

Study on the Curriculum of Folk Sports Resources*

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Abstract—This paper adopts the research methods of literature, logical analysis and case analysis to analyze the theoretical problems of curriculum construction of folk sports resources. It is believed that there is a curriculum system in the folk resources which take "development" as a leading chain and "implement" as the control chain, and "guarantee" as the auxiliary chain. In the various subsystems of the curriculum of folk sports resources, the curriculum development should be emphasized: the resources collection, resources arrangement and resources transformation. It should emphasize the implementation of curriculum: implementation strategies and implementation mode, implementation orientation. And it should also emphasize the consideration of the system modules such as material guarantee, human security, institutional guarantee and ideological support.

Keywords—folk sports resources; course; development; implementation; security

I. INTRODUCTION

Curriculum construction is one of the ways and measures to effectively protect and live the intangible cultural heritage. In 2011, China's article 34 of "the intangible cultural heritage of the People's Republic of China protects a law" clearly stipulates: "the school shall, in accordance with the provisions of the competent department of education under the state council, conduct relevant intangible cultural heritage education"[1]. Folk sports resources refer to the forms of sports activities which have been accumulated in folk customs, popular among the masses, and have distinctive national style and local characteristics. It can be a source of direct factors of physical education curriculum[2]. And it's not only an intangible cultural heritage of folk resources basic covers the content, but also an important part of school education resources. Fujian is an important locus of Marine folk culture in southeast China, which has been many schools within the territory of this

regional folk sports curriculum resource development for a long time, and it has made active attempt and effort. But in contrast, the folk sports course of each school building is slightly weaker western competitive sports. It is comprehensive theory research and practice. And this paper mainly discusses the folk sports resources of curriculum system and course of fujian folk sports resources construction, so as to fulfill the hope that some theoretical references can be provided for the curriculum development of "folk sports in the classroom" of fujian province and the whole country.

II. CURRICULUM SYSTEM OF FOLK SPORTS RESOURCES

The meaning of the system is to organize the scattered things into organic whole. The organic whole of the system must be combined or combined with a number of interrelated parts, with specific representative functions.

The so-called folk sports curriculum system of resources, it is to point to by a number of interaction and depend on each other, to the folk sports resources as the main body, to form the folk sports curriculum system specific target of part of the organic whole. Overall, the folk sports resources curriculum system should be composed of three parts to: 1) the development system: as a leading chain of curriculum resources, which including resources, resources collection, resources conversion module; 2) implementation system: as the control chain of resource curriculum, which including implementation strategy, implementation orientation, implementation mode and other modules; 3) guarantee system: as the auxiliary chain of resource curriculum, which including material guarantee, human security, institutional guarantee and ideological support module (Fig. 1). The curriculum system of folk sports resources is not only the basic guiding basis for the development of the curriculum of folk sports resources, but also the rational order of the curriculum construction of folk sports resources.

*Fund Support: cultural industry research center tendering project in Xiamen University of Technology of Fujian social science research base in 2016 (LW2016ZB004) .

