



Research on the Optimization of Physical Education Curriculum in Chinese Elementary and Middle Schools from the Perspective of Healthy China

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Abstract: at present, the physical education and health course in primary and secondary schools in China is faced with the dilemma of failing to strengthen the body and bring health and vitality to the students. Through the method of literature review and comparative analysis, this paper studies the physical education curriculum of primary and secondary schools in China, finds that there are some problems in the curriculum of primary and secondary school sports, and explores the social impact of these problems from multiple perspectives. From the perspective of “healthy China 2030”, this paper puts forward the following suggestions: 1. Adjusting measures to local conditions, vigorously promoting the development of school-based physical education curriculum; 2. Paying attention to the clarity of curriculum objectives, reflecting the gradual and targeted of curriculum objectives; 3. Constructing the primary, junior high and high school integrated physical education curriculum teaching content system, hoping that this study could provide a certain theoretical support for Chinese primary and secondary school physical education and health courses so that physical education could become an important position for young people to civilize their spirit and savage their physique, and provide help for the early realization of sports power and healthy China.

Keywords: Healthy China; primary and secondary schools; physical education and health course; curriculum design

“Healthy China” is an important strategic task in the construction of socialism with Chinese characteristics in the new era. The strategic research on “healthy China” has been deployed in the early 21st century, and started in 2008. Premier Li Keqiang proposed to build a “healthy China” in 2015. Until 2016, the CPC Central Committee and the State Council issued the “healthy China 2030” planning outline, marking the rise of healthy China to the height of national strategy. On April 27, 2020, the central comprehensively deepening the reform commission deliberated and passed the opinions on deepening the integration of sports and education to promote the healthy development of teenagers, pointing out that to deepen the integration of sports and education to promote the healthy development of teenagers. It is necessary to establish the education concept of the importance of health and promote the coordinated development of youth cultural learning and physical exercise. The importance of physical education in primary and secondary schools is reflected in the importance of the party's pursuit of physical education. However, the current effect of physical education in primary and secondary schools in China is not ideal. In recent years, there have been many incidents of students fainting and sudden death. Although the causes of these events are various, the problems in curriculum setting, goal orientation, teaching content and requirements of physical education and health course are also one of the important reasons.

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1. The existing problems of physical education curriculum in primary and secondary schools in current China

Primary and secondary school is an important stage to develop students' sports skills and interest in sports. Therefore, scientific and reasonable curriculum design is of great significance in physical education teaching. Physical education curriculum is the key factor of school physical education teaching, and the central link to achieve school physical education teaching objectives and tasks. Scientific and reasonable physical education curriculum setting not only contributes to the quality and level of physical education teaching It also helps to create a good exercise atmosphere for students, improve students' learning initiative and enthusiasm, cultivate students' good organization, discipline and social responsibility, and can play a positive role in promoting the healthy development of students' body and mind.

1.1 the setting of curriculum objectives is not clear and lacks gradualness and pertinence

Curriculum goal is the primary element of curriculum standard, which mainly reveals the orientation and expectation of curriculum. Curriculum objectives restrict the curriculum setting, regulate the selection and organization of curriculum content and the way of learning activities, which are the concrete embodiment of educational objectives and training objectives.

China's current curriculum standards for physical education and health in compulsory education stage (2011 Edition) ^[1] and senior high school stage's "physical education and health curriculum standards" (2017 Edition) ^[2] curriculum objectives are set according to the level of "general objectives learning objectives level objectives". Sub goals are set under the general objective, which further differentiates and concretizes the general objectives, as shown in Table 1 below.

