

# Research on the Content Innovation and Practice of Primary School Physical Education Curriculum Based on Core Literacy

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**Abstract:** This paper discusses the content innovation and practice research of primary school physical education curriculum based on core literacy. Through the analysis of the current situation of primary school physical education curriculum, it is found that there are problems such as single traditional curriculum content, low student participation and insufficient requirement for core literacy. In view of these problems, a series of innovative designs are proposed, including integrating modern sports projects and activities, increasing interdisciplinary sports activities, teaching method innovation and evaluation method innovation. Through these innovative designs, it aims to promote the comprehensive development of students' comprehensive quality and provide reference for the reform and development of primary school physical education curriculum.

**keywords:** Core Literacy; Primary School Physical Education Curriculum; Content Innovation; Practical Research

## 1. Introduction

With the social development and the continuous renewal of educational concepts, the importance of primary school physical education curriculum is becoming increasingly prominent. However, the traditional physical education courses have many deficiencies in cultivating students' core literacy. In order to better meet the needs of students' all-round development, this paper discusses how to conduct innovative design and practical research on the primary school physical education curriculum content based on the concept of core quality, so as to promote the comprehensive development of students' comprehensive quality and core quality. Through the practical research of innovative design, the practical effect of primary school physical education curriculum can provide

reference and reference for the future education reform.

## 2. Overview of Core Literacy

### 2.1 Definition of Core Literacy

Core literacy, also known as key competence or core competence, refers to the basic abilities and qualities that students gradually form in the process of receiving education to adapt to their lifelong development and social development. Core literacy not only focuses on the mastery of knowledge, but also pays attention to students' ability to comprehensively use knowledge, skills, attitudes and values in real life and work. It emphasizes the overall development of students, covering cognitive, emotional, social and cultural aspects. The concept of core literacy is widely recognized and applied to worldwide<sup>[1]</sup>. For example, the European Union in its Framework for the Core Literacy of European Citizens proposes eight core literacy, including digital literacy, learning ability, social and civic literacy, and the American 21st Century Skills Framework emphasizes the importance of critical thinking, communication, collaboration and creativity. In China, core literacy has also been included in the core goal of basic education curriculum reform, and has been specifically implemented and promoted in various disciplines. The definition of core literacy is not limited to the transmission of knowledge and skills, but also focuses on the cultivation of students' lifelong learning ability, innovation ability and social responsibility. This shift in educational philosophy aims to help students better adapt to and cope with challenges in the complex and changing social environment of the future<sup>[2]</sup>.

### 2.2 The Educational Value of Core Literacy

The cultivation of the core quality is helpful to the students' all-round development and enhance their comprehensive quality. Core literacy emphasizes the comprehensive

application of knowledge and skills, and helps students to integrate and flexibly use the knowledge learned when solving practical problems. Core literacy focuses on cultivating students' innovative ability and critical thinking, so that they can maintain competitiveness in the ever-changing society, pay attention to the cultivation of students' emotions, attitudes and values, and promote their physical and mental health and personality development [3]. Through the cultivation of core qualities in physical education, students can not only master sports skills, but also cultivate team spirit and perseverance.

At the same time, the introduction of core literacy promotes the reform of education and teaching. The traditional education mode often focuses on knowledge transmission and ignores the cultivation of students' comprehensive ability. The concept of core literacy requires teachers not only to pay attention to the transmission of knowledge, but also to pay attention to cultivating students' practical ability and comprehensive quality in the teaching process. This shift encourages teachers to innovate in teaching methods, adopting diversified teaching methods such as inquiry learning, project learning and situational teaching methods to meet the needs of different students and develop [4]. By introducing the concept of core literacy in primary school physical education curriculum, teachers can design more rich and diverse sports activities to enhance students' participation and enthusiasm.

### **2.3 The Embodiment of Core Literacy in Primary School Physical Education**

#### **2.3.1 The specific performance of the core sports literacy**

The core literacy of primary school sports includes sports skills, health awareness, teamwork and self-management. Through physical activities, students can master the basic sports skills, enhance their physical fitness, and develop healthy living habits[5]. At the same time, the physical education course also pays attention to the cultivation of teamwork spirit, students learn to cooperate with others in sports, together to complete the task[6]. Self-management is also an important part of the core sports literacy. Through physical exercise, students can learn to self-control, self-motivation, and improve their

self-management ability.

