

Research on the Participants of Primary and Middle School Students in Extracurricular Sports Activities

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Abstract—Extracurricular physical activity is an activity course. The purpose of this paper is to define the participants of extracurricular physical activity course. The research mainly adopts literature method, logical analysis method and investigation and interview method. The results show that the effective implementation of extracurricular physical activity curriculum is a multidisciplinary behavior and a complex social system behavior. The subjects of extracurricular sports activities can be divided into direct subjects and indirect subjects. The subjects of direct participation include the subject of object, the subject of decision and the subject of implementation. Indirect participants include other functional departments, teachers and parents of students. Each subject has a clear role positioning, only with mutual cooperation and coordination, can ensure the effective implementation of extracurricular sports curriculum.

Keywords—*Extracurricular physical activity; Course; Main body; Participants*

I. INTRODUCTION

Extracurricular sports activities are an important part of school sports and play an important role in maintaining and promoting teenagers' physical and mental health. Extracurricular physical activity curriculum has been included in the teaching plan and work schedule of many schools in primary and secondary schools, but few schools treat it as a course. In the implementation process of activities, it is very casual, dispensable and lack of effective management. There are many reasons for this situation, one of the most important is that the main body of the implementation of extracurricular sports curriculum is not clear, the responsibility is not clear. Who's in charge? Who is in charge? Who will organize the implementation? How to organize? How to organize well and so on, if not clear the subject of activities and determine their role positioning, it is difficult to solve this series of problems. This paper intends to define the subject of extracurricular physical education curriculum implementation theoretically and further clarify the role positioning of each subject on this basis.

II. THE DEFINITION OF THE PARTICIPATION SUBJECTS OF EXTRACURRICULAR SPORTS ACTIVITIES

It is generally believed that the curriculum of extracurricular sports activities should be organized and implemented by PE teachers. This view is not only a cognitive

deviation, but also a theoretical misunderstanding, which is the theoretical root of all kinds of confusion in the process of activities. PE teachers is the sports curriculum implementation main body, of course, sports teachers' personal quality to a great extent, determines which he was indeed the sports curriculum to implement the final result, but in extracurricular sports activities course, sports teachers or classrooms only activity is one of the main body of curriculum implementation, they can't afford the whole activity curriculum organization and implementation work. Actually, extracurricular sports activity curriculum in a sense can be said to be carrying the goal of a school education as a whole and the function of educational philosophy, the relationship between the problem of what kind of person, the implementation of the curriculum in fact by the school system and framework of great influence [1], how teachers have, how to organize, how the school facilities, etc., are not to be ignored. But these school behavior and the function are not a physical education teacher or the physical education teaching research group can bear the heavy.

Besides the function of promoting students' physical and mental health, extra-curricular sports activities are also the important carrier of individualized culture construction. The overall structure of school culture is formed by the interaction and mutual influence of four elements, which are "explicit curriculum", "teacher personality", "student personality" and "space as learning environment". Among the four elements, "teacher personality", especially the personality of the leader or principal, can not only affect the personality of other teachers, but also directly affect the performance of the other elements. In fact, the implementation of extra-curricular physical activity curriculum in every school is deeply marked with the imprint of "principal's personality". It can be said that what kind of "principal personality", what kind of campus culture, what kind of extracurricular sports activities. Therefore, the principal is the important subject of the curriculum implementation of extracurricular sports activities, even the first responsibility subject.

The implementation object of extracurricular physical activity curriculum is not a specific class, not some students, but the whole school students. Therefore, compared with other courses, extracurricular physical activity courses involve a wider range, involve more departments and personnel, and have obvious characteristics of complexity and diversity. In addition to the influence of the principal and the participation of physical education teachers, the specific organization and implementation of extracurricular physical education courses

Jiangxi province education science "twelfth five-year plan" key project (no. : 13ZD3L040) stage achievements.

also need the coordination and cooperation of all the class teachers, the office of academic affairs, the office of political education and other functional departments. In addition, other teaching and auxiliary departments, teachers and parents can also affect the implementation of extracurricular sports curriculum to a certain extent. Therefore, the implementation of extracurricular physical activity curriculum is actually a complex.