Table 1 comparison table of physical education and health curriculum objectives in primary and secondary schools

| Content | primary school | Junior high school | high school |
|----------------------|--|--|---|
| Sports Participation | <ol style="list-style-type: none"> 1. Participating in physical learning and exercise 2. Experiencing success and sports fun | <ol style="list-style-type: none"> 1. Participating in physical learning and exercise 2. Experiencing success and sports fun | <ol style="list-style-type: none"> 1. Consciously participating in physical exercise 2. Applying scientific methods to participate in physical exercise |
| Exercise Skills | <ol style="list-style-type: none"> 1. Learning sports knowledge 2. Mastering motor skills 3. Enhancing safety awareness | <ol style="list-style-type: none"> 1. Learning sports knowledge 2. Mastering motor skills 3. Enhancing safety awareness | <ol style="list-style-type: none"> 1. Acquiring and apply sports basic knowledge 2. Mastering and use motor skills 3. Having the ability to safely perform sports activities |
| Health | <ol style="list-style-type: none"> 1. Mastering basic health care knowledge and methods 2. Building good shape and posture 3. Comprehensive development of physical fitness and fitness ability 4. Improving the ability to adapt to the natural environment | <ol style="list-style-type: none"> 1. Mastering basic health care knowledge and methods 2. Comprehensive development of physical fitness and fitness ability | <ol style="list-style-type: none"> 1. Understanding nutrition, environment and lifestyle 2. Improving physical health 3. Comprehensive development of physical fitness 4. Improving the awareness and ability of disease prevention |

| | | | |
|----------------------|--|--|--|
| Psychological Health | 1.Cultivating the quality of strong will 2.Learning how to control emotions | 1.Cultivating the quality of strong will 2.Learning how to control emotions | 1.Forming the quality of strong will 2.Improving the ability to control emotions 3.Cultivating a positive sense of self-worth 4.preventing psychological disorders and maintainment |
| Social adaptation | 1.Forming cooperation consciousness and ability 2.Having good sports ethics | 1.Forming cooperation consciousness and ability 2.Having good sports ethics | 1.Having harmonious interpersonal relationship and good cooperation spirit 2.Having a positive sense of social responsibility |

Note: in order to facilitate the comparison of primary and secondary school physical education and health curriculum objectives, the curriculum objectives of “compulsory education stage physical education and health curriculum standards” (2011 Edition) are still divided into five aspects. ^[3]

Through the comparative analysis of the contents in Table 1, it is found that there are three main problems in the curriculum objectives of physical education and health in primary and secondary schools. First, the curriculum objectives are not clear enough. First of all, for the “compulsory education stage of physical education and health curriculum standards” (2011 Edition) physical education curriculum objectives, whether the overall goal or sub goal, are for the nine-year compulsory education of junior high school graduates should achieve the requirements, but for primary school graduates should achieve what level is not made clear. Primary school is the main part of compulsory education. In view of the important role of physical education in the healthy growth of children, primary school physical education curriculum should have a clear goal. Then, the curriculum objectives of both compulsory education stage and senior high school stage are actually proposed for the whole education stage, which does not reflect the difference of grades, even the differences between primary education and ordinary middle school education. ^[4]

Second, the level of cohesion of curriculum objectives between the various sections is not clear enough and lacks gradualness. For example, in the “physical health” goal, the primary school stage proposed “to master the basic health care knowledge and methods, shape a good body shape and posture, ^[5] develop physical fitness and fitness ability in an all-round way, and improve the ability to adapt to the natural environment” in the primary school stage, while in the junior high school stage, it only proposed “mastering basic health care knowledge and methods and comprehensively developing physical fitness and fitness ability” In the transition from primary school to junior high school, there is not only no spiral progress, but also a retrogression. For example, in the goal of “sports skills”, although different language descriptions are used to describe the objectives of primary school, junior high school and high school, they actually express the same meaning. They all express the meaning of “learning and using sports knowledge and skills”, which fail to reflect the characteristics and key points of each stage. ^[6]

Third, the content of curriculum objectives is lack of pertinence. Although “pay attention to regional differences and individual differences, to ensure that each student benefits” is one of the four basic curriculum concepts in the curriculum standard of physical education and health, it does not reflect the principle of differential treatment and individualized teaching in teaching objectives, which is lack of pertinence.