#### **2.3.2 Relationship between the sports core literacy and the core literacy of other disciplines**

Sports core literacy is closely related to and complementary to the core literacy of other disciplines. The teamwork spirit in sports activity echoes the cooperation and communication ability in social discipline; the self-management ability in sports and the self-discipline consciousness in moral education curriculum complement each other. Through interdisciplinary comprehensive education, students can constantly improve and improve their core qualities in different learning situations, and form a comprehensive ability of all-round development. The application of core literacy in primary school physical education curriculum can not only promote the physical health of students, but also comprehensively improve their comprehensive quality, and lay a solid foundation for their future development [6]. Through continuously deepening the practice and innovation of the core literacy education concept, the primary school physical education curriculum will certainly glow with new vitality and vitality.

### **3. Analysis of the Current Situation of Primary School Physical Education Curriculum Content**

#### **3.1 Characteristics of the Current Course Content**

At present, the content of primary school physical education curriculum shows certain standardization and systematization on the whole, mainly including basic physical training, sports skills training and sports games and other links. The curriculum design usually follows the Physical Education and Health Curriculum Standards issued by the Ministry of Education, emphasizing the comprehensive development of students and the cultivation of lifelong physical education consciousness. In the specific implementation process, the course content is roughly divided into three levels: basic physical training, special skills practice and sports game activities. Basic physical training mainly includes the training of basic sports ability such as running, jumping and throwing, aiming at improving students' physical quality and basic sports ability. The

special skill practice covers the basic technical training of various sports events, such as football, basketball, volleyball and other sports events, to help students master the core skills of specific sports events. Sports games will enhance students' interest and enthusiasm for participation through interesting games and competitions. The current physical education curriculum also pays attention to safety education and the teaching of health knowledge, to help students to form correct health concepts and good exercise habits. In general, the current primary school physical education curriculum content has played a positive role in promoting students' physical health, skills mastery and sports interest training.

### 3.2 Existing Problems

Although the current primary school physical education curriculum has achieved some results in many aspects, but there are still some urgent problems to be solved. The physical education courses in many schools still follow the traditional teaching mode and content, which is difficult to stimulate students' interest and enthusiasm for participation. At the same time, due to the lack of attention to the course content and teaching methods, students have low enthusiasm for participation in physical education, and often show a negative attitude. However, some schools are more inclined to invest resources and time in cultural courses, and physical education class is often squeezed out and reduced, which affects the effect of physical education teaching. The lack of sports facilities and equipment is also a common problem. The sports venues and equipment in many schools cannot meet the actual needs of students, which limits the development of sports activities and the implementation of diversified curriculum content. Some physical education teachers lack systematic professional training and teaching experience, and it is difficult to effectively use modern teaching methods and means in practical teaching, which affects the teaching quality and the cultivation of students' core physical education literacy.

### 3.3 Lack of Requirements for Core Literacy

Driven by the concept of core literacy education, the current primary school physical education curriculum gradually theoretically recognizes and tries to integrate into the

cultivation of core literacy, but there are still obvious deficiencies in practical operation. The physical education curriculum design in many schools is still based on the traditional sports skills training, ignoring the comprehensive cultivation of students' comprehensive ability and quality. For example, the course pays more attention to the training of basic skills such as running and long jump, but less to the cultivation of core qualities such as teamwork, problem solving and self-management. The teaching methods of the curriculum lack innovation, and it is difficult to effectively promote the realization of core literacy. Although some teachers try to introduce modern teaching methods such as inquiry learning and project-based learning, the application of these methods in practical teaching is not good due to the lack of systematic guidance and training. The evaluation system is too single and difficult to fully reflect the development of students' core literacy. The current physical education evaluation mainly focuses on physical fitness test and sports skill performance, ignoring the evaluation of students in terms of emotion, attitude and values. Such an evaluation method is difficult to fully reflect students' comprehensive quality and core literacy level. Although the integration of physical education and other disciplines is emphasized theoretically, the combination of physical education and cultural courses is less in practical teaching, making it difficult for students to improve their comprehensive quality and interdisciplinary ability through physical education activities. Therefore, there is a big gap in the actual embodiment of the core literacy requirements.

## 4. Innovative Design of Primary School Physical Education Curriculum Content

### 4.1 Innovative Ideas

The idea of innovative design of primary school physical education curriculum content should be based on comprehensively improving students' physical quality, cultivating students' interest in sports and lifelong sports awareness. The teaching content should be combined with the actual life of students, and the teaching activities full of life atmosphere should be designed, so that students can feel the close connection between sports and life in sports

activities. We should pay attention to students' 'personalized development, respect students' interests and choices, and provide diversified sports programs to meet the needs of students' personalized development. We should strengthen students' sense of teamwork and competition, design the teaching content of teamwork and competitive competition, and cultivate students' team spirit and competitive ability. We should pay attention to the innovation of teaching methods, and use modern information technology, such as multimedia, Internet, etc., to improve the teaching effect and make physical education more vivid and interesting.