To sum up, the participation subjects of extracurricular sports activities can be divided into direct participation subjects and indirect participation subjects. The direct participation subjects include the principal or the vice principal in charge of sports work, the administrative and educational office, the office of academic affairs, the head teacher, the physical education teacher and the students. Indirect participants include other teachers or departments of the school, students' parents, etc. Although they may not directly participate in extracurricular sports activities, their behaviors and concepts will have a significant impact on the implementation and effect of extracurricular sports courses.

III. ROLE POSITIONING OF THE PARTICIPANTS IN EXTRACURRICULAR SPORTS ACTIVITIES

According to social role theory, social role refers to a set of norms and behavior patterns of rights and obligations that are consistent with people's certain social status and identity. In a specific social environment or cultural atmosphere, everyone is playing a specific role. That is to say, people are not free to play any role.

The effective implementation of extracurricular physical activity curriculum is a multi-subject behavior and a complex social system behavior. The interaction and coordination among the subjects, each of which bears a specific role function, without the participation and cooperation of any subject, the activities may not be able to carry out, or sustainable development. According to the different functions of each role in extracurricular physical activity courses, they can be divided into four categories: object subject, decision-making subject, implementation subject and other subjects. Each subject plays a specific role and has an irreplaceable role.

A. Object body

Students are the subject of extracurricular physical activity curriculum, and all the activities of extracurricular physical activity curriculum are carried out to cultivate students' all-round development, which is the highest educational goal. Leave the students, or ignore the students as the main object, extracurricular sports curriculum will lose the existence of the basis, will deviate from the goal, there is no necessary and possible to carry out [2]. In the course of extra-curricular sports activities, the object subject of students has its particularity. They are the participants of the whole activity, which can be the object of education and restriction in heteronomy and other organizational activities, or the subject of active behavior in self-discipline and self-organization activities. However, from the implementation of the actual situation, whether from the consideration of time, or from the venue, the guiding force, the actual organizational ability of

students and the current reality of the goals of primary and secondary school students, the self-organizing activities of students is still very limited, to fully realize the original design of extracurricular sports curriculum still has a long way to go.

The physical activity curriculum is one of the important forms of extracurricular physical activity. In many schools, calisthenics is the only or basic form of physical activity during the break. Calisthenics during class, including the form of running calisthenics in some schools, is a collective activity, an organizational behavior of the whole school, and also a collective behavior organized by the school to restrict the education of students. In this kind of activity behavior, the student is the pure educates the object, is the heteronomy, is the restraint education object, has certain compulsion. It is also because of this mandatory, passive, stereotyped, many scholars have become the object of criticism. However, due to the stage characteristics of students' physical and mental development and ability growth in primary and secondary schools, it is unrealistic to completely eliminate restrictive education. In both history and reality, the scientific nature of interclass exercise and its function and role in maintaining and promoting the physical and mental development and healthy growth of all students are indisputable and indispensable. In order to overcome the lack of the lesson hold, fully mobilize the enthusiasm of students actively participate in extracurricular sports activities, give full play to the positive function of extracurricular sports activities, also need to form and content of extracurricular sports activities curriculum innovation, lets the student in the obligatory education outside, still can conduct self-discipline, self-organizing, more rich and colorful after-class sports fitness activities, in order to make up for the inadequacy of the lesson hold.

B. Decision-making subject

The principal or vice principal in charge of physical education is the decision-making body of extracurricular physical education curriculum, which bears the decision-making and controlling functions of curriculum management. Unlike any other courses and extracurricular sports activities for students at the same time, involved in many subjects, many departments of the school curriculum, must want to have a clear organization system and the efficient coordination mechanism, in order to facilitate the effective implementation of the course, to eventually realize the goal of education in the curriculum, and not become a mere formality. In this organizational system, the principal or vice principal in charge of sports is a crucial participant, but it is often absent in practice and often ignored or weakened by scholars in theoretical research.