1.2 the course teaching mode is unitary and lacks local characteristics

As an important part of the school teaching system, physical education and health curriculum has an important im-

impact on the improvement of students' comprehensive quality. However, throughout the current situation of school physical education teaching, in many primary and secondary schools in China, physical education teachers mainly take track and field sports, three ball sports (football, basketball, ^[7] volleyball) and two small ball sports (table tennis) in the specific teaching process. Table tennis, badminton) are the main traditional sports. Few schools will set up sports according to local conditions according to regional differences, school characteristics, student base and other factors, and rarely set up new sports that are popular and loved by students, such as sports dance, yoga, taekwondo, figure skating, and so on. At the same time, there are also few other outstanding national characteristics in China. The teaching mode of unified sports, such as archery, martial arts and wooden ball, ignores the regional differences, school characteristics, student foundation and other factors, which can be described as "one side for a thousand people" and "one side for a thousand schools". ^[8] Although the national curriculum can ensure the balanced development between schools and better grasp the overall needs of the society for education, due to the different natural environment and humanistic environment, it is difficult for schools and students in different regions and conditions to achieve the same level of physical education curriculum objectives under the same curriculum outline. Moreover, because of China's vast territory, the geographical environment and climate of different regions are significantly different. If we just mechanically copy the national unified curriculum, it is bound to be unable to meet the learning needs of students in different regions and schools. Therefore, the specific analysis of specific problems, the development of school-based curriculum is particularly important. ^[9]

1.3 The teaching requirements of the teaching materials of physical education and health course in different periods are lack of cohesion

The content and structure of the course is one of the four major elements of the course, as well as the carrier to achieve the course goal. At present, there is still a major problem in China's primary and middle school physical education, which is the lack of cohesion in the teaching requirements set for the content of the physical education textbooks of each school. In order to understand this problem more intuitively, this paper studies and analyzes the teaching materials used by PE and health teachers in primary schools, junior middle schools and senior high schools of pep. Taking the teaching content of track and field (running) as an example, it makes statistical analysis to understand the consistency of the teaching requirements of the current primary and secondary school physical education textbooks. ^[10]

Table 2 Comparison of teaching contents and requirements of track and field between primary and secondary schools published by PEP

| Grade | Teaching content |
|-------------|--|
| Grade 1-2 | 1. ☆ Naturally straight and fast running; 2. ☆ 30-meter fast running; 3. △ In-situ armswing exercise; 4. △ 300-500-meter walking and running alternately; 5. ◇ Various ways of relay running |
| Grade 3-4 | 1. 50 meter fast running; 2. 300-400 meter endurance running; 3. Relay running; 4. Obstacle running; 5. Practice and game of developing running ability |
| Grade 5-6 | 1. ☆ 50 meters fast running; 2. ☆ 400 meters endurance running; 3. △ 4 × 50 Relay running 4. △ Running through 3-4 obstacles within 30-40 meters; 5. △ Training and games for developing running ability |
| Grade 7 | 1. ☆ Sprinting; 2. △ Relay running; 3. ◎ Endurance running; 4. ○ Practice of developing fast running ability |
| Grade 8 | 1. ☆ Middle and long-distance running of 1000 meters for boys and 800 meters for girls; 2. △ Exercises to develop students' endurance quality; 3. ◎ Special exercises to develop students' speed endurance running; 4. ○ Trail running, variable speed running |
| Grade 9 | 1. ☆ Hurdle running; 2. ◎ Special training for developing students' speed and endurance; 3. ○ Training for developing students' speed and flexibility; 4. ○ Endurance running |
| Grade 10-12 | 1. Short distance running, relay running and physical development; 2. Hurdle race and physical development; 3. Medium and long distance running (increase Orienteering appropriately) and physical development |

Teaching requirements: ☆ Master △ basic grasp ◇ general understanding ◎ experiencing ○ choosing

From table 2, it is found that there is a problem of cohesion in the teaching requirements set for the teaching content of each stage in China's primary and secondary school physical education, which is mainly manifested in the following four aspects: ^[11]

First, the teaching requirements are repetitive and lack of progressive. Through the comparison of three levels in primary school, it is found that the teaching requirements for the teaching contents of grades 1-4 are gradually improved, and some problems begin to appear in grades 5-6. The requirements for the project in grades 3-4 are "understanding", and the requirements for this project in grades 5-6 are still "understanding", and there is no further improvement on the basis of grades 3-4 Set it as the degree of "basic Mastery" of students.

