

An Analysis and Research on the Development of Preschool Physical Education

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Abstract. With the continuous enhancement of the health awareness of the whole people, today's education reform is also advancing under the quality-oriented education. The teaching of physical education in early childhood teaching is more and more widely concerned by people, and the physical activity of early childhood has become the focus of current research in sports, health and health and other fields. This paper focuses on the basic overview of physical activities in early childhood education, researches and explores the construction of activity model in physical education, and analyzes the specific application of physical activity model in practice through case studies, so as to promote the level of physical education in early childhood.

Keywords: *preschool physical education, physical education, predicament development*

1. Introduction

The overall goal of preschool physical education in China is to pay attention to the healthy development of children. Early childhood is a sensitive period of long-term development of life and healthy development of various physical indicators. During this period, children's physical activities are an important means to effectively promote their all-round development. Preschool education has raised early childhood physical education to a very important position, and early childhood physical education has become particularly important. There is no lack of research at home and abroad to prove that scientific sports activities play a significant role in the process of strengthening children's physique, developing muscles and social development, which has occupied a quite important part in preschool education.

In recent years, with the joint efforts of governments and educators at all levels, China's early childhood physical education has made obvious progress, but the phenomenon of not paying attention to children's physical fitness and not carrying out scientific physical activities still exists. In view of the current development resistance and difficulties of early childhood physical education, this paper analyzes and finds a more scientific development path of early childhood physical education for the future development of China's early childhood physical education. The exhibition provides theoretical basis.

2. The Dilemma of Preschool Physical Education in China

2.1 Inappropriate Teaching Objectives and Unscientific Evaluation System

In the early childhood physical education, the teaching goal is its starting point and end point. An effective and accurate evaluation standard of early childhood physical education plays a key role in the analysis and evaluation of children's movement development and physical development. The guide to learning and development for children aged 3-6 clearly points out that the main line should cultivate human basic movement ability, and the content should conform to the goal of laying the foundation for children's follow-up movement learning and lifelong development. At present, children's teaching objectives are not clear, unified and specific, resulting in the content of activities is not continuous, not systematic and inflexible; some teachers neglect children's actions when organizing sports activities, so that their goals are connected with the competition, so they lack the training of children's body-based activities. The evaluation of children's sports activities is completely based on the adult's physical health evaluation standards, and the evaluation indexes for children's development are not developed, which leads to the inaccurate and unscientific evaluation of children's sports activities.

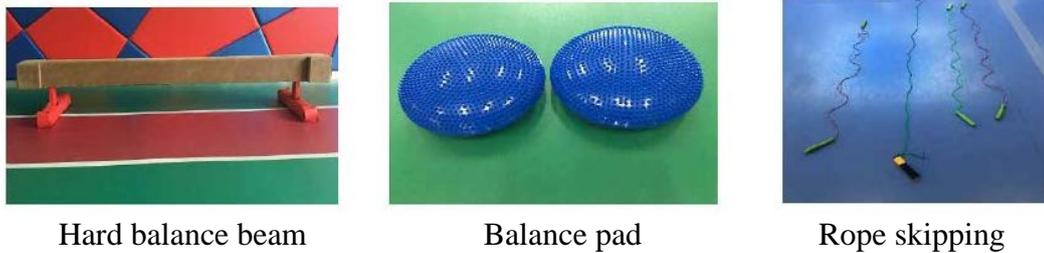


Figure 1. Test of three kinds of children's sports equipment

Table 1. Data analysis and t-test results before and after training

t	df	p
4.657	14	.000

2.2 Weak Professional Teachers and Insufficient Attention of the School

Early childhood education is more unique, in which teachers play an "all-around" role, in addition to responsible for the teaching of cultural subjects, but also to undertake the kindergarten physical education in class and extracurricular activities. For kindergartens, the quality of teachers is an important guarantee for children's healthy growth. There are few kindergartens with full-time preschool physical education teachers. Most of the physical activities in kindergartens are organized by teachers from other disciplines. These teachers are graduated from the pre-school major of secondary or higher normal colleges, and they have not studied or trained professional physical education. There are still some problems that affect the quality of preschool physical education, such as too young teachers, low level of education, gender imbalance and so on. The preschool physical education is lack of attention in schools. In the physical education teaching, most of them are aimed at primary and secondary schools or even colleges and universities, but few of them are applied to kindergarten.

2.3 Weakening of Teaching Content

The guiding outline of kindergarten education clearly points out that "taking games as basic activities and integrating education and activities" is the principle of physical education for children. The basic requirement is to develop basic actions in a way that children are interested in. At present, the main content of physical education in kindergartens in China is mainly sports games to improve children's interest, but there is a tendency of game formalization, liberalization and model in physical education. Teachers blindly pursue pleasant atmosphere, the nature of physical activities is ignored, and the problems of intensity, load and density are not taken into account. As a result, physical activities are too playful, and children's physical education cannot achieve scientific exercise effect. Even some teachers will teach according to the primary school teaching mode, which is lack of scientificity.