#### **4.2 Innovative Content**

In the innovative content design of primary school physical education curriculum, in addition to the traditional sports projects, more modern sports projects and activities should also be integrated to meet the diversified sports needs of students. For example, emerging sports such as mountaineering, rock climbing, yoga and roller skating can not only exercise students' physical quality, but also improve their sports skills and comprehensive ability. At the same time, interdisciplinary integrated sports activities should be added, such as team building games combining mathematical knowledge, so that students can understand the application of mathematical knowledge in the game; integrating language art for dance creation, so that students can feel the rhythmic beauty of language in the dance. These activities can not only help students to apply the knowledge they have learned in practice, but also expand their subject cognition and ability, and stimulate their interest in learning. Through such innovative content design, the primary school physical education curriculum can be more diversified, and better promote the all-round development of students.

#### **4.3 Innovation in Teaching Methods**

##### **4.3.1 Inquiry-based Learning**

The application of inquiry learning in primary school physical education curriculum aims to stimulate students' curiosity and desire to explore, and let them actively discover and construct knowledge in sports activities. Teachers can design a series of challenging and exploratory learning tasks, such as strategy formulation in sports games, improvement and

analysis of sports skills, etc., these tasks can guide students to actively participate and think actively. By setting specific problems or simulating real sports scenarios, students can try different methods in practice and explore solutions to problems. This process can not only cultivate students' critical thinking and problem solving ability, but also make them deeply understand the principles and skills of sports in the experience. In addition, teachers can also make use of the practicality of sports itself to design hands-on tasks, such as making simple sports equipment, designing individual or team training plans, etc., so that students can master knowledge in practice and improve the initiative and depth of learning. Through this way of inquiry learning, students can not only learn sports knowledge and skills, but also cultivate the ability of independent learning, cooperation and communication and innovation, laying a solid foundation for lifelong learning and healthy life.

##### **4.3.2 Project-based learning**

The application of project-based learning in primary school physical education curriculum is a teaching method with project or task as the core, which encourages students to solve problems and complete tasks through teamwork in real situations. Teachers can design some practical and comprehensive sports projects, such as planning a mini-sports meeting, creating a healthy life club or carrying out a community sports promotion activity, so that students can actively participate in the whole process from project planning, implementation and achievement display. This learning style not only requires students to use the sports knowledge and skills they have learned, but also involves project management and teamwork, so as to cultivate students' leadership, communication skills and problem-solving skills. In project-based learning, students need to explore independently, cooperate and communicate and creative thinking, which are important ways to cultivate students' comprehensive quality and core quality. Through this teaching method, students are able to better understand the meaning of physical activities, experience the fun of teamwork, and improve their personal ability and teamwork spirit in practice.

##### **4.3.3 Scenario teaching method**

Situation teaching method is a method of putting the learning content in the real situation

and teaching by simulating the situation and role playing. In primary school physical education courses, students can experience the fun and challenges of sports in the scene by simulating sports competitions, role-playing athletes or coaches, and improve the authenticity and participation of their learning. Some simulated competition scenes can be designed to let students play different roles, experience the tension and passion of the competition, and cultivate their teamwork and adaptability. Through the situational teaching method, students can develop in an all-round way in the situation and improve their core quality and comprehensive quality.

#### 4.4 Innovation of Evaluation Methods

In terms of evaluation methods, teachers should establish a diversified evaluation system and comprehensively consider students' process and final performance. On the one hand, a multiple evaluation system can be adopted, including oral performance, written homework, practical performance and other evaluation methods, to fully understand students' learning status. On the other hand, the process evaluation should be combined with the final evaluation, which should not only pay attention to the feedback and guidance of students in the learning process, but also pay attention to the achievement of their final learning results. Through this evaluation method, we can more accurately understand the development of students' core literacy, and provide them with personalized learning guidance and support for them.

#### 5. Conclusion

Through the research on the content innovation and practice of primary school physical education curriculum content based on core literacy, a series of innovative designs are proposed and verified in practice. Research shows that innovative design can effectively enhance students' interest and participation in learning, and promote the comprehensive development of their comprehensive quality and core literacy. In particular, the innovative design of integrating modern sports projects and activities, increasing the interdisciplinary sports activities, innovating teaching methods

and innovating evaluation methods has an important guiding significance for the reform and development of primary school physical education curriculum. There are still some difficulties and challenges in the implementation of innovative design, which need to be further explored and improved. Through in-depth research and practice, the innovation and development of primary school physical education curriculum can be continuously promoted, and provide a better educational environment and support for the comprehensive growth and development of students.

#### Acknowledgements

Reform and practice of the teaching system of the course "Garden Floriculture" that inherits Lingnan culture (Guangdong Higher Education Teaching Reform Project 2023J005)

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