Second, the connection between primary school, junior high school and senior high school is out of touch. First of all, for the "relay run" project, students after three periods of primary school, the "relay run" gradually developed from understanding to basic mastery, students have mastered the basic theoretical knowledge and technical ability of the project, so when junior high school starts to continue to learn the "relay run" project, its teaching requirements should be improved from "basic grasp" to "basic grasp" The degree of "Mastery" is not to make it remain at the level of "basic Mastery". ^[12] Secondly, the project of "durable running" has been set up since primary school, from "basic mastery of 300-500m walking and running alternation" in grade 1-2 to "Mastering 300-400M endurance running" in grade 3-4 to "Mastering 400m endurance running" in Grade 5-6. After 6 years of primary school study, students have mastered the skills of endurance running. After entering junior high school, they should further consolidate and improve the skills. On the contrary, it is found that the requirement for the seventh grade students to learn the endurance running has returned to the standard of "experience", and even to the standard of "choice" in the ninth grade.

Third, the teaching requirements are unreasonable in some projects. It is not appropriate for Grade 8 and grade 9 to stipulate the item as "experience" according to the teaching requirements of "special practice of running to develop students' speed and endurance". Because the primary school stage of fast running, relay running, endurance running, obstacle running and other projects have a promoting effect on the development of students' speed endurance running ability, so students have a basic understanding of the project, to junior high school stage should make students further improve on this basis, should set the teaching requirements of Grade 8 as "basic Mastery", and set the teaching requirements of nine years It is appropriate to set "master".

Fourth, there is a lack of specific teaching requirements in senior high school. From the above table, it is found that no matter in primary school or junior high school, the teaching requirements of each grade are clearly specified, but in the senior high school stage, there are no specific and clear requirements for the teaching of each grade. It is found that the teaching requirements of the textbook for each grade do not show a step-by-step gradual improvement, and there is a problem of disconnection of teaching requirements. The inversion of teaching requirements makes students unable to gradually improve their motor skills, and naturally they cannot achieve the goal of

For a long time, China's physical education in primary and secondary schools is facing difficulties

2.1 students' motor skills are stagnant

Sports skills are the main content of the current physical education and health course teaching process. They play an important role in promoting teenagers' physical health, forming healthy psychology, cultivating teenagers' lifelong physical exercise behavior and active exercise consciousness. However, in recent years, the development of sports ability and sports skill level of Chinese teenagers is not optimistic. Although the state has issued a number of relevant documents about teenagers' mastering sports skills, it emphasizes that the improvement of students' sports skills is the top priority of the national strategic development, and requires students to master 1-2 sports skills in school as lifelong sports Activity content. But judging from the actual understanding of our investigation, the students' motor skills have not reached the goal.

Table 3 expression of the goal of “mastery of motor skills” in various documents

| File | Time | Target |
|--|---------------------------------|---|
| Opinions on strengthening youth sports, strengthening teenagers physical fitness (Zhongfa [2007] No.7) | May 7 th , 2007 | In five years or so, every students can master more than two sports skills |
| Notice of Opinions by the general office of the State Council transmitted to Ministry of education and other departments on Further Strengthening the school sports work (GBF [2012] No. 53) | October 22 nd , 2012 | Every student could learn at least two life-long benefiting physical exercise items |
| Opinions on strengthening school physical education and promoting students’ All-round Development of physical and mental health (GBF [2016] No. 27) | April 21 st , 2016 | Every student could master 1-2 sports skills |
| The outline of healthy China by 2030 | October 25 th , 2016 | Basically make sure that teenagers could master more than one sports skills |
| About opinions on comprehensively improving the quality of compulsory education and deepening the reform of education and teaching | January 23 rd , 2019 | Every student could master 1-2 sports skills |