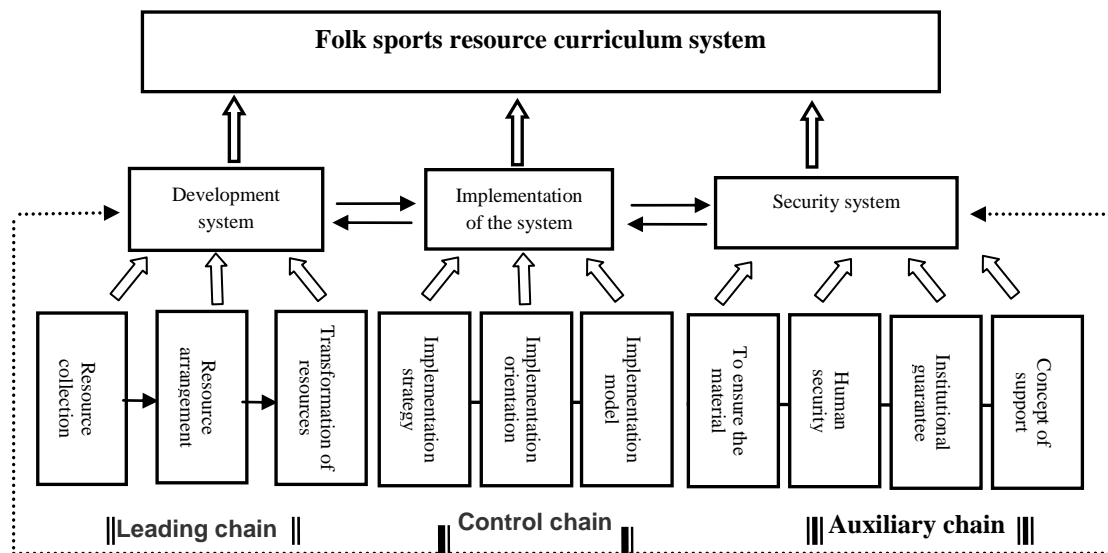


Fig. 1. The curriculum system of folk sports resources.

III. CURRICULUM DEVELOPMENT OF FOLK SPORTS RESOURCES — TAKING FUJIAN AS AN EXAMPLE

A. Resource Collection: the Stock of Folk Sports Resources

The course of developing folk sports resources is to understand the status quo of the stock of folk sports

resources. Through the preliminary investigation and verification of many historical and traditional folk cultural heritage of Fujian folk, there are nearly 50 kinds of folk sports resources, distributed in more than 60 villages and towns in Fujian[3] (Table I).

TABLE I. FUJIAN FOLK SPORTS RESOURCES AND REGIONAL DISTRIBUTION

Project	Popular Area	Project	Popular Area	Project	Popular Area
Dig standard bamboo	Penglai, Anxi	Bench dragon	Datian	Catch the duck	Shishi, Jimei
Dragon art	Pinghe	Straw dragons	Taihua, Datian	Catch the golden pig	Shishi
Lantern parade	Zixi, Liancheng	Northern lion	Shishi	Han nationality Water	Jiuhu, Longhai
Snake god game	Zhanghu, Yanpin	Southern lion	Shishi	The sea water	Hanjiang, Shishi
Field parade	Jinsha, Mingqing	Picking tea light	Shuban, Xinluo	The big pig	Changtai
Zongzi parade	Beituan, Liancheng	Red dragon wind column	Miaoqian, Liancheng	The monkey of column	Kangcuo, Fuan
Gold melon tent parade	Gutian, Liancheng	Playing fish lamp	Cha Dongken, Taining	The bull	Kangcuo, Fuan
Mountain climbing	Fuzhou, Fuan	Tug-of-war candle bridge	Xingtian, Wuyi mountain	Sheep catching by tiger	Kangcuo, Fuan
Barefoot on fire	Longhai	San gong luo shui cao	Yanxi, Changtai	The monkey steal eggs	Kangcuo, Fuan
Lift the Buddha game	Wuyi mountain	Incense dragon dance	Shuanxi, Pingnan	Wu Zu Quan	Anhai, Jinjiang
Playing knife Sedan chair	Meizhou, Xiuyu	Drum and flower umbrella	Longhai	Dog Quan	Jinjiang
Qiang gu	Longjiao, Longhai	Songjiang Array	Zhaogang, Xiangnan	Crane Quan	Yongchun
Pick streamer in Jianou	Jianou	HuoTong linlion	Huotong, Jiaocheng	Jin Douyang Yu Quan	Kangcuo, Fuan
Swaying Brown sedan chair	Nanmen, Chengxiang	Tapping gun city	Shishi, Nanan, Dehua	dragon boat race	Jimei, Chagnle, Shishi, Taining, Qingliu, Shaxi an, Pinghe, Zhangping, Shanghang, Xiapu
Zou gu shi	Luofang, Liancheng; Wushi, Yongding	Size	Fuding, Fuan, Xiapu, Shanghang		
Centipede Pavilion	Dongyu, Haichang; Dongshi, Jinjing	Light ship	Wuping, Changting, Yongding, Shanghang, Liancheng	Move iron branch	Fuding, Fuan, Zhouning, Xiapu, Jiaocheng
Liancheng Quan	Liancheng, Shanghang, Changting, Qingliu, Ninghua, Yongnan, Mingxi, Shaxian	Beat cake Mid-Autumn festival	Xiamen, Longhai, Anhai, Jinjing	Split cane	Fuzhou, Quanzhou

B. Resource Consolidation: the Course Value Analysis of Folk Sports Resources

The course value analysis is a basic arrangement of folk sports resources, which is the middle part of the curriculum development system of folk sports resources. Only by knowing the characteristics of the courses can be expressed by various resources, can the curriculum transformation of

resources should be selected and selected. Fujian province is rich in the folk sports resources, in addition to some traditional folk Wushu resources (such as the Jin Douyang Yu Quan, Wu Zu Quan, etc.) have outside schools, most of the rest of the resources still failed to cause enough attention. It is necessary to analyze the sports quality, cultural inheritance and curriculum characteristics of these folk sports resources.

