



A Study on the Characteristics of the Developmental in School Physical Education Thought in China

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Abstract. With the increasing emphasis on physical education in Chinese Society, the ideology of school physical education, as a crucial component of it, still requires continuous enrichment and refinement. However, the key points and main characteristics in the evolution of China's school physical education thought remain insufficiently clarified. To promote development in this field, this study employs literature review, historical research, and method comparative study to systematically analyze and compare the evolution of mainstream physical education ideologies in schools since the founding of the People's Republic of China, as well as the differences across various educational levels. The results show that:(1) School physical education thought has evolved from an emphasis on the integration of physical education with moral and intellectual education, to highlighting the important role of physical education in health promotion, and more recently, to focusing on its role in shaping a healthy lifestyle; (2) There are notable differences across educational stages: higher education emphasizes the integration of sports and education as well as comprehensive physical literacy, while special education focuses more on the scientific design of individualized training programs. This study helps to clarify the developmental trajectory of school physical education thought in China and provides references for its healthy and sustainable development.

Keywords: School Physical Education, Educational Thought, Physical Education Thought, The Thought of Physical Education in China

1 Introduction

Physical education is crucial for school sports in China.[1], Currently, there is a substantial body of research on this topic, and authors have conducted in-depth analyses, For example, the development of school physical education and health education thought has been systematically reviewed along a chronological timeline, which includes six significant stages [2], Among the six stages, a particularly crucial phase was the period of reform and opening-up. This stage emphasized a shift in school physical education ideology from a sole focus on physical conditioning to sports education. It stressed the importance of fostering students' understanding and passion for

sports, aiming to promote the development of individual social and emotional skills, as well as social and interpersonal relationships. [3]

Meanwhile, according to educational paradigms, they can be categorized into three types: student-dependent, competition-oriented, and symbiotic educational paradigms [4]. For example, under the competition-oriented educational paradigm, the evolution of students' learning duration and mastery levels sequentially corresponds to naturalistic physical education ideology, physical fitness education ideology, technical training ideology, and holistic education ideology. This framework emphasizes categorizing educational paradigms based on societal needs and historical contexts, thereby facilitating rational future planning.

Other researchers have categorized these based on educational stages [5]. With the increasing emphasis on physical education in Chinese society, the ideology of school physical education, as a crucial component of it, still requires continuous enrichment and refinement. However, the key points and main characteristics in the evolution of China's school physical education thought remain insufficiently clarified. To promote development in this field, this study employs literature review, historical research, and method comparative study to systematically analyze and compare the evolution of mainstream physical education ideologies in schools since the founding of the People's Republic of China (1949–2025) , as well as the differences across various educational levels. The results show that:(1) School physical education thought has evolved from an emphasis on the integration of physical education with moral and intellectual education, to highlighting the important role of physical education in health promotion, and more recently, to focusing on its role in shaping a healthy lifestyle; (2) There are notable differences across educational stages: higher education emphasizes the integration of sports and education as well as comprehensive physical literacy, while special education focuses more on the scientific design of individualized training programs. This study helps to clarify the developmental trajectory of school physical education thought in China and provides references for its healthy and sustainable development.

Additionally, some researchers have approached the topic from the perspective of physical education curricula in higher education institutions, with a specific focus on practices such as university-level Dao Yin health-preserving exercises[6], Martial Arts Short Weaponry[7]and Taekwondo [8] and other physical education courses, This is concretely reflected in efforts to enhance students' physical fitness as a foundation, while fostering their holistic development, with particular emphasis on the importance of ideological education within the curriculum and the transmission of cultural heritage.

Finally, addressing the needs of special students, the study argues that the philosophy of inclusive education should cover all educational stages and periods. A profound analysis of its underlying educational significance reveals that physical education can eliminate social discrimination, guarantee all students' equal right to participation and development in sports, and eliminate exclusion while meeting individualized needs through curriculum, teaching, and management reforms.

In summary, current research has yet to deeply analysis the characteristics of key ideological shifts at historical nodes in the evolution of school physical education

philosophy in China, as well as the distinct features of physical education ideologies across different educational levels. Only by identifying critical issues at these pivotal junctures and analyzing their causes can we gain a deeper understanding of China's school physical education ideology, thereby better promoting its sustainable development. Simultaneously, this research contributes to enhancing the efficiency of "sports-education integration," ensuring the comprehensive implementation of holistic development in school sports, and advancing the ideological and cultural dimensions of physical education curricula.

