

# Study on the Development Trend of Students' Physical Health Education

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**Abstract:** It cannot be optimistic about the results of students' physical health. The health problems caused by negative events emerge in an endless stream. This makes us to think about the development trend of physical health education. Looking at the development of Physical Education and combining the characteristics of the times, we can sum up several aspects of the trend of students' physical health education in our country by using the method of literature and logical analysis.

## Introduction

In 2005 and 2010, there were respectively two surveys on students' fitness and health and the results[1] show many indexes such as the endurance, speed, explosive force, strength quality continued to decline. The detection rate of overweight and obesity in students was increasing, and at the same time the detection rate of poor vision remained stubbornly high and had a tendency of low age. The physical health condition of students is worrying. The current situation of students' physical health makes more physical educators to rethink our physical health education and educational philosophy. Because of the physiological, psychological and social adaptation and other health problems caused by negative events in the students, the traditional educational concepts and methods has been unable to meet the needs of the students' physical health needs in the social transformation period. Many scholars followed the trend of the development of international education and tried their best to study those educational models for the development of China's health education. They tried to find a more effective and more advanced educational thought to support our education and improve the students' physical health. Looking at the development of health education, combining the characteristics of the current times, this paper is going to summarize several aspects of the trend of Chinese students' physical health education by using the method of literature and logical analysis.

## The development Trend of Students' Physical Health Education

**Penetrating Life Education Gradually.** America scholars Jason Downer Walters first proposed life education in 1968. Life education is derived from his thought. How to make the sports classroom coruscate life vitality, how to penetrate the life education in physical health education to care for students' life, and how to dock physical health education with the life-emphasized education since it is taken as an important content of sports education, get more and more attention of people. Physical health education is the important foundation and basic guarantee to improve the quality of students' life. It is a long-term complicated engineering to raise awareness and set up the new concept to deepening the reform and enhancing the level of physical health education of students. There are a lot of scholars begun to study how to dock the life education with the physical education.

Xue Yuan [2] believes that in the perspective of life education, "sunshine sports" and "special needs" for students' health education is an important cornerstone of life education to develop in depth. Improve the "sunshine sports" is a matter of the whole nation's fitness. Today when sunshine sports carried out like a raging fire, it needs the escorting of life education; while as the special needs groups, the students need to be paid particular attention to and the life education cannot be ignored from them. The life education in physical health education is the education of people's life.

Those students with special needs are in the weak position. Strengthening the building of their life education is an important part of life education.

From the perspective of caring for life, Wu Yandan [3] put forward the concept of “Adaptive Physical Education Curriculum”, which takes physical exercise as the main means of education in order to meet the special needs students’ individual level and the development. It is a public compulsory course whose goal is to actively realize harmonious state of the body, psychological and social health through reasonable physical education and positive motion experience. It is a better implement of the life education to study the education model for the vulnerable groups of students with special needs. The introduction of the “Adaptive Physical Education Curriculum” is Chinese scholars’ exploration of life education and provides a new idea for offering a special physical education curriculum.

Aiming at the widespread lack of life education in primary and middle schools, Wang Jiechen [4] studied the effects of emotional education for junior high school students’ learning interests of physical education and health level. The results show that the implementation of emotional education in physical teaching can significantly improve the junior middle school students’ learning interests and effectively improve the physical health of middle school students.

**The Gradual Integration of Inclusive Education.**China has always attached great importance to the lifelong participation and participation of all people. In the planning of lifelong sports and fitness participation, the thinking of the whole life and the whole people has been outstanding, but in recent researches, the students’ physical health is not optimistic. The school physical education hasn’t served very well for lifelong sports and national fitness. The “lifelong” can be a failure to materialize, and the “national” is non-inclusive. So how to truly apply the inclusive concept of Inclusive Education to lifelong sports and national fitness in school physical education and make students form right attitudes and habits of lifelong sports and fitness, is very important for improving the quality of all citizens and long-term significant to strengthen the constitution of all the people.

Inclusive education is also the world common ideal of all the nations’ special needs education. Building inclusive education system is a great social project, which needs the concerted efforts of the educational circles and academic circles. In the face of the challenges of inclusive education, we should actively respond to, because this is not only the inevitable choice of social progress, but also an inevitable trend of the development of special needs education. The 1994 World Conference on special needs education held in the Spanish city of Salamanca, the meeting adopted the “Salamanca Declaration”, which includes the principles, policies and practices on special needs education. The declaration formally proposed the thought of inclusive education and inclusive schools. Sports as an important part of education, is an important segment of inclusive education. How to practice inclusive sports education in the students with special needs is a part of China’s response to the inclusive education and it cannot be ignored. Sports inclusive education is the elimination of discrimination and exclusion of individual’s physical and mental defects, by active, equal and widespread participation in physical education, to meet the different needs of students’ sports physical education activities.