TABLE II. VALUE ANALYSIS OF FUJIAN FOLK SPORTS RESOURCES

Value analysis	Exercise quality	Cultural heritage	Course features			
<i>sports resources</i>	<i>Endurance/Speed/Power/Sensitive</i>	<i>Festival/Faith/Production of custom</i>	<i>Transformation form Directly/Indirect</i>	<i>Development requirements Low/Medium/High</i>	<i>Organizational form Collective/Individual</i>	<i>Type of positioning Skills/Physical abilities/Games</i>
Size	Sensitive	February 2nd praise (Lan Fengao)	Directly	Low	Individual	Games
Beat cake Mid-Autumn festival	Sensitive	Mid-Autumn festival Praise people (Zheng Chenggong)	Directly	Low	Collective	Games
Split cane	Sensitive	Good day Praise people (Zheng Chenggong)	Directly	Low	Individual	Games
Han nationality Water	Endurance/Speed	Blessing of the first month	Indirect	Medium	Collective	Games
The sea water	Endurance/Speed	Dragon Boat Festival fujian Taiwan to ferry	Indirect	Medium	Collective	Games
Catch the duck/golden pig	Sensitive	Dragon Boat Festival Praise people (Zheng Chenggong)	Indirect	Medium	Individual	Games
Tapping gun city	Power/Sensitive	the first month Praise people (Zheng Chenggong)	Indirect	Medium	Individual	Games
Mountain climbing	Endurance	September 9th blessing	Directly	Low	Collective/Individual	Physical abilities
Dig standard bamboo	Endurance/Power	The first month (agricultural) sacrifice to God. (Qingshui God)	Indirect	Medium	Collective	Physical abilities
Centipede Pavilion	Endurance/Power	The good day (thePope)ritual(Baosheng God)	Indirect	Medium	Collective	Physical abilities
Dragon art	Endurance/Power	The Lantern Festival(agriculture) blessing	Indirect	Medium	Collective	Physical abilities
Zou gu shi	Endurance/Power	The Lantern Festival(agriculture) blessing	Indirect	Medium	Collective	Physical abilities
Lantern parade	Endurance/Power	The first month Festival(agriculture) blessing	Indirect	Medium	Collective	Physical abilities
Gold melon tent parade	Endurance/Power	Farming ritual in February 25th Ouyang zhen God,Luo God,Lai God	Indirect	Medium	Collective	Physical abilities
Field parade	Endurance/Power	The summer solstice farming ritual (Zhang Shengjun)	Indirect	Medium	Collective	Physical abilities
Zongzi parade	Endurance/Power	Praying for the blessing of farming in February 13th	Indirect	Medium	Collective	Physical abilities
Snake god game	Endurance/Power	"Snake worship" in July 7th	Indirect	High	Collective/Individual	Skills/Physical abilities
Lift the Buddha game	Speed/Power	February 21st ritual (Pizhi Gopher)	Indirect	Medium	Collective/Individual	Physical abilities
Barefoot on fire	Speed/Sensitive	The first month of blessing	Indirect	High	Individual	Skills
Qiang gu	Speed/Endurance/Power	Ghost Festival	Indirect	High	Collective/Individual	Skills/Physical abilities
The bull	Power/Endurance	Praying for the blessing of farming in February 2nd	Indirect	Low	Collective	Physical abilities
Tug-of-war candle bridge	Power/Endurance	The "drug" legacy inThe Lantern Festival	Indirect	Low	Collective	Physical abilities
Songjiang Array	Sensitive	The mid autumn blessing	Directly	Medium	Collective	Skills
Drum and flower umbrella	Sensitive	Good day Praise people (Qi Jiguang)	Directly	Medium	Collective	Skills
Picking tea light	Sensitive	Praying for happiness in the first month	Directly	Medium	Collective	Skills
Playing fish lamp	Sensitive	Praying for happiness in the first month	Directly	Medium	Collective	Skills
Red dragon wind column	Sensitive/Power	Praying for happiness in the first month	Directly	Medium	Collective	Skills
Light ship	Sensitive	Praying for happiness in the first month	Directly	Medium	Collective/Individual	Skills