2 Research Methods

2.1 Historical Research Method

A systematic retrieval of historical materials related to "school physical education" and "school sports education" was conducted through keyword-based searches. Primary sources included academic monographs such as *A History of Modern Chinese Physical Education*, policy documents spanning 1949-2001 including the Regulations on School Physical Education Work, speeches by prominent leaders like Mao Zedong, and educational legislation such as the National Fitness Program Outline.[2]

2.2 Literature Review Method

A comprehensive literature search was performed via China National Knowledge Infrastructure (CNKI) and Wan fang Database using the keyword "physical education ideologies" and covering the years from 2001 to 2025. This yielded 42 relevant publications (31 from CNKI and 11 from Wan fang). Through rigorous analysis and synthesis of these sources, the study achieved periodization of physical education ideologies at different institutional levels while identifying their defining characteristics.

2.3 Comparative Research Method

Based on literature categorization and thematic summarization of physical education ideologies, this research delineated five historical phases in the development of school physical education. A comparative analysis was then conducted to examine the distinctive features, dominant paradigms, and evolutionary patterns across these stages.

3 Result

3.1 The Evolution of School Physical Education Thoughts in China (1945-2025)

Since the founding of the People's Republic of China, the evolution of the representative views of school physical education has undergone a change in the mainstream view, that is, the school physical education thought has been valued from physical

education, moral education and intellectual education together, and has developed to highlight the important position of physical education in moral education in health. Among them, in the special historical period, sports are regarded as a symbol of the country 's comprehensive strength, such as stagnation and recovery period (1966-1977). In addition, the influence of physical education thought on society is mainly reflected in the following three aspects. First, it highlights the significance of education in physical education. Secondly, it emphasizes both sports and education. Finally, it emphasizes the influence of sports on healthy life. At the same time, the political color of sports gradually fades and becomes increasingly socially universal.

The detailed stage division, leading scholars, typical ideas and specific impacts on school physical education are systematically summarized in Table 1.

Table 1. The evolution process of Chinese school physical education thought induction and analysis results

Stage	Leading Scholar	Typical ideas	The influence on physical education thought / physical education
Start-up period (1945-1965)	Zedong Mao	'Physical education, with moral education and intellectual education '[2]and 'Develop sports and enhance people 's physique'[3]	After the founding of the People 's Republic of China, ' paying equal attention to three educations ' was included in the education policy.[2] The current ' integration of sports and education ' and ' healthy China ' policies still reflect this idea, such as the 2020 document emphasizing ' sports people '[3]
Stagnation and recovery (1966-1977)	None.[9]	The idea of systematic physical education is replaced by the need of political movement, and the partial recovery of amateur sports schools reflects the tendency of pragmatism.[9]	The national standard thought is extreme, and sports are reduced to political tools. [9] Cause physical education talent is faulty The rationality of ' physical fitness enhancement thought ' after the reform and opening up is reflected.[3]
Exploration period (1978-1999)	Xiaofeng Ling	'The true meaning of sports ' : resolutely opposed to equating school physical education with competitive training, and proposed that ' the essence of sports is to enhance physical fitness, and competition belongs to cultural entertainment '[10] The ' three negatives ' claim : denying competitive sports as the main body of school sports, denying the theory of sports technology center, and denying the uniqueness of biological sports view.[11]	The national unified implementation of each class must set up the quality training link.[12] Establish a biological sports paradigm with Chinese characteristics, but bury the hidden danger of ' emphasizing physical education '[13]

Stage	Leading Scholar	Typical ideas	The influence on physical education thought / physical education
Comprehensive development period (2000-2012)	Zhenming Mao	priority to the health[2]	Break the monopoly of biological sports concept and establish the goal of all-round development[2] Put forward the " three-dimensional health concept " and reconstruct the target system of school physical education in China. [11]
The new era of transition (2013-2025)	Ji Liu	'Core literacy orientation ' (sports ability, health behavior, sports morality)[14]	Realize the standardization and measurability of the goal of physical education[6]

Note: During this particular historical period (1966-1977) , research on physical education ideology in schools entered a phase of stagnation, with no clearly dominant figures emerging.

3.2 The Evolution of Important School Physical Education Thought in Different Levels of Education

As demonstrated in Table 2, school physical education thoughts present obvious stage-specific characteristics across elementary education, higher education and special education, with differentiated core orientations at each level.

Table 2. The evolution characteristics of important school physical education thoughts in different levels of education

Stage	Leading Scholar	Typical ideas	The influence on physical education thought / physical education
Elementary Education	Ji Liu	physical education and health curriculum model in China [6] Exercise load quantification : For the first time, the rigid standard of physiological indicators is stipulated in the basic education stage.[15]	The 2022 edition of the " Compulsory Education Physical Education and Health Curriculum Standards " lists " exercise intensity " as a rigid requirement.
Higher Education	Shaowei Pan	The theory of deepening the integration of sports and education: advocating that competitive sports talents should be trained through the higher education system[5] The " four-in-one " goal: It is proposed that college physical education should achieve the integrated goal of " enhancing physical fitness, mastering skills, shaping personality, and cultivating habits. " [14] The construction of " three-level " training platform in sports vocational colleges : taking employment as the main purpose, school, school and enterprise, post practice unit[16]	Promote the introduction of ' opinions on deepening the integration of sports and education ' in 2020 and promote the reform of the construction of high-level sports teams in colleges and universities. Sports vocational colleges: implement the dual training mode of " on-campus training + enterprise practice."

