

A Study on the Path of Cultivating Healthy Behaviors for Junior High School Students Based on Physical Core Accomplishment

Han Yuwei

Shenzhen Longhua Foreign Languages School (Education Group), Shenzhen, Guangdong, China

Abstract: The content of physical core accomplishment includes physical morality, healthy behavior, and sports ability. Teachers cultivate students' healthy behavior based on physical core accomplishment, which can improve their physical fitness and promote healthy development of their bodies. Therefore, teachers need to fully value the cultivation of students' healthy behavior. This paper mainly explores the path for physical education teachers to cultivate healthy behavior among students based on core competencies.

Keywords: Junior High School Physical Education; Core Accomplishment; Health Behavior Cultivation

Physical education is the most important educational content in the compulsory education stage, aiming to enhance students' health awareness, guide them to actively participate in sports and exercise in daily learning and life, cultivate good habits, enhance their own health awareness, and promote their physical and mental health development. In the context of the new era of education, physical education in junior high schools needs to focus more on cultivating healthy behaviors among students based on physical core accomplishment.

1. Overview of Physical Core Accomplishment and Healthy Behavior

Core accomplishment refers to the human ability that individuals exhibit when solving complex problems and adapting to unfamiliar environments^[1]. The application of core competencies in the education industry refers to the key abilities and qualities that students gradually acquire during the learning process, which are beneficial for their lifelong development. With the advancement of education reform, the concept of subject

core accomplishment has gradually been improved in education. Physical education subject core accomplishment refers to the key physical abilities that students gradually accumulate when participating in learning activities related to physical education and health courses, and the correct values generated by physical exercise, as well as the necessary qualities for physical exercise. Its core content includes physical ethics, healthy behavior, and physical ability. The significance of physical exercise is to increase one's own fitness, improve the body's ability to resist diseases, and physical exercises have many benefits for the health of the brain and heart, allowing the body to receive certain exercise. Currently, the education sector attaches great importance to research on healthy behavior. Some scholars believe that healthy behavior refers to individuals or groups who, in order to enhance their physical fitness and increase their resistance to common diseases, are conducive to the physical and mental health development of students. According to the interpretation of compulsory education physical education, healthy behavior refers to a series of behavioral activities carried out to help students better adapt to the external environment and further ensure their physical and mental health. Its core content includes adapting to the environment, regulating emotions, sports exercise habits, physical awareness, health skills, health knowledge, etc^[2]. Physical exercises can cultivate healthy behaviors, promote the development of good lifestyle habits, and prevent the occurrence of diseases. The fitness function of physical exercises is mainly manifested in improving the psychological environment and enhancing mental health. Physical exercise can bring comfort and pleasure to the body, which is beneficial for regulating and eliminating negative emotions and psychology^[3].

2. Path for Cultivating Healthy Behavior

Among Junior High School Students

2.1 Pathways to Cultivate Healthy Behaviors Among Students at the School Level

Physical venues are the guarantee for students to carry out physical activities, and also the basic condition for students to form healthy behaviors through physical exercises [4]. Schools should provide sufficient venues for students to engage in physical exercise, and have specialized personnel manage and maintain the sports environment of sports venues to ensure that the sports functions of physical venues are fully utilized. Schools should not arbitrarily pile up waste resources in physical venues, and should not leave physical venues idle without reason. Physical venues should not be solely owned by teachers. And schools should protect the rights of students to use physical equipment and facilities, so that students can actively participate in the process of physical exercises.

At present, most physical education teachers in middle schools use traditional teaching methods, but they are not aware of the importance of cultivating students' core competencies. Under the new curriculum reform, physical education teachers should change their educational concepts, respond to the call of the Ministry of Education to attach importance to the development of students' core competencies, correct their educational and teaching attitudes, and cultivate healthy behaviors in their teaching. Therefore, teachers can adopt methods such as experiential teaching, exploratory teaching, and problem guided teaching, combined with practical situations, to scientifically adjust the physical education curriculum system, effectively integrate practical professional skills courses with basic physical fitness courses, and effectively integrate health behavior education, competitive education, and leisure sports education. When guiding students on physical and health behavior, teachers can also impart knowledge on psychological regulation, hygiene physiology, and other aspects to students. When creating problem oriented situations for students, teachers can guide them on how to diagnose and evaluate exercise methods and physical fitness, so that students can clarify the standards for good exercise methods and physical fitness. Then, teachers can divide students into groups and require