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HuoTong linelion	Sensitive/Power	Praying for the blessing of farming in February 2nd	Directly	High	Collective	Skills
San gong luo shui cao	Sensitive/Power	Praise people on January 17th (Weng Tianxiang, Zhang Shijie, Lu Xiufu)	Indirect	Medium	Collective	Skills/Physical abilities
Swaying Brown sedan chair	Sensitive/Power	The Lantern Festival blessing	Indirect	Medium	Collective	Skills/Physical abilities
Move iron branch	Sensitive/Power	Good day (agriculture) blessing	Indirect	High	Individual	Skills/Physical abilities
Pick streamer in Jianou	Sensitive/Power	The first month (the Pope) ritual Praise people (Zheng Chenggong)	Indirect	High	Collective/Individual	Skills
Playing knife Sedan chair	Endurance/Power	The Lantern Festival blessing	Indirect	High	Individual	Skills

The quality of sports refers to the basic sports elements and main exercise functions that can be reflected in the folk sports resources, including endurance, strength, speed and sensitivity. It can be seen from the analysis that the sports quality value of 1-2 items can be found in the existing folk sports resources in Fujian (Table II).

The value of cultural heritage is the folk custom tradition contained in folk sports resources, which including festivals, beliefs, production and life. It can be seen from the analysis that the cultural connotation of folk sports resources in Fujian are relatively rich: In terms of the customs of the festival, there are both traditional and important festivals, and there is a single festival which is formed in the long time. In the custom of faith, believers, believers, and animals are all present. And In the custom of production and living, because of the prosperous agricultural civilization in the ancient times of Fujian, the farming practices are more common. In addition, due to the tradition of heavy children in all parts of Fujian, it is also prevalent (Table II).

The value of the course features is the analysis and prediction of the curriculum development of folk sports resources, including transformation form, development requirement, organization form, type positioning, etc. According to the analysis, in the course features of the development of folk sports resources in Fujian, there are two types of conversion: direct conversion and indirect conversion. The development requirements have three levels: low, medium and high; There are three types of organization: individual, collective, individual or collective. Type localization has skill, physical ability, game 3 kinds. The analysis of the curriculum characteristic value of Fujian folk sports resources can preliminarily predict the degree of difficulty in the transformation of resource curriculum (Table II). In general, some of the folk sports resources which have low development requirements, can be directly converted, and tend to be game types should take the lead in the course transformation.

C. Resource Transformation: Curriculum Transformation of Folk Sports Resources

Curriculum transformation is the course design process of folk sports resources, which is a key link in the curriculum development system of folk sports resources. In terms of folk

sports resources of curriculum development, if we want both to ensure good quality of the overall development of folk sports curriculum, and to safeguard the value of the folk sports resources origin, then there need attention course transformation for the target orientation, content, orientation, the development of field, and accurate grasp of the core elements such as practice form.

1) *The objective orientation of "acquisition consciousness" which is tangible and intangible:* In theory, the highest task of course transformation is to achieve the ultimate goal of education. School sports as a cultural complex, the highest goal of the course that students not only master the basic knowledge, basic skills, training students' ideological and moral, cultural accomplishment, to obtain the basic activities such as emotional attitude experience, should also help complete the consciousness of "acquisition" goal orientation. "Acquisition consciousness" is derived from the folk culture of a regular group "unconscious" phenomenon, namely the people follow rules to participate in a folk custom activities usually don't recognize the is part of the function, but in the process of conventional narrative function is "benefit". For folk sports, people usually may not realize that the fitness, moral, entertainment function, is used to adhere to participate in the fitness function, moral constraints, and entertainment experience folk sports activities. The value goal of "acquisition consciousness" of folk sports course is the goal of the highest state, because it follows the modern education advocated by the essence of quality education and lifelong sports ideology, and curriculum tangible goals will become invisible.