Stage	Leading Scholar	Typical ideas	The influence on physical education thought / physical education
Special Education	Yaohua Yang	The theoretical framework of ' inclusive sports ': it is proposed that special sports should follow the three principles of educational equity, respect for individual differences and social integration.[17] 'Three-level support system ': to build a screening-evaluation-intervention system for special physical education in ordinary schools	Promote the ' second special education promotion plan (2017-2020) ' to include sports into the focus. Promote the adaptive reform of ' learning in regular class ' physical education curriculum.

Since the founding of the People 's Republic of China (1949-2025), China 's school physical education thought has developed differently in different stages of education. Specifically, the basic education stage: the school physical education thought from the macro emphasis on the goal of ' system standard ' to the emphasis on the refinement and concretization of the training load. The stage of higher education: the physical education thought of undergraduate colleges and universities is expressed through the construction of high-level sports teams, showing the characteristics of " integration of sports and education. " This feature not only emphasizes the competitive ability of high-level athletes, but also puts forward comprehensive requirements for the knowledge, intelligence and quality of high-level athletes. In addition, sports vocational colleges take employment as the training goal, focusing on the acquisition and promotion of sports vocational skills. Special education stage: it has the transformation from emphasizing the right of special students to participate in school physical education to individualized evaluation of students ' physical exercise.

4 Discusses and Analyzes

4.1 Analysis on the Evolution of School Physical Education Thought in China

Since the founding of the People 's Republic of China, the representative views of school physical education in China have evolved. It has experienced the change from paying equal attention to physical, moral and intellectual education to highlighting sports health. The main influence of China 's school sports thought on society is reflected in three aspects: the significance of sports in education, the significance of education in sports and the positive significance of sports to health.

Sports thought from the body, moral and intellectual education with equal emphasis on the point of view[18], changed to highlight the view of sports health. Behind it is closely related to the rapid development of the socialist market economy with Chinese characteristics. Since the founding of new China, China 's economy has developed rapidly, and the public 's cognition of sports has changed[4], Such as material life to improve people 's external body image requirements are higher. With the development of the socialist market economy, the inherent requirements for people 's physical quality are higher. Therefore, the requirements for the public 's physical

quality are higher from the side, which indirectly promotes the idea of school physical education from emphasizing both body, morality and intelligence to highlighting sports health.

In terms of policy, the evolution of physical education thought in China is closely related to the 'health first' advocated by the state[19], the policy has promoted people to pay more attention to the construction of school physical education, and its political function has changed. From the early 'serving the proletariat' to the current student-oriented 'lifelong sports thought', it has been incorporated into the national strategic development, which means that China's physical education policy has changed from 'national standard' to 'student standard'[20], among them, there is the people's yearning for a better life, and more importantly, the establishment of physical education teaching objectives with Chinese characteristics, such as the cultivation of patriotism through campus football and other carriers[21], the juvenile myopia rate is included in the local performance appraisal[13], in terms of policy, it directly reflects the educational significance of 'comprehensively improving students' core literacy'.

In terms of ideology, in the early stage of China's sports thought, physical, moral and intellectual education were paid equal attention to, and the reason for this view was closely related to the "three educations" advocated by the state at that time. In addition, China is a big country with traditional culture and has paid attention to moral cultivation since ancient times. Therefore, in the early stage of China, physical, moral and intellectual education were paid equal attention to. With the influence of foreign thoughts, the public's understanding of sports stood out from moral education and intellectual education and emphasized the value of sports itself.[22]

To sum up, the thought of school physical education in China has shifted from "paying equal attention to body, morality and intelligence" to highlighting "physical health." This change stems from the fact that economic development promotes society to pay more attention to physical fitness, the policy level establishes the concepts of 'health first' and 'student-oriented', and under the background of the introduction of foreign sports concepts, sports gradually highlight its independent value and emphasize its own education and health significance.

4.2 The Evolution of Chinese School Physical Education Thoughts in Different Levels of Education

Since the founding of the People's Republic of China (1949-2025), the important school physical education thoughts in China have shown the characteristics of differentiated development in different education stages. The specific performance is the following three characteristics. First of all, the school physical education thought in the basic education stage has changed from emphasizing physical health to optimizing the training effect. Secondly, the higher education stage shows the characteristics of the comprehensive ability requirements for high-level athletes such as physical education. Finally, the special education stage shows the ideological characteristics of the transition from emphasizing human rights to emphasizing customized exercise.