Although the current situation of inclusive education in physical health is of difficulties, such as the education model oriented to examination education, the lack of training of both Chinese general education teachers and the special education teachers, the slow process of related legislation with Disabilities Education and sports education, and the severe exclusion in education [5] and so on, these are stumbling obstacle in China’s physical health inclusive education. Along with the education development, the social value of inclusive education has been widely recognized in international educational circles. Inclusive education is constantly expanding and the inclusive sports education has become a trend. Inclusive sports education is the need of constructing harmonious society and sports power.

**The Transformation from Traditional Teaching mode to Constructive Teaching Mode.**The teaching design under the guidance of the theory of construction requires the students-centered, which aims at stimulating students’ original knowledge accumulation, activating the student’s

thinking activities, promoting the interaction between the old and new knowledge, and finally helping students complete the construction of meanings. There has been changed greatly in the teaching mode based on the theory of constructivism. The traditional sports teaching mode has given less attention on students' subjectivity and only emphasized the instilling of motion technology, which is lack of situational teaching and the interaction between teachers and students, making the classroom teaching dull, the students losing the initiative and enthusiasm for learning, not to speak of meeting the needs for students' comprehensive development. The introduction of the Constructionist Theory properly resolves this contradiction in teaching. Application of constructionist teaching strategies on students' physical education can enhance the students' subjective role and emotion cognition, focusing on cultivating the students' personalities. The students are the active masters in the construction of knowledge meanings; while the teacher is the organizer and instructor in teaching process. In the meantime of playing the leading role of a teacher, taking the students as the center of the classroom teaching and cultivating the students' learning interests and self-independent exercising habits, are the scientific methods of physical exercise.

**The Transformation from Traditional Evaluation to the Multi-evaluation.** Different from the traditional sports teaching evaluation, multi-evaluation has a great difference in evaluation content, evaluation form and evaluation methods. It pays more attention to the diagnosis, the incentive and the development of evaluation, not only evaluating students' mastering of the knowledge and skills of movements, but also their fun and joy of experiencing the success, paying much attention to students' confidence, cultivating their abilities of self-understanding and self-education. The content of evaluation includes not only the cognitive and technical skills, but also the emotional gains; not only the single skill appraisal or health test, but also the all-round development of students, which means that this multi-evaluation can seek and find the students' merits from multi angles, observing and accepting the students, meanwhile, offering the students more opportunities to show their learning potential in many aspects, so that every student can feel the success and happiness of sports learning. The evaluation form has changed from single evaluation into various evaluations, such as self-assessment, peer assessment, group evaluation and teachers' evaluation etc. At the same time, evaluation method will not only pay attention to the results of evaluation, but much more to the evaluation of the students' learning process.

**The Gradual Formation of Three-in-One Education Mode.** In the past, the students' physique health education which take school as the single responsibility main body did not bring about the healthy development for our students' constitution. According to the development of school physical education abroad, combining with the direction of school education and school physical education practice of our country, students' physical health education will gradually turn from the past single responsibility subject of only school to a variety of responsibilities of government, school, family and social participation, forming three-in-one physique health education mode with a unified coordination of government, and school, family, society as the basis. The key of three-in-one healthy education mode is that the multi subjects of its structure system could do their best and make harmonious development.

The core thought of three-in-one physical health education mode is based on mutual penetration of school, family and society. It is through a mutual penetration and an organic combination of school, family and social sports, to establish a certain organization and safeguard mechanism, forming a three-dimensional mode of the system of educational resources. In the current social environment, this theory has a higher practical significance. Only the school sports integrate into the social big system, can it form a good atmosphere of physical health education of the whole society concern, support and participation, so that a three-dimensional effective health education management mode can be established.

**The Gradual Improvement of the Health Management System.** The process of students' physical health management is embodied in three aspects: to collect, analyze, and monitor students' health factors, providing the original data source for the health assessment of students; to make an assessment, forecasting, management and monitoring of students' health status and future development trend, playing a supervision and early warning role in health problems; to provide a

health service for the students' physique healthy demand according to the results, such as providing policy guidance, physical health instruction, exercise prescription, consulting, or using resources such as health monitoring equipment or health management platform to change or maintain the current state of health.

Health management issue should highlight the interventions which can be tracked. In the process of managing students' physical health, the traditional management methods, like placing more emphasis on testing and evaluation, while looking down upon the specific guidance intervention, should be shifted. So that every student can effectively improve their physical health by testing, evaluating, guiding, and interfering the health management process, and learn how to make a self-health management, and effectively improve physical health.

## **Conclusion**

The introduction of scientific educational concepts has brought opportunity for us to deepen the reform of physical education, which is the basis of improving the students' physical health. The government should increase policy-type support, improve the relevant legislation, and escort the new physical health education. It can be seen that one day the students' physical health problems are no longer our concern.

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