2) *"Class sports" teaching content positioning:* "Class sports", namely "sports resources of a category", refers to the concept category of teaching content classification and selection in the course transformation of folk sports resources. From the analysis of the course value of fujian folk sports resources, it is found that the course of fujian folk sports can at least divide the teaching contents of skills, physical abilities and games. "Sports" the intent of the teaching content positioning is to the folk sports curriculum can be formed by subject curriculum design positioning

series type teaching content system, such as game entertainment, athletics ability to dominate, skilled operation dance performance series, etc. And it can also be based on the design of the integrated curriculum orientation, pick out the required content in every kind of teaching content, the formation of selective configuration of "warm-up activity (content) + subject knowledge (skill) + quality promotion (physical)" higher teaching content system. The teaching content of folk sports, both in a single location or portfolio selection sort, is to pay attention to content based on alienation tendency of assimilation, regional marginalized content toward content of fuzzy boundaries, cultural shift toward to the heart of the basic principles.

3) *Expansion of "second motion space" field:* Promulgated in 1978, the United Nations educational, scientific and cultural organization "sports international charter proposed" the first sports space "playground domain concepts, especially routine sports venues and sports venues, generally considered the exercise of exclusiveness places [4]. And "second room" is relative to the case of "the first sports space", refers to the non-sports venues other than the first sports space and place, such as park, square, garden, community recreational area and so on. As far as the school is concerned, "first sports space" refers to the playground, track field and comprehensive gymnasium, which are mainly used for the western competitive sports. The "second movement space" of the school is the non-traditional teaching place, such as the landscape square, teaching space and building interlayer. Throughout the school sports teaching resources, serious gap, synchronous teaching crowded when the reality of the phenomenon, in the course of folk sports resources of folk sports curriculum need to be found in the process of sports domain, somewhat should fully realize the expanding development of folk sports "second room" the importance and necessity of the teaching field. I think, "second room" is a can let the folk sports course teaching of suitable for field, because the "habit" with folk folk sports itself in outdoor natural state, it shows some fit to domain requirements are relatively high.

4) *"Gestallization" practice form:* Gestalt, comes from the German, meaning a shape or pattern. First use the word "gestalt" come to investigate perception of German psychologist believe that "human perception of things is not according to the things of each separate pieces, but for a meaningful whole unit". The founder of the gestalt therapy school, Boles, also believed that "different things can only be understood by human beings with their whole composition (or gestalt)" [5]. In other words, "gestalt" is a good reputation for "the overall judgment of the meaning of local or partial perception". The course of folk sports resources requires the practice of "gestalt" form, which refers to the hope of folk sports curriculum can't teach the folk sports resources alone in isolation, but should be united force to spread the value of the folk sports curriculum standards. We should attach importance to the reproduction

of the real situation of folk sports activities in the course, gain the emotional experience, and create the recognition and inheritance of the essence of the folk sports culture after the superposition. This requires that the subject of folk sports resources in attaches great importance to the essence of folk culture are identified, can accept resources central argument out of state in the complex point at the same time, more attention should be paid to in the course of distribution and the essence of folk culture, will always concentrate on the inheritance, ultimately achieve the significance of cultural heritage, is also the "gestalt".

IV. CURRICULUM IMPLEMENTATION OF FOLK SPORTS RESOURCES

The implementation of the curriculum is the boot form expectations of curriculum resources project specific process of curriculum, and the purpose is to guide the practice of teaching activities, involving national, local, school, the different aspects of the classroom. The curriculum implementation of folk sports resources is intended to implement the curriculum of folk sports curriculum and put it into practice. The curriculum implementation of folk sports resources should be considered in three dimensions: implementation strategy, implementation orientation and implementation mode.

A. Implementation Strategy

According to the curriculum theory of American education scholar John d. McNeil, the curriculum implementation strategy is divided into three types: top-down strategy, bottom-up strategy and intermediate strategy [6]. Among them, the top-down strategy is generally advocated by the central or local education authorities, and the curriculum development goals and propositions are realized through administrative orders, and the will of superiors is achieved by means of intervention.

Bottom-up strategy mainly by teachers, students as the principal part of course construction and reform of the general (or expert) launched by the teachers, teachers by discovering and solving the problems existing in the practice teaching and get forward. The intermediate strategy is based on the curriculum development and reform of the school, and the two-way curriculum development is carried out on the basis of the school foundation.

