

Analysis on Implementation of Happy Physical Education

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Abstract—The introduction of the concept of happy physical education will play a very important role in the realization of the overall goal of school physical education. The concept of happiness is reflected by the students' happy experience in physical education. The happy experience and degree of the students in school physical education affect their subsequent enthusiasm for sports participation.

Keywords—*happy physical education; happy experience; physical education; stage*

I. INTRODUCTION

In the middle and late 1970s, based on the fact that the most essential motive of human beings to engage in sports is to pursue the infinite pleasure in sports, Japanese scholar Takenoshita Kyojo creatively proposed this theory in order to cope with the phenomenon "students dislike physical education, but like sports" in school physical education at that time, and the phenomena that school physical education curriculum was a pleasant activity loved by students at the beginning, but it turning into a boring subject eventually. The theory of happy physical education includes relatively complete teaching material theory and teaching practice system of teaching methodology [1]. Happy physical education was introduced into China in the 1980s. At that time, many educators and teachers noticed the disadvantages of the traditional education mode. In order to improve students' interest in learning, happy physical education gradually carried out experimental promotion in some schools [2]. and gained valuable practical experience in P.E teaching in primary and secondary schools; the idea of happy P.E. has led us to carry out beneficial exploration in school P.E. and has had a certain impact on the reform of school P.E. in China; however, with the launch of a new round of basic education reform in China, people are more focused on P.E and health courses. The discussion and practice of "health" in the field of school physical education has entered a heyday, and the attention to happy physical education has gradually weakened. However, the change of gust style and the proposal of new health concept have not greatly improved the students' attitude towards physical education. When "health first" becomes the guiding ideology of school physical education in our country, the reason why the concept of happy physical education is mentioned again is that happy physical education plays an indispensable role in

the realization of the overall goal of school physical education.

II. UNDERSTANDING OF THE CONCEPT OF HAPPY PHYSICAL EDUCATION

Japanese scholars believe that happy physical education is a kind of sports that attaches great importance to the unique fun of each different sport, and can be happily engaged in sports and learning. It is a kind of sports that takes the intrinsic fun in sports as the purpose and content to learn [3]. It is advocated to let students experience different fun of various sports in the process of engaging in sports, make students know the sports, love the sports, take sports learning itself as an important purpose, and finally realize that everyone can experience the fun of sports, understand the significance of sports, and lay a foundation for them to participate in sports for life. The understanding of happy physical education of Chinese scholars can be generally divided into two kinds: Idealism and pragmatism. Idealism is focus on ideas and teaching ideology, and pragmatic is focus on specific teaching modes, methods, and processes; Idealism makes the practice of happy physical education empty and lack of practical operability, while pragmatic understanding is only the externality of happiness, replacing all with forms. This is not the original intention of happy physical education, so any unilateral understanding is not conducive to the implementation of happy physical education, nor conducive to the realization of the overall goal of school physical education in China. The idea and thought of happy physical education must be realized through specific teaching mode, way, method and process. The key to reconcile the contradiction between the two understandings is the implicit happy experience. Happy experience is an internal positive emotional experience, which is manifested in the students' conscious and active participation in sports activities in the specific school sports teaching practice, full of desire for sports activities. School physical education is a systematic project with a long-term process. There are obvious stages between different periods of education, and there are problems in connection with each other, which will be achieved through the rational implementation of happy physical education. Happy physical education is a main line throughout the whole process. Happy experience and experience degree determine the realization degree of the overall goal of school sports, and

determine whether sports behavior can be extended on the basis of school sports education.

III. THE STAGES OF HAPPY PHYSICAL EDUCATION

According to the stage of school education, students can be divided into primary school, secondary school and university. From primary school to university education, students should receive physical education at every stage, and each stage of education has its own teaching objectives. At present, according to the three-dimensional health concept and the characteristics of physical education, the physical education curriculum in our country is divided into five areas, namely, sports participation, sports skills, physical health, mental health and social adaptation [4]. Among them, sports participation and the field of sports skill learning is directly related to sports practice, while the goals of the three fields of physical health, mental health and social adaptation are mainly achieved through sports participation and sports skill learning. Sports participation and learning of sports skills are the carriers to achieve the whole curriculum goals. The development of school physical education is bound to revolve around physical exercises and sports, which is a process of continuous improvement of sports skills. Specific physical education is the most basic guarantee to achieve and achieve these goals. As a concept, happy physical education permeates every stage of students' education. The happy experience comes from every class, every practice and every minute of accumulation. This kind of accumulation is a continuous and comprehensive process, and the accumulation effect will be fully verified in the later stage of students' learning. School physical education is the key link of the establishment of the concept of lifelong physical education [5]. The various behaviors of students participating in physical education after leaving school are the effective test of school physical education. Students from the happy form of physical education, happy experience, and ultimately develop the pursuit of sports, so as to achieve the ultimate goal of school physical education. The loss of happy experience in any education stage will lead to the termination of the process of school sports goal.