It is found from table 3 that the contents of the documents issued from 2007 to 2019 set specific goals and requirements for the sports skills students need to master [3-7]: Master “more than two items” → learn to “at least two items” → master “one to two items” → basically master “more than one item” → master “1 to 2 items”. Through analysis, it is found that the document puts forward clear and specific target requirements on students’ motor skills mastery every year, but this requirement is gradually decreasing, which indirectly reflects the hardship and length of the road to achieve youth mastery of motor skills, and the progress of the process Slow, no obvious results have been achieved.

2.2 the level of students’ physical health declined

Physical education and health textbook is a course for students to strengthen their health. However, due to the influence of examination oriented education system and safety accidents in China, physical education has become a decoration. Physical education teachers are afraid to teach dangerous sports, and the design of teaching content only contains the phenomenon of low sports density and load. Due to the reduction of class hours and the classroom teaching of low exercise load and application density, students lack sufficient exercise capacity, which leads to the general decline of students’ physique and sports ability. According to the data of students’ physical health monitoring in China in recent years, the physical fitness and health status of primary and secondary school students in China has improved in general, and some indicators have begun to stop falling and rise. However, on the whole, the downward trend of physical health level of primary school students has not been effectively changed [8]. See Figure 1 and Figure 2.

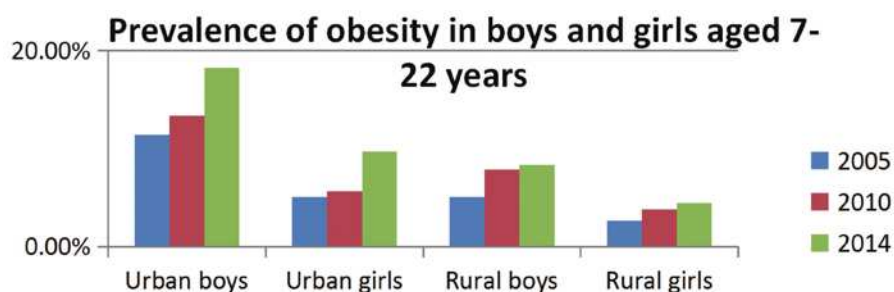


Figure 1 Prevalence of obesity in boys and girls aged 7-22 years

As can be seen from Figure 1, the prevalence rates of obesity in urban boys, urban girls, rural boys and rural girls aged 7-22 in 2014 were 18.17%, 9.71%, 8.28% and 4.48%, respectively, which increased by 4.84%, 4.07%, 0.45% and 0.7% respectively compared with that in 2010, and increased by 6.78%, 4.70%, 3.21 and 1.85 percentage points respectively compared with 2005 [9-11]. It can be concluded that the rate of overweight and obesity among students is increasing year by year. While the overall detection rate continues to rise, the growth rate in rural areas is significantly

higher than that in cities.

As can be seen from Figure 2, the poor eyesight rates of primary school students, junior high school students and senior high school students in 2014 were 45.71%, 74.36% and 83.28%, respectively, which increased by 4.82%, 7.03% and 4.08% compared with 2010, and increased by 14.04%, 16.29% and 7.26% respectively compared with 2005 [9-11]. It can be concluded that although the rate of poor eyesight of primary and middle school students has improved in recent years and the growth rate has slowed down, it is still increasing year by year.