3. Analysis on the Construction of Physical Activity Model in Early Childhood Teaching

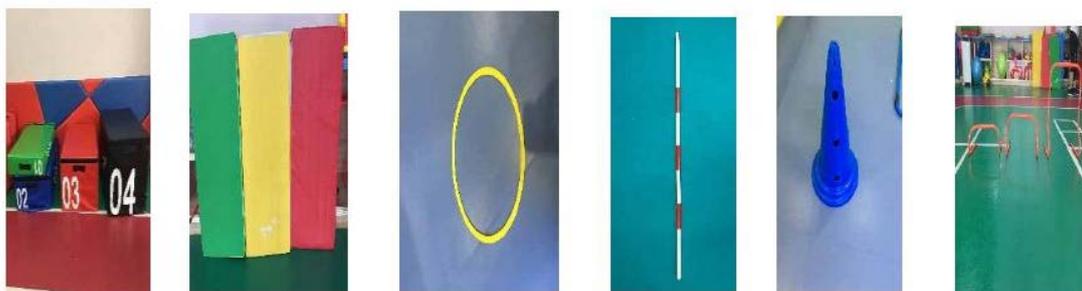
3.1 Model Propensity Survey

At present, with the reform of preschool physical education, the traditional education mode has been unable to meet the needs of the current preschool education. It is divorced from the teaching objectives, principles and requirements of preschool education, which affects the teaching activities of preschool education. Therefore, in today's quality education environment, physical education for

young children is an important way to implement quality education. Physical education for young children includes the overall function, involving moral, intellectual, physical, aesthetic and other aspects. It runs through the whole process of early childhood education, promotes the overall development of children's thinking, and the model construction of physical education activities should be more in line with the physical and mental development of young children.

3.2 Activity Selection and Model Construction

The construction of physical activity model in preschool education is helpful to improve the physical and mental health of children. In the teaching of children's physical education, it is necessary to select sports items that are suitable for children's activities reasonably, so as to stimulate children's strong interest in physical education. In the actual teaching model construction, we can construct the physical activity model reasonably through the comprehensive education goal, the open activity content and the teaching process focusing on children's subjectivity. In the choice of activities, we should not only pay attention to the mastery of children's movement skills, but also strengthen the cultivation of children's thinking ability, emotional attitude and behavior habits, and pay attention to children's individual development needs. Starting from children's interests, respecting children's personality characteristics, innovating the activity environment conducive to children's exploration and learning, starting from the content of children's interests, exploring the connotation of activities, and strengthening the improvement of skills, emotions and comprehensive practical ability in the cooperation between teachers and students.



Box vaulting Massage cushion Function circle Vertical rod Big sign bucket Hurdle race
Figure 2. Test of six kinds of children's sports equipment

Table 2. Data analysis and t-test results before and after training

t	df	p
9.438	14	.000

4. The Analysis of the Development Countermeasures of the Physical Education for Children in China

4.1 Define Teaching Objectives and Optimize Evaluation System

On the basis of its particularity and diversity, preschool physical education should establish a diversified and multi-level objective system. At the same time, teachers should constantly refine and enrich its content to make preschool physical education more scientific. At present, it is very important to establish teaching process and result evaluation standards for all ages. On the basis of scientific children's sports activities, research and develop the measurement and evaluation standards of all ages, so as to form a more accurate evaluation system of children's sports activities.

4.2 Strengthen the Construction of Kindergarten Teachers and Improve Teachers' Physical Literacy

Teachers play a leading role in preschool physical education. The depth of teachers' physical literacy plays a decisive role in preschool physical education. If we want teachers to be able to carry out scientific and effective physical education, we must improve the professional quality of preschool physical education teachers, strengthen their skills in ball games, track and field, gymnastics and other basic sports, and also strengthen their learning in theories such as the basic theory of preschool physical education, the design principle of physical education and the science of children's movement development. At the same time, each kindergarten teacher training unit, on the premise of ensuring the quality of public physical education, increases the appropriate amount of special and sports development of scientific learning. In addition, when introducing teachers, kindergartens should pay more attention to normal students majoring in physical education. It is more comprehensive for teachers and more scientific and effective for physical education of children. Kindergartens can also provide targeted training and education for teachers in their own kindergartens, so as to make their teaching process more clear and to formulate teaching content more accurately and scientifically.

4.3 Build a Scientific Organization System of Early Childhood Teaching

There are some differences between the teaching characteristics of children and primary and secondary schools, no matter in psychology, physiology or intelligence. Therefore, when constructing the teaching organization system of children, we should combine the unique physical and mental characteristics of children. In addition, a reasonable and effective teaching organization form has a significant effect on the learning of children's physical activities. It organizes diversified teaching activities to meet the different needs of children's learning, so that the educational concept of "teaching according to aptitude" is well reflected, and the effect of individualized teaching organization is achieved.

Games are the main form of organization in children's physical education, but in this process, we can't blindly pursue its interest and ignore the essence of children's physical education. We should combine the physical and mental characteristics of children to arrange reasonable physical education activities. And to ensure the density, intensity and load on the basis of diversified development of content forms, to avoid sports activities only in the form of games. Early childhood teachers should actively and timely understand the latest development trend of teaching organization form, and improve their professional quality and teaching organization ability is an important guarantee for effective organization activities of early childhood physical education. At the same time, teachers should constantly improve and improve the existing teaching organization mode, so that it can develop towards the direction of integration, diversification and scientization.

5. Concluding Remarks

With the continuous progress of the society and the changes of the times, the current preschool physical education has been highly valued by all sectors of the society. Under the attention of the society, families and schools, the preschool physical education has been valued. However, in terms of the current difficulties, there is still a lot of room for progress in all aspects, which is worthy of our attention. In terms of teaching objectives and teaching contents, it is relevant The education department has developed more comprehensive and appropriate regulations and evaluation rules, and has improved the incentive teaching and evaluation system. In terms of teachers, the relevant teacher training departments should focus on the physical education of young children, so that it can not be ignored. Preschool physical education teachers should constantly enrich themselves, improve their professional quality, update their teaching organization form, and use their knowledge more flexibly in the teaching process, so as to meet the multi-level and multi-faceted needs of children. In addition, the society and parents should also actively respond to the call of relevant departments and schools, change the concept, effectively monitor and control the physical and mental health of

children, and teach positive values of early childhood education, so that early childhood physical education can be sustainable development.

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