IV. IMPLEMENTATION OF HAPPY PHYSICAL EDUCATION IN DIFFERENT STAGES

School physical education shows different characteristics in primary school, middle school and university. It is a comprehensive reflection of students' physiological and psychological development characteristics in physical education at different ages. At present, the progressive goal system of the physical education and health curriculum standard in China, which is from the curriculum goal to the domain goal and then to the level goal, fully embodies this stage characteristic. The level goal is the subdivision of the education goal in each stage. The penetration and implementation of the concept of happy physical education in each stage of physical education will effectively guarantee the level goal until the realization of the curriculum goal. The concept of happy physical education runs through the whole process of school physical education. It appears in

various stages and levels of school physical education in different forms of "happiness".

A. *The Trend from Basic Sports Quality to Sport Projects Concentration*

From the point of physical activities, school physical education starts from the basic exercise of sports quality. With the deepening of teaching, it gradually leads students to learn sports skills, strengthen sports skills, and provide necessary means for students to participate in sports. This is a process of orienting from a wide range of body exercises to one or several sports. The basic sports quality is the various abilities of the body when it is exercising, and it is the basic guarantee to engage in various sports, including strength, endurance, speed, flexibility, sensitivity, etc. Although the development and improvement of sports quality are accompanied by the whole process of school physical education, due to the timing of multiple sensitive periods of sports quality development, it is required that the physical education courses in the low-level stage of primary schools should firstly be carried out around the basic sports quality of students, and consciously improve the ability of students to run, jump, throw, climb, climb and roll as the necessary physical actions to participate in various sports Reserve.

After entering the middle and high stage of primary school, students are interested in sports with certain technology and skills on the basis of basic body movement ability, which is the expression of students' expectation of application in different sports projects on the basis of certain understanding and recognition of their basic sports ability; it shows students' strong desire to know their own body and strong curiosity to sports projects. At this time, the teacher will show more sport projects to the students and give them a good opportunity to teach the skills of related sports. Therefore, it is necessary to practice a variety of sports in the 6-7 grade physical education classrooms, and provide the basis for students to choose sports in the junior middle school.

The students in junior high school are in a period of rapid development of physiology and psychology. With the enhancement of physical and physical basic sports ability, their psychological demands for self-expression in specific events increase, and they gradually have a relatively specific interest in sports events. However, their stability in sports events is not high, and they often dissociate between various events, gradually introducing students' learning content into more sports in terms of sports items, it is a universal education of sports items, which enables students to understand sports items in a wider range. The role of teaching is also to show the most interesting part of sports to students as much as possible. With the help of media technology, reducing the difficulty of sports technology, imitating the actions of excellent sports, etc. can arouse students' interest and desire for knowledge, students will have more opportunities to experience specific sports.

Based on the sports practice in junior high school, senior high school students will gradually make choices that meet their own interests and physical conditions. They will

gradually stabilize their participation in sports. They have the will and requirements to compete in the process of participating in sports. They have a strong desire to improve the level of Sports Technology and tactics. In the university stage, students' physiological function is becoming more and more perfect, their psychology and intelligence are becoming more and more stable, their self-consciousness is increasing, their competition and social tendency are becoming more and more obvious, their choice of sports items is becoming more stable, and they are more interested in sports items. At present, colleges and universities also use options, clubs and other forms to carry out teaching. The trend of project concentration is more and more obvious. In the previous stage, the accumulation of quality, technology and tactics will help students better participate in the selected projects.

The happy experience in primary school comes from the students' understanding of their own physical ability, the basic process of understanding and practicing the sports in the junior high school is still belong to the cognitive category. It is the students' desire for knowledge and the exploration of new things that arouse their own interest. At this time, the students' experience of happiness is intermittent, temporary, and does not have the characteristics of continuity. During this period of teaching, through the change of teaching methods and interesting analysis of sports events, students will be inspired to have a sustained interest in sports and get the inner happy experience when the interest is satisfied. The sports teaching in high school and university revolves around the relatively fixed sports items. The improvement of sports skills becomes a means for students to express themselves in sports and win the competition. The happy experience comes from the performance in sports. In the process of pursuing this experience, the goal of school sports education is achieved spontaneously.