There are some advantages and disadvantages to the three curriculum implementation strategies according to the implementation subject. Top-down policies are conducive to effective implement of curriculum implementation and execution, the central and local relations, form relatively smooth transmission of curriculum implementation efficiency is higher, but this way "and" bad for curriculum implementation also condition, to establish and obey the leadership of the relationship to the lower level of misunderstanding. Bottom-up strategy is helpful to stimulate the subjective initiative of teachers group, reduce the teachers for the curriculum construction and reform of the risk of miscarriage, curriculum implementation of obstructive is low, but the curriculum implementation

efficiency will be affected by certain influence, and the integration of curriculum resources are relatively limited effect. Strategy choose standard among the optimal role of curriculum implementation, for both to seek outside assistance and help, and can create conditions to launch a line of teachers in the school, but of course the implementation of precision requirements are relatively high.

The opening rounds of curriculum reform since 2001 in China, usually adopt the strategy of top-down guidance and promote the implementation of basic education curriculum, and combining with pilot area of curriculum reform, in the form of points with the promotion to the nation. The implementation strategy of this course fully respects and ADAPTS to the reality of our country, effective use of concentrate human, material and financial resources to do great things, to do something, also follow the principle of steady progress, gave for the adjustment of the curriculum implementation time and space. The curriculum of folk sports resources is put forward in the background of the national flag in recent years emphasizing the strengthening of the protection and inheritance of intangible cultural heritage. Compared with the previous basic education curriculum, it has both common points and individual demands of its own development. As the state advocates the education reform of the new field, folk sports resources course polymerization of the inheritance of Chinese traditional cultural spirit of the national will and historical responsibility, If the curriculum of folk sports resources is lacking from the top-down strategy formulation and actual promotion, the final effect expectation will be greatly reduced. However, the folk sports resources have the characteristics of regional and diversified, and it is difficult to meet the practical needs of different places, different levels and different groups with the consistent curriculum implementation strategy. Therefore, it is necessary to fully explore the advantages of the three types of implementation strategies, and select the optimal combination of strategies. I think, in the course of the implementation of the initial folk sports resources, escorting on top-down strategies to promote and achieve all the mobilization, the purpose of popularization value, at the same time encourage bottom-up strategy of synchronous propulsion, set all of the director, play insight of individual active power to pilot the layout. In the folk sports resources after the course of implementation of accumulated some precious experience, gradually transition to a middle strategy, decentralization in the implementation of the terminal link of decentralization in the concrete implementation of benefit main body, form a good mechanism of strategy guide.

B. Implementation Orientation

Curriculum implementation orientation is an essential understanding of the course implementation process. The implementation orientation based on different education values can influence the result and direction of curriculum implementation. According to the general curriculum and teaching theory, there are three basic orientations of the curriculum implementation, namely, linear, adjustable and creative.

The straight-line orientation emphasizes the loyalty of the programme implementation process and the degree to which the course programme is expected to be achieved. The linear implementation orientation emphasizes the priority of curriculum design and emphasizes the forward identification of the curriculum plan, so that the program planning often has a certain representativeness and demonstration effect. But its claim to the perpetrators are relatively strict, as it do not allow a random change implementation, such as the content, the standard for perpetrators play to the freedom of the space is lesser, expected course of the implementation of the process is relatively mechanical and rigid. The course implementation of linear orientation is applicable to curricula with specific situation, complex content and extremely high requirements, and it is often necessary to design and define the implementation sequence of the courses in advance.

The adjustable orientation emphasizes the process of the program design and the effectiveness of the implementors. It is believed that the course implementation process is not a one-way passive transmission process, but a two-way communicative process. Can adjustment type to implement orientation in order to realize the task of the curriculum implementation effectiveness for the biggest, course implementation process according to different practical situation to make corresponding elastic adjustment, more accord with the actual circumstances of the curriculum implementation.

The creative orientation emphasizes the innovation intention of the practitioners of curriculum plan, encourages the interaction between teachers and students in concrete classroom practice, and emphasizes the accumulation of creative experience in the implementation process. Creative practitioners implement orientation emphasizes the curriculum implementation process, the teachers' key role position, through dialogue and interaction of teachers and students classroom communication, to achieve innovative curriculum plan. Creative implementation orientation puts teachers and students' personality respect in a more important position and fully trusts the attitude and sense of responsibility of teachers and students.

