

A Comparative Study on the Current Situation of Physical Education Curriculum Reform in Primary Schools in China and South Korea

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Abstract—The physical education in schools has attracted more and more attention from the society. Experts and scholars from all over the world have gradually deepened their research on the reform of physical education in schools. Through the analysis of the physical education curriculum standards of China and South Korea, this paper makes a comparative study of the physical education teaching process and reform situation in schools of the two countries, and carefully analyses the development trend and law of the physical education process in schools of the two countries, and the present situation, means and concept of physical education in schools. By drawing lessons from foreign reform experience, it can constantly improve the content of physical education in schools with Chinese characteristics, vigorously develop the cause of school physical education in China, and further promote the reform and innovation of physical education.

Keywords—China; South Korea; primary school; physical education curriculum reform; comparative study

I. INTRODUCTION

Since the Eighteenth National Congress of the Communist Party of China, the "multiple pillars" of basic education policy have gradually formed in the process of deepening reform. At the beginning of 2017, the 13th Five-Year Plan for the Development of National Education was officially issued, which strategically described the overall objectives, main tasks and strategic measures of China's education development by 2020. In September 2017, the General Office of the Central Committee and the General Office of the State Council issued the "Opinions on Deepening the Reform of the Educational System and Mechanism". Starting from the situation and tasks facing China's education in the new era, the top-level design for the construction of the basic educational system in China was planned, and the implementation of the 13th Five-Year Plan was guaranteed by the reform of the system and mechanism. It provides a clear direction for opening a new era of educational reform.

In 2011, China promulgated the "Sports and Health Curriculum Standards" in the compulsory education stage (the "Sports and Health Curriculum Standards" of senior high schools promulgated in 2017). The new curriculum

standard of physical education and health in compulsory education stage is referred to as the new curriculum standard. The new curriculum standard establishes the target system of physical education and health, that is, curriculum goal, learning field goal and learning level goal, so as to make the requirements of physical education curriculum for students more specific and clear.

The new curriculum standard orientates physical education and health course as a compulsory course with the main means of physical exercise and the main purpose of improving the health of primary and secondary school students. It is an important part of the school curriculum system and an indispensable important way to implement quality education and cultivate all-round development talents of morality, intelligence, physique and beauty. It is a course to deepen the reform of the original physical education curriculum and highlight the health goals. The value of the curriculum is embodied in the improvement of physical health, mental health, social adaptability and acquisition of sports and health knowledge and skills.

South Korea is known as the country advocating the education in the world. From the end of World War II to August 2015, there were nine basic education curriculum reforms and nine revisions of basic physical education curriculum in South Korea. Among them, the seventh physical education curriculum reform in 1997 took the longest time in the year. On December 23, 2009, it passed the "General Introduction to the Education Curriculum of Primary and Secondary Schools". At the same time, the reform program promulgated began to be implemented in 2011. According to the implementation opinions of the 9th physical education curriculum reform, the main objectives of the physical education curriculum are: to set up diversified sports projects with active participation; to improve sports skills, physical and mental health; to understand and flexibly use the diverse knowledge of sports and health; to correct social awareness through physical exercise, and to regulate the cultural value of sports through learning.

The physical education curriculum in primary schools is regarded as a course for a person to lay the foundation of physical education. It is necessary to compare the physical

education curriculum in China with that in other countries. The comparative study of South Korean physical education curriculum in Asia can provide the necessary theoretical basis for further reform of physical education curriculum in China.

II. RESEARCH OBJECTS AND METHODS

A. Research Objects

The research objects are the "Sports and Health Curriculum Standards" promulgated by the Ministry of Education of the People's Republic of China in 2011 and the "Sports Curriculum Standards" (체육과교육과정) issued by the Ministry of Education of South Korea in 2011.

B. Research Methods

By using the methods of literature, theoretical analysis, historical research, network search and comparative analysis, this study systematically compares and studies the current situation of school physical education reform in China and South Korea from the aspects of school physical education curriculum setting, curriculum objectives and curriculum content.

III. RESULTS AND ANALYSIS

A. Comparison of the Nature and Value of Physical Education Curriculum in Primary Schools in China and South Korea

The curriculum design of school physical education in China embodies two characteristics: the characteristics of education curriculum and the value of education curriculum. In order to better implement the education concept, the characteristics of education curriculum stipulate that students should develop in an all-round way in morality, intelligence, physique, beauty and labor. The value of education curriculum embodies in the pursuit of students' physique, shaping students in an all-round way, and making them qualified talents that meet the needs of socialist construction with Chinese characteristics.

