarantee physical education lessons [4].

5. Strategies and measures to promote and improve the development of preschool physical education

Preschool education in our country refers to the education of children from three to six years old. And preschool physical education is an important part of preschool education. In the "Kindergarten Education Guidelines" promulgated by the state in 2001, health ranks first among the five major areas of early childhood education and stipulates the importance of children's sports and its goals, tasks and contents, so as to improve children's physical health, enhance children's physical fitness and promote children's all-round development.

5.1. Correctly Understand and View Preschool Physical Education

In order to fully improve the quality of preschool physical education and highlight the value of physical education, schools and relevant teachers must pay enough attention to physical education courses and enhance the status of physical education, so as to feel the lifelong benefits from physical education. Specifically, schools can take preschool physical education as an important component of comprehensive education for young children and incorporate it into the teaching assessment system according to actual needs, to realize the comprehensive and effective development of children's moral, intellectual, physical, aesthetic and labor in a real sense. Through preschool physical education, we can fully mobilize children's enthusiasm for sports, improve their physical fitness, guide children's mental health development, enhance children's participation through cooperation and competition in sports activities, cultivate their team consciousness and social responsibility, and effectively promote the smooth development of preschool physical education.

5.2. Strengthen Investment in the Construction of Equipment and Facilities for Preschool Physical Education

5.2.1. Highlight Teaching Characteristics and Broaden Funding Channels

According to the above, we can see that many preschool education schools currently have greater financial pressure, and the investment in physical education is even less. In response to this phenomenon, schools should not only rely on local government departments, but also start from themselves and effectively solve the problem of funds according to the strength of preschool schools. Specifically, on the one hand, schools should increase the development of their own characteristic physical education, attract the attention of relevant government departments, and put forward the feasibility of investment to guide them to invest resources. The development of education is not something that can be caused by just a few years or even decades, and the social economy also makes the prospects for education investment optimistic; On the other hand, preschool physical education schools should take the initiative to think about problems, find out the effective entry point for teaching activities, overcome many difficulties, and can directly carry out reform and improvement on the basis of the original physical education teaching, draw local materials, or seek help from other departments or society. Specifically, schools can guide children and teachers to make their own sports equipment, improve teaching venues according to their own interests and hobbies, enrich physical education content, and at the same time pull in relationships with surrounding excellent schools to seek help in equipment and venues [5].

5.2.2. Optimize and Improve Preschool Physical Education Equipment

As an important part of physical education activities, physical education teaching equipment plays a very important role and significance in the effective development and development of activities. Based on this, local government departments should first correctly understand preschool physical education, affirm the practicality and effectiveness of sports activities, and appropriately increase the investment in sports activity venues and related educational equipment. Specifically, students in early childhood are not yet physically and mentally sound, and physical education cannot refer to primary school students and junior high school students, and the teaching form should be simplified as much as

possible, based on games, so preschool physical education equipment should focus on fun and entertainment. At the same time, preschool physical education teachers can guide children to use their brains and make their favorite sports equipment, which not only promotes the effective development of the curriculum, but also cultivates and improves children's practical ability to a certain extent and develops children's intelligence.

5.3. Strengthen the Recruitment of Preschool Physical Education Teachers and Improve their Professional Ability

The current number of early childhood physical education teachers is limited and older. Based on this, preschool schools should formulate recruitment plans every year to inject fresh blood into early childhood physical education. At the same time, schools should strengthen the training of physical education teachers, and organize outstanding teachers to enter other schools to learn excellent and successful teaching experience and methods. In addition, preschool teachers work relatively hard, and their salaries and benefits should be appropriately adjusted and improved, and when necessary, tilted policies can be adopted to increase the enthusiasm of employees. In particular, outstanding young teachers who have outstanding performance in the workplace, can put forward constructive opinions on physical education, have made great contributions to teaching, have strong practical teaching ability, and have comprehensive quality and all-round development, schools should attach importance to and reuse them, so as to set a correct example, guide other young teachers to see the wisdom, strive to improve their own professional ability and comprehensive quality, and gradually strengthen the team of preschool physical education teachers.

6. Conclusions

To sum up, under the current requirements of quality education, students' physical and mental health problems are more and more paid attention to, and in the context of some traditional examination-oriented education, the importance of physical education has to make necessary changes, adopt new ways to improve the various drawbacks brought by this method, the change of physical education teaching mode, add the way of games to it, enrich the fun of the process, and maximize students' interest and teaching quality. The use of sports games in physical education is of great significance.

References

- [1] Huang Shanying and Sun Jianhua, "Research on the Status Quo and Countermeasures of Preschool Physical Education Teachers in Chongqing," *Contemporary Sports Science and Technology*, vol. 3, no. 34, p. 139+142, 2013, doi: 10.16655/j.cnki.2095-2813.2013.34.009.
- [2] Princess Wang and Ying Zhang, "Research on the Development Status and Countermeasures of Preschool Sports in China," *Sports World (Academic Edition)*, no. 5, pp. 81–83, 2016, doi: 10.16730/j.cnki.61-1019/g8.2016.05.030.
- [3] He Shuyan, "Current situation and countermeasures of preschool physical education in China," *Knowledge Base*, No. 19, p. 95, 2019.
- [4] He Shuyan, "Current situation and countermeasures of preschool physical education in China," *Knowledge Base*, No. 19, p. 95, 2019.
- [5] He Shuyan, "Current situation and countermeasures of preschool physical education in China," *Knowledge Base*, No. 19, p. 95, 2019.