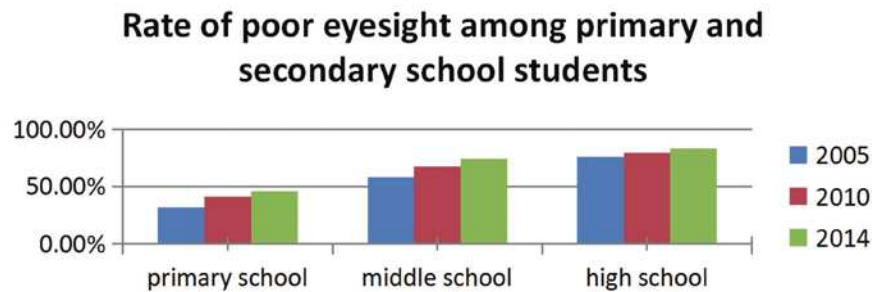


Figure 2 Rate of poor eyesight among primary and secondary school students

The physical and mental health of students is the most important criterion for measuring the quality of school physical education. Figures 1 and 2 reflect the current physical problems of Chinese primary and secondary school students and the decline in their physical fitness. To a certain extent, they reflect the weakening of school sports management and the problems of physical education curriculum. The teaching work has sounded the alarm, and it is self-evident that the reality and urgency of strengthening school sports management and the scientific and reasonable setting of sports courses are self-evident.

2.3 it is difficult to stimulate students' interest in sports and form the habit of "lifelong sports"

Interest is the motivation for students to explore new things. When students have a strong interest in a certain skill, they will actively learn and practice. Students' interest in sports is mainly generated in classroom practice. At present, the curriculum design of primary and secondary schools is still separated from each other due to the lack of curriculum design of primary and secondary schools, which is still in the stage of separation of curriculum design and implementation of national primary and secondary schools. Due to the lack of the idea and theory of "large unit teaching" in China's physical education teaching, it is mainly based on "small unit teaching". Due to the lack of continuous module teaching, there are some teaching phenomena, such as passing basketball with both hands in front of chest in the first class, 100m running in track and field in the second class, and cushion ball in Volleyball in the third class. It is very difficult for students to learn and master a sport. In the whole short-term unit teaching, students rarely have enough practice opportunities, and hardly have the opportunity to learn the relevant tactical and strategic elements. Therefore, when they leave school, they are almost not interested in any sport, and they are not proficient in mastering which sport. This greatly reduces the enthusiasm of students to participate in physical exercise, so it is difficult for them to be enthusiastic about sports and develop the habit of lifelong physical exercise.

3. Optimization of physical education curriculum in primary and secondary schools in China from the perspective of healthy China

In 2016, the "healthy China 2030" planning outline (hereinafter referred to as the "Outline") issued by the State Council of China has carried out in-depth discussion on "healthy China" in the next 15 years. The proposal of the outline has made all walks of life, schools and parents realize the importance of sports. Physical and mental health of teenagers is the foundation of national strength, and physical education and health curriculum is the basic course for teenagers to obtain health education in school.

At the same time, the outline puts forward specific requirements for the development of physical education and health curriculum in primary and secondary schools in China. First of all, it makes it clear that promoting students' health is the first development task of schools. Secondly, it emphasizes that "health education should be brought into the national education system, and health education should be regarded as an important content of quality education in all education stages. This paper puts forward a scientific and healthy development mode for the construction of physical education curriculum in primary and secondary schools in China. Finally, the outline provides us with a platform for the

development of health curriculum. In other words, we should focus on primary and secondary schools and establish a mechanism for promoting school health education. Strengthen the physical, technical and health education of students, and build a health education mode combining teaching and educational activities of related disciplines, and combining regular publicity and education with centralized publicity and education.

3.1 according to local conditions, vigorously promote school-based physical education curriculum

As a concentrated place of education and culture, schools hold all kinds of resources inside and outside the school. Reasonable and effective integration and utilization of these resources can obtain guidance and cooperation more in line with the actual teaching needs. Therefore, in the development and utilization of curriculum resources, it is necessary to develop and utilize various curriculum resources inside and outside the school according to local conditions according to the advantages and characteristics of the region, the school and the discipline, so as to make it play the value of maximum benefit in the course implementation, and serve for the comprehensive and individual development of students.^[13]

China has a vast territory, diverse forms of traditional national sports, and there are a large number of sports curriculum resources with local characteristics and curriculum content with distinctive characteristics.^[14] Although the content is diverse, it does not conflict with the basic spirit of national curriculum reform. On the contrary, such rich content is more conducive to the school-based implementation of national curriculum. Therefore, all localities and schools can select and use lion dance, dragon dance, shuttlecock kicking, diabolo shaking, bamboo pole jumping, Mongolian wrestling, firecrackers snatching, swing, climbing on the Double Ninth Festival and other ethnic and folk sports activities to vigorously develop school-based sports curriculum with national characteristics.