In December 2009, the newly revised curriculum standards for physical education in South Korea put forward five areas of physical activity value, namely "health", "challenge", "competition", "performance" and "leisure". Its structure runs through the form of "the overall goal of physical education curriculum — the goal of physical education curriculum at different learning stages — the goal of physical activity value field at different learning stages". Because of the above characteristics, the content of physical education in primary schools conforms to the characteristics of students' age stage, meets the students' active psychology as far as possible, stimulates the students' interest in physical activities, and lays the foundation for physical education in primary schools to emphasize participation in many sports activities.

TABLE I. COMPARISON OF PHYSICAL EDUCATION CURRICULUM CONTENTS IN PRIMARY SCHOOLS IN CHINA AND SOUTH KOREA

China (The Ministry of Education of the People's Republic of China, 2011)	Republic of Korea (The Ministry of Education of the Republic of Korea, 2011)
The nature and value of the curriculum: 1. The nature of the curriculum: Physical exercises as the main means and health promotion of primary and secondary school students as the main purpose are the important ways to implement quality education and cultivate all-round development talents of morality, intelligence, physique, beauty and labor.	The nature and value of the curriculum: 1. The nature of the curriculum: through the practice and internalization of five value fields of physical activity such as "health", "challenge", "competition", "performance" and "leisure", the new education of South Korean can be realized. That is to say, it can stimulate students' vitality, cultivate their challenging ability and creative thinking, improve their competitive ability and cooperative spirit in life, and then promote their all-round development through physical activities.
2. The value of education curriculum: through the study of this curriculum, students will improve their physical health; improve their mental health level; enhance their social adaptability and acquire sports and health knowledge and skills.	2. The value of educational curriculum: 1) Understanding the value of health activities. 2) Understanding the value of challenge activities. 3) Understanding the value of competitive activities. 4) Understanding the value of expressive activities. 5) Understanding the value of leisure activities.

By comparing the contents in "Table I", it is concluded that in the physical education curriculum of primary schools in China and South Korea, physical education in primary schools in China attaches great importance to the idea of "health first" and attaches equal importance to "five education". Physical education in primary schools in South Korea emphasizes more on the development of individual physical and mental health and practical ability.

B. Comparison of Physical Education Curriculum Objectives in Primary Schools

In the 2011 edition of Physical Education and Health Curriculum Standards issued by the Ministry of Education of China, the curriculum objectives were revised. Among them, the curriculum goals of primary schools are revised as: sports participation goals; sports skills goals; physical health goals; mental health goals; social adaptation goals.

In the 9th Physical Education Curriculum Reform of 2009, the Ministry of Education of South Korea put forward new goals and contents. The students can achieve both physical and mental development through healthy physical activities; achieve action and skills through challenging activities; face up to competition in the sports fields involved through competitive activities; compare and appreciate

beauty, modernity and tradition through performance activities; understand the relationship among society, nature and leisure activities through leisure activities and have a sense of psychological stability. In addition, the reform process also has goals in the fields of psychology, cognition and value.

TABLE II. COMPARISON OF PHYSICAL EDUCATION CURRICULUM OBJECTIVES IN PRIMARY SCHOOLS IN CHINA AND SOUTH KOREA

China (The Ministry of Education of the People's Republic of China, 2011)	Republic of Korea (The Ministry of Education of the Republic of Korea, 2011)
curriculum objectives 1. Sports Participation Objectives 2. Sports Skill Objectives 3. Physical health goals 4. Mental Health Objectives 5. Social adaptation goals	curriculum objectives 1. Health Activity Objectives 2. Challenging Activity Goals 3. Competitive Activity Objectives 4. Performance objectives 5. Targets of Leisure Activities

Through the analysis of "Table II", it is concluded that the main goal of physical education curriculum in primary schools in China and South Korea is to express students' personal desire for sports through various physical activities. Especially in South Korea, physical education of primary school pays more attention to "self-development" and "personality development" to accomplish the task of social education, and puts forward the concept of "leisure activities", which lays a foundation for lifelong physical education.