B. Changes of the Form of Happy Physical Education

Physical education teaching is different from the general classroom teaching. It takes physical activity as the main learning and practice mode, and shows the education process in the form of feeling. At each stage of education, students' physical activities and teaching activities show obvious characteristics of each stage. Primary school students are in a very emotional period. They are active, easily distracted, have a strong ability to accept image things, and have a weak ability to think abstractly. The teaching content reflects the characteristics of new, strange and happy. The teaching methods mostly adopt games, interesting competitions and other ways. Physical games are a form of physical activity that students' initial contact with. Games have a strong character of happy; the development of games enables students to meet the requirements of physical activities as well as the development of their basic physical qualities. Games make students eager to participate. At the same time, games make students' instinctive physical activities standardized to a certain extent, so as to pave the way for future sports participation. The happy experience of sports teaching and the reflection of the concept of happiness must pay attention to and require the form of happiness, the carrying out of teaching activities and the achievement of

teaching objectives must be fully integrated into the form of happiness; the happy form should occupy more components in the teaching. The primary school students' love for the physical education curriculum is absolutely because each student is excited and happy to have such a "play" time. The teaching goal is realized in the form of happiness after the teachers have consciously rationalized the arrangement. With the rise of the grade, the proportion of happy teaching forms and methods represented by games in the physical education classroom is decreasing. The happy forms are gradually replaced by exercises and training forms aiming at the improvement of sports technology and tactics. The teaching forms are more rigorous and the external manifestations are more difficult. Students sweat, shed tears and even bleed. The happy forms only play an auxiliary role in the teaching, the happy form in the process of physical education teaching is gradually hidden in the teacher's systematic teaching process, experiencing the improvement of sports skills from the hard form. This not only provides technical guarantee for students to participate in sports, but also self-recognition, self-confidence and positive psychological experience in the improvement of sports technical level. It also provides conditions for students to get more sufficient happiness. The characteristics of students' physical and mental development and the laws of physical education require teachers to pay attention to the development of students' internal experience from the external performance of students, from the form of happiness to the internal experience, and eventually get comprehension from peak performance and smooth experience.

C. Happy Experience Promotes the Sublimation from Hedonia to Aesthetic Feeling

Happy experience promotes the sublimation from hedonia to aesthetic feeling is the self-examination of the essential strength of human beings, and it is obtained through the comprehensive activities of perception, imagination and emotion of the objective objects [6]. It is a kind of pleasant emotional experience. The essence of students' pursuit of sports is their yearning for beauty. The starting point of physical education lies in people's inborn demand for body instinct activities such as running, jumping, walking, climbing, climbing and rolling, which lays the foundation for the development of physical education. Physical activity in spontaneous and consciousness conditions during childhood and the strong demand for body activity in physical education class smoothly introduce people's activity instinct into a systematic process during the process of physical education teaching. In the process of continuously improving, strengthening and sustaining this instinct, the realization of school physical education aims to arouse the new demand of students for physical activities on the basis of keeping students' original physical instinct activities. The students' happy mind plays a role of relay and promotion. The lack of happy experience will cause the students to lose the internal power of participating in sports, which will inevitably lead to the phenomenon of "the body goes against the heart". It will be normal to treat the physical education course as a course only and stop participating in sports after leaving school. Without the guidance of the concept of happiness, the form

of happiness can only produce hedonia, just like when students' first contact of the physical education curriculum, they are largely unconscious of participation. Students get pleasure through physical activities in physical education class, and the pleasure will also stimulate students to participate in the follow-up sports, but its intensity is not enough. In the early stage of school physical education, the pleasant experience was strengthened through games and other ways. At the same time, the students were consciously led to specific sports events, so that the students gradually understood and felt the charm of sports. In the process of improving sports skills and participating in sports, we can sense, experience and affirm ourselves to obtain aesthetic feeling and spiritual pleasure. Compared with hedonia, aesthetic feeling has the characteristics of universality, persistence and intensity in the psychological effect. Happy experience promotes the transformation of students from hedonia to aesthetic feeling. As one of the important aspects of happy experience, the function of successful experience in school physical education cannot be underestimated. The fact of sports practice tells us that behind every success, hard efforts must be made and regular setbacks must be accumulated. Students must experience setbacks and losses in the process of leading to successful experience failure, anxiety, persistence and efforts in failure promote the experience of success, while students themselves may not have such negative effects to face positively. Teachers' guidance, encouragement and evaluation play a crucial role. The successful experience accumulation provides the necessary premise for the subsequent active participation in physical education. The happy experience in school physical education determines the sublimation of hedonia to aesthetic feeling and the transformation of students' passive obedience to physical education to their own active pursuit of physical education.

V. CONCLUSION

Happy physical education plays an important role in the realization of the overall goal of school physical education. Happy physical education is displayed in the form of happiness in primary school, but the form is not the original intention of happy physical education. The investigation of happy physical education can neither deny the form of happiness, nor restrict to the form of happiness. The trend of school sports content is a process from basic sports quality to specific sport projects. As the leader of teaching, teachers must have a full understanding of the law of students' physical and mental development. Successful experience is an important part of happy experience. Happy experience contributes to the transformation from hedonia to aesthetic feeling. Students' pursuit of aesthetic feeling is the internal power of their active participation in sports.

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