3.2 pay attention to the clarity of curriculum objectives, and reflect the gradualness and pertinence of curriculum objectives

The formulation of the physical education curriculum goal is to transform a single curriculum objective content into a diversified teaching objectives, and to give play to the value goal of physical education. First of all, it is necessary to highlight the key points, grasp the main contradictions, and reflect the urgent goals^[15], so that teachers can have a good grasp of the design of teaching objectives in the teaching process, and avoid making them become mere formality; secondly, pay attention to the level connection between various stages to achieve progressive progress. According to the behavior category from simple to complex, and maintain its internal consistency, according to the characteristics of students' physical and mental development, the physical education curriculum objectives are divided into vertical levels, and the degree of achievement of different levels of goals should be determined. Attention should be paid to the cohesion and differentiation between different levels; moreover, the principle of different treatment and teaching students in accordance with their aptitude should be embodied. We should deeply excavate the sports cultural value with Chinese characteristics and relevant sports theories in combination with China's basic national conditions, and establish a sports curriculum objective system that conforms to regional differences, highlights national characteristics and has unified and standardized terms^[16]; finally, we should prevent physical education curriculum from "overburdened" due to the deliberate pursuit of "pluralism", and further refine the physical education curriculum objectives, In the expression of goals, we should strive for clarity and measurability, and express them in the way of behavioral goals.

3.3 construct the teaching content system of P.E. curriculum integrating primary school, junior high school and senior high school

The construction of integrated physical education curriculum system is to "take students' lifelong sports and physical and mental health development needs as the logical main line, construct the overall curriculum framework of longitudinal connection, horizontal consistency, internal unity and form combination. According to the basic theories of students' action development law, cognitive law and sports skill formation law, which stage should be re established from three aspects of foundation, improvement and expansion The curriculum content system of "what to learn" is developed from two aspects of learning period and single item.^[17]

According to the three key dimensions of sports literacy, the school physical education curriculum should make clear the level and manifestation of different students' Sports literacy, do the vertical connection of students' Sports literacy, and then set up the physical education curriculum content system of primary school, junior high school and senior high school which are connected and progressive. The teaching content should be systematically arranged according to the law of students' physical and mental development, and clear regulations should be made for the learning range and se-

quence of the motor skills course content of each section and the content connection between upper and lower sections. Each stage should have its own focus. In the next stage, the teacher should teach the content and what kind of teaching requirements the students should achieve, which is further supplemented and improved on the basis of referring to the teaching content and teaching requirements of the previous stage, so as to make the teaching content and requirements of the whole stage clear, orderly, and achieve integrated development.

4. Conclusion

The healthy China strategy is an important follow and driving force for school sports governance, and school sports is a necessary path and an important part of the healthy China strategy. From the perspective of healthy China, it is of great significance to reflect on the problems existing in the physical education curriculum of primary and secondary schools in China, and to explore the further trend and development of physical education teaching in primary and secondary schools in China under the new situation, so as to inject new ideas into it. In view of the problems existing in the current curriculum in China, this paper proposes that we should adjust measures to local conditions, vigorously promote school-based physical education curriculum, pay attention to the clarity of curriculum objectives, reflect the gradual and targeted curriculum objectives, and build a primary, junior high school and high school integrated physical education curriculum teaching content system, so that the setting of physical education and health curriculum can constantly adapt to the new era of youth sports and health. It is expected that Chinese school physical education can really become the main position for the majority of primary and secondary school students to civilize their spirit and savage their physique, so as to give full play to the functions of school physical education in building a healthy China.

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