The reasons why China 's school physical education thought shows the characteristics of differentiated development in different education stages are as follows:

In terms of economy, first of all, the requirements of the market economy system for basic education have changed, and the original ' physical standards ' have no longer met the needs of the current economic model[23]. The continuous development of social market economy also represents the continuous improvement of the quality of basic education, so as to promote the scientific evaluation system of basic physical education[21], visualization, in order to promote the all-round development of students ' moral, intellectual, physical and aesthetic. Secondly, for the transformation of school physical education thought in the stage of higher education, the reason is the high demand of the market for compound talents[20], in the face of the mainstream entrepreneurial economic system, it promotes the addition of sports innovation and entrepreneurship courses in colleges and universities to promote ' school-enterprise co-construction '. Finally, in the special education stage, economic growth promotes the improvement of its education funding guarantee mechanism[24], at the same time, the adjustment of industrial structure has given birth to new demands. The rise of sports rehabilitation industry and the upgrading of sports consumption for the disabled have also led to the development of market economy[14].

Political aspects. First of all, the outline of the ' Healthy China 2030 ' plan clearly states that it is necessary to focus on ' people 's health ', requiring physical education in the basic education stage to focus on physical health promotion, build a full-cycle health security system, and reflect the state 's political intervention in adolescent health issues[21], promote the basic education stage of physical education from simple skills training to ' moral in the body ' of the comprehensive development model, established the core position of sports in quality education. Secondly, the state 's policy of " integration of sports and education " requires higher education to attach importance to the organic combination of school physical education and professional education[20], to further implement the construction of high-level sports teams and incorporate sports into the compulsory courses of higher education. In addition, under the policy, athletes with high sports levels are required to have certain cultural knowledge reserves[6], it also reflects the complexity of the country 's current sports talent training policy.

Finally, for the special education stage, the inclusive education advocated by UNESCO requires that school sports must be inclusive of students with disabilities, and further promotes the transformation of China 's special education sports policy from ' isolation ' to ' integration '[17], at the same time, China 's " Law on the Protection of Persons with Disabilities " clearly stipulates the equal right of persons with disabilities to receive physical education, forcing special education to carry out adaptive reforms, such as the development of personalized physical education courses. This difference in change is due to the promotion of the country 's latest ' Healthy China ' strategy[19], it also reflects the differentiated needs of school physical education for the quality of talents in the new era.

Social aspects. First of all, in the stage of basic education, in the early days of the founding of the People 's Republic of China, the state promoted the idea of " military national sports " to enhance national defense strength ; after the reform and opening

up, with the stability of the domestic situation, the goal of physical education has shifted to 'enhancing people's physique' and 'health first', which reflects the shaping of the social environment on the goal of basic education[1]. Secondly, the needs of academic research and theoretical innovation make the higher education stage take the exploration of curriculum ideological and political education as the core, and gradually transform the purpose of physical education from 'physical education' to 'educating people'. [25] In addition, in order to meet the needs of the society for innovative talents and diversified student composition (such as high-level sports teams), it reflects the emphasis on the cultivation of students' comprehensive quality in the stage of higher education[10]. Finally, the progress of social civilization drives special education from isolation to acceptance, and actively promotes the integration of disabled students into ordinary schools and the professional training of special post physical education teachers is the performance of the improvement of the overall quality of society[24]. At the same time, it also represents the transformation of school physical education from 'national standard theory' to 'student standard theory'. [22] The implementation of special education reflects whether modern physical education practices the people-oriented education concept and reflects the process of building a civilized society[23].

To sum up, the school physical education thought of new China presents three stages of differences: basic education shifts from physical health to scientific training, higher education strengthens the compound cultivation of physical and mental integration, and special education transitions from human rights protection to personalized exercise. This evolution originates from the three-dimensional driving of economic transformation (market demand for talent upgrading, sports industry driving), policy orientation (healthy China strategy, sports and education integration policy, inclusive education regulations) and social change (health concept transformation, deepening of educational goals, and civilized and inclusive process), and finally forms a hierarchical and multi-dimensional physical education development system.

5 Conclusion

Since the founding of the People's Republic of China, the thought of school physical education has gradually shifted from the early emphasis on 'equal emphasis on morality, intelligence and physique' to the promotion of physical education on health and has increasingly focused on its universal impact on the healthy life of the public. At present, the basic education stage pays attention to the refinement of training load, the higher education stage emphasizes the cultivation of athletes' knowledge, skills and comprehensive quality, while the special education stage advocates individualized physical exercise, showing obvious stage differentiation characteristics.

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