Ex-curricular sports activities curriculum function is diverse, not only to promote students' physical and mental health development, cultivate all-round development of people's important function, but also an important part of campus culture construction, to a certain extent, the top of the extracurricular sports activity curriculum design scheme can not only reflect the school personnel training target, but also reflects the decision-making level represented by the headmaster of the school of education thought and educational philosophy. It can be said that what kind of principals have

what kind of extra-curricular sports activities, the principal is the first responsibility of the curriculum of extra-curricular sports activities.

C. Subject of implementation

Extracurricular sports activity curriculum of practical implementation or to perform a subject has its particularity compared with other courses, not a particular teachers' personal, but by taking a certain functions of functional departments or teachers group complex consisting of both division of labor and cooperation, mainly including sports' classrooms, student affairs office, office, the teacher in charge, etc., together they participate in extracurricular sports activities course of specific design and is responsible for the implementation, but the division of labor is different, different role. In this functional main body system, each main body interacts to form a system equilibrium body, any main body may have the influence to the activity implementation effect, has the positive energy, also has the negative energy, only is the influence size difference. Any subject is an effective part of the dynamical system and cannot be ignored.

Generally speaking, in extracurricular physical education courses, the office of academic affairs is responsible for the arrangement of teaching tasks and time of the courses. The administration and education office is responsible for the coordination of the activity venues and the coordination of the sports teaching and research group and the head teachers to organize the publicity and implementation of extracurricular sports courses. In fact, in the whole extracurricular physical education curriculum, the office of political education plays the role of the main body of direct responsibility and the organizer, playing the role of string beads; The head teacher is responsible for the publicity, education, organization and implementation of the class activities, as well as the guidance and management of students self-organizing activities. The teaching and research group of physical education undertakes the teaching and guidance work of the content of extracurricular physical education activities, the organization and implementation work of assigning special personnel to participate in extracurricular physical education activities, as well as the theoretical research of the curriculum of extracurricular physical education activities and the innovation of the content and form of the activities.

D. Other subjects

In addition to the above mentioned subjects, decision-making subjects and implementation subjects who directly participate in extracurricular physical activity curriculum subjects, there are some indirect participants who have a certain impact on the effective development of extracurricular physical activity curriculum.

Ex-curricular sports activities in general, time is limited, in the entrance first, lay particular stress on the academic environment, classroom teachers punctuality can not only guarantee the time of the extracurricular sports activity curriculum, and their health education idea also can promote the formation of students' correct concept of talent, is advantageous to the students actively, actively participate in extra-curricular sports activities. In long-term under the

infection of traditional culture, the tangle of many parents heart also has a great influence for students to participate in extracurricular sports activities, they want their children to study hard, hard work, hard work, try again, take an examination of a good university, find a good job, on the other hand also worry about their children's healthy growth, the mindset of this contradiction will be clearly reflected in the students attitude toward sports activities [3]. In addition, the logistics, financial and medical departments of the school also play an important role in ensuring the effective implementation of extracurricular sports curriculum.

IV. CONCLUSIONS AND SUGGESTIONS

(1)There is no doubt about the importance of extra-curricular physical activity curriculum, which must have its own perfect theoretical system. In order to ensure the effective development of extracurricular sports activities and achieve the set educational objectives of the curriculum, it is imperative to conduct in-depth theoretical research on the curriculum of activities and guide the practice and implementation of activities with scientific theories.

(2)Curricular physical activity curriculum implementation subject is a compound subject, with the characteristics of pluralism, any single subject is difficult to effectively implement the curriculum, only the comprehensive cooperation and joint participation of all participants can ensure the effective implementation of the curriculum. But in the whole process of implementation, different subjects bear different functions and responsibilities. Different subjects have different understanding degree, participation depth and breadth, and play different roles, which have obvious influence on the implementation of activity curriculum, and the effect of curriculum implementation is also completely different. On the basis of defining the role of the main body, the dynamic mechanism factors that affect the effective participation of the main body in extra-curricular sports curriculum need to be further studied.

(3)Physical education teachers are not the only subject of extracurricular physical education courses, but they are certainly important subjects. In addition to participating in and guiding the implementation of extra-curricular physical activity courses, it should also shoulder the theoretical research on extra-curricular physical activity courses, as well as the innovative research on activity content and form.

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