The three orientations of curriculum implementation reveal the different essence of curriculum implementation, which reflects the rational process of curriculum implementation from pursuit of technology to practice to the pursuit of openness [7]. This process is not only the basic law of curriculum implementation, but also the change direction of curriculum construction. I think, the folk custom sports curriculum the specificity of its own characteristics at the beginning of the implementation is suitable for using linear orientation guidance curriculum implementation process, but with the continuous development of folk sports course, according to the three kinds of value orientation of the progressive line on it will be the situation. In addition, folk sports courses should be required to select corresponding implementation orientation as the concept support according to the special implementation strategy process, so as to gain the initiative in the implementation behavior.

C. Implementation Model

The curriculum implementation model is based on the curriculum concept held by different participants and the curriculum implementation standard style formed by the strategy and orientation of the curriculum implementation. As a hot topic in the course theory research, the course implementation pattern has already formed some research results. The representative curriculum implementation model includes Research - Development - Promotion (RDE) mode,

Operations-Resistance to Change (ORC) mode, Leadership - Obstacle Course (LOC) pattern three types.

The RDE model is the most common curriculum implementation pattern, which originated from the popular curriculum reform in the 1950s and 1960s. As a kind of linear curriculum implementation, it is mainly based on the theoretical establishment -- the design of the scheme -- popularization and popularization -- adopting four major steps. The RDE model reflects the typical characteristics of top-down implementation strategy and linear implementation orientation. The ORC model introducing curriculum implementer (mainly teachers) participate in curriculum decision-making, as one of the important ways to eliminate the resistance to change, to gain the effective guarantee to curriculum plan implementation scheme of course smoothly. In addition, there is a kind of LOC model of the process, is the ORC model is outspread, emphasis on a thorough investigation into the teacher may produce resistance degree, thus make a more targeted response. The ORC model and the LOC pattern reflect the typical characteristics of the bottom-up implementation strategy and the adaptive implementation orientation.

For how to choose the implementation mode of folk sports curriculum, the key is to adopt the curriculum implementation strategy and implementation orientation, so as to form a series of measures.

V. CURRICULUM GUARANTEE OF FOLK SPORTS RESOURCES

The curriculum guarantee is an important guarantee for the smooth operation of the whole system, and the perfect construction of any course system cannot be supported by the corresponding curriculum guarantee module. The guarantee module of folk physical education curriculum includes: manpower guarantee, material guarantee, system guarantee and concept guarantee. Among them, the manpower guarantee is the guarantee to have sufficient human resources, mainly refers to the folk sports teacher (or the technician) which is suitable for carrying out the folk sports course. At present, there are still some deficiencies in the cultivation of folk sports teachers in normal colleges and universities, folk sports teachers at all levels of reserves, or technician transformation from traditional folk sports activities way not to cause enough attention, so that many schools because of the lack of teachers could not conventional or diverse courses in folk sports. Material security is the guarantee of sufficient material basic conditions, mainly refers to the related folk sports facilities and equipment. Folk instruments are very common in all

kinds of folk sports, and are also important carriers of the course content of folk sports. Institutional guarantee is the relevant system measure to guarantee the application of the curriculum of folk sports. The system is the guarantee of executive force, only the conditional documents with binding force are formed, and the vision of the "multi-opening" folk sports curriculum of schools at all levels can be realized. The "concept guarantee" is to guarantee the social, government, school and parents to support the concept of folk sports curriculum. Once the whole society has truly recognized the value of the folk sports curriculum, the development of folk sports courses can blossom everywhere. Thus it can be seen that human resources are the guarantee for the normalization of folk sports courses in the curriculum guarantee system of folk sports resources. Material foundation is the guarantee of the orderliness of folk sports curriculum. The system design is the guarantee of the normalization of folk sports curriculum. Concept support is the guarantee of the comprehensive protection of folk sports curriculum.

VI. CONCLUSION

Folk sports resource of curriculum is the folk sports resources "to rough take" class educational reform behavior, especially mining folk style, regional customs and ethnic sports elements such as cultural connotation of practice education action. In view of the folk sports resources of curriculum construction, and is helpful to refining the cultural essence of physical education curriculum, the optimal scale of physical education curriculum teaching elements configuration and efficiency of physical education curriculum teaching practice, is the aggregate national excellent traditional values and the folk custom culture identity ought to be.

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