C. Comparison of Learning Contents of Physical Education Courses in Primary Schools in China and South Korea

1) *Learning contents of physical education courses in primary schools in China:* "Sports and Health Curriculum Standards" promulgated by the Ministry of Education in 2011 have divided learning into five items: sports participation, sports skills, physical health, mental health and social adaptation. The competence of curriculum content in five fields is delegated to local educational administrative departments. The local administrative departments of education determine the implementation plan according to the local actual situation.

2) *Learning contents of physical education courses in primary schools in South Korea:* The learning contents of physical education curriculum in primary schools of South Korea are summarized as follows: health and environment, health and physical fitness, health and safety; recording challenge, action challenge, goal challenge; field competition, track and field competition; aesthetic performance, modern and traditional performance, social and leisure, nature and leisure and other national leisure.

By comparing the learning content of curriculum in China and South Korea, it is found that the learning content of physical education curriculum in primary schools in China more emphasis on the overall guidance, and the specific projects are only framed. The curriculum in South Korea is more specific, involving the project content of learning content in detail.

D. Comparison of Evaluation Methods of Physical Education Curriculum in Primary Schools in China and South Korea

1) *Evaluation method of physical education curriculum learning in China:* The evaluation of physical education curriculum includes: the evaluation of students' learning attitude and the evaluation of students' learning performance. The evaluation of students mainly refers to the scoring standards of "Students' Physical Fitness and Health Standards" and "National Physical Exercise Standards", and adopts the method of combining absolute evaluation with relative evaluation. Teachers' evaluation of students, students' mutual evaluation and students' self-evaluation are adopted.

2) *Evaluation method of physical education curriculum learning in South Korea:* In the 9th Physical Education Curriculum Reform, the Ministry of Education of South Korea clearly requests that, on the basis of school evaluation, it attaches importance to the links with the objectives, contents and teaching process of the educational process, and formulates the corresponding evaluation plan with the teaching plan. At the beginning of each school year, the content of evaluation is formulated, and the students are notified in advance. Considering the relationship between the students' condition and various evaluation elements, the content of sports skills and sports knowledge evaluation is implemented at least one item per semester. It is necessary to ensure the diversity of evaluation methods and tools, and implement quantitative evaluation and qualitative evaluation.

IV. CONCLUSION

From the analysis of the research results, physical education of primary school in South Korea attaches great importance to personal health and personality development, focusing on the extension of physical education curriculum. In the revised "Sports and Health Curriculum Standards" in 2017, the students' physical and mental health is emphasized. Due to the influence of Confucian traditional culture, sports still has not received extensive attention. Schools at all levels

lack awareness of the importance of physical education curriculum and still advocate championship.

The curriculum objectives of physical education in primary schools in South Korea are manifested in diversity, while the orientation of physical education curriculum in China is still relatively traditional. The new curriculum standard emphasizes the cultivation of students' interest in sports. In the process of implementation, front-line teachers still adopt the way and method of examination-oriented education, which has attacked students' interest in sports to a certain extent. Because of deviating from the requirement of all-round development of students' physical fitness, the students' physical fitness declines continuously. Therefore, to solve the overall and balanced development of physical fitness, and make students develop good physical fitness on the basis of satisfying their interest in sports have become the key to focus on thinking and solving problems.

The sports curriculum standard of South Korea attaches great importance to cultivating students' individual sports desire through sports curriculum. More attention should be paid to "self-development" and "personality development" to accomplish the tasks of social education, and the concept of "leisure activities" was put forward, which laid a foundation for lifelong physical education. The new curriculum standard of China has clearly put forward five curriculum goals. It is very difficult to implement them because of the great regional differences and the imbalanced economic development in China.

The evaluation contents of physical education in China and South Korea are manifested in diversification in form. China and South Korea attach great importance to the construction of a diversified evaluation system through the evaluation of students in all aspects of sports learning process. And the two countries put the evaluation of students' learning attitude in the first place, which reflects the development trend of attaching importance to emotional attitudes.

Through the comparative study of physical education of primary school in China and South Korea, it is found that both countries are committed to the reform of school physical education. Although there are some differences in education system, cultural tradition and economic development level between the two countries, their respective countries have their own characteristics in sports education development goals and content evaluation. Therefore, based on the inherent regularity of physical education, through the comparative study of physical education curriculum in primary schools of the two countries, China can find out the shortcomings in the process of formulating physical education system, learn from the implementation experience of foreign physical education curriculum, and expand the horizon of understanding physical education curriculum standards. And this comparative study can provide reference for the perfection of physical education curriculum standards and the concept.

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