them to conduct self and mutual testing within the group, so that students can have a correct understanding of their own body through evaluation. At the same time, teachers guide students to combine test data, carefully analyze their own problems, discuss corrective methods within the group, and implement corrective measures. When teachers create experiential learning situations for students, they allow them to personally experience and appreciate sports projects, gradually forming good health behaviors in physical projects and physical fitness training. For example, when teachers organize students to participate in sports such as playing football, basketball, volleyball, etc., the core value of these sports is reflected in team cooperation. When leading students in tactical exercises, teachers can develop their adaptability to the environment and teamwork, so that physical exercises can be transferred to the cultivation of core competencies in healthy behavior, promoting the growth of healthy behavior in students. When teachers create life oriented learning situations for students, they can ask students some questions such as what health is, what some healthy or unhealthy lifestyles in life are, what the methods of scientific physical exercise are, so as to guide students to solve these problems and encouraging them to develop healthy behaviors in their daily lives. Gradually students can recognize the importance of developing healthy lifestyle habits during their learning process, and gradually correct unhealthy behavior habits in daily life by combining their specific habits.

2.2 Pathways to Cultivate Healthy Behavior Among Students in the Family Aspect

The support of families for physical exercise and healthy behavior also plays an important role. Parents need to fully encourage students to engage in more physical exercise and stimulate their interest in physical exercise as much as possible. Teachers need to guide parents to recognize the importance of helping students develop good exercise habits, actively guide students to establish correct physical exercise concepts in daily life, face physical exercise with a positive and upward attitude, and actively participate in the sports process^[5]. In daily life, it is possible to create a good sports atmosphere for students, explain the advantages of physical exercise to students, and avoid misunderstandings about physical

exercise. At the same time, parents also need to observe their students' interests and hobbies in sports, vigorously cultivate their sports talents, and make their extracurricular life more enriched by physical exercise. Parents should provide students with material conditions for extracurricular physical exercise, such as parents being able to purchase some simple physical equipment and place it at home. Based on students' daily physical exercise interests, parents should choose physical exercise clothes, various types of physical equipment, shoes for different projects, and other physical equipment that students like, so as to encourage students to actively engage in physical exercise at home and help them gradually form good health behaviors.

2.3 Reasonably Utilizing Community Sports Resources to Cultivate Healthy Behavior Among Students

The construction effect of community public physical facilities will have a significant impact on the healthy development of residents. Installing public physical facilities in the community can allow students to engage in independent physical exercise in society, which helps them form healthy behaviors in society. Under the concept of healthy development, various communities have actively improved the conditions for public physical activities, equipped with various types of physical equipment, and can also appropriately increase indoor badminton courts, basketball courts, football fields and other physical venues. These physical venues are all open to the public for free, providing a material basis for students to engage in physical exercise in society. In daily life, teachers need to guide students to combine their own physical exercise hobbies, actively use community physical exercise resources in their spare time, participate in the process of exercise, and continuously improve their awareness of healthy behavior. And during the process of exercising, one can combine their own hobbies, constantly enrich their own types of exercise, and further enhance their enthusiasm for participating in sports and exercise.

2.4 Pathways to Cultivate Healthy Behaviors Among Students at the Student Level

Teachers need to guide students to change their single daily habits and help them correct bad

habits such as staying up late, sitting for a long time, and exercising less. To effectively cultivate students' healthy behavior, teachers need to first establish a scientifically reasonable schedule for their healthy behavior, allowing students to clearly identify which time period they should study, exercise, and rest, so that they can gradually develop a positive exercise routine^[6]. After students develop their daily habits, teachers should actively present the advantages of healthy behavior, fully stimulate their interest in physical exercise, enhance their physical fitness, and exercise their sports willpower. In addition, a healthy physique can also be influenced by diet. If students want to have a healthy physique, they need to maintain a balanced nutrition. Therefore, teachers can guide students to stay away from junk food in their daily lives, change their unhealthy eating habits, suggest that students consume an appropriate amount of protein, and guide them in a scientific diet, in order to provide effective support for students to form healthy behaviors.

3. Conclusion

Based on the above content, it can be concluded that physical exercise is of great significance, and good physical exercise can help students form healthy behaviors. Schools, society, families, and other aspects can contribute to cultivating healthy behaviors among middle school students. School teachers can guide students to exercise correctly and help them master more health knowledge. Family and society can provide guarantees for the extension of extracurricular physical education for students, allowing them to have more opportunities to engage in sports and gradually develop good health behaviors during physical exercise, and ensuring their healthy growth.

References

- [1] Ding Xiaoyan, Hong Ping, Ma Zhe. Association Analysis of Physical Exercise Behavior and Health Literacy among Rural Junior High School Students in Jiangsu Province [J]. Health Vocational Education, 2023,41 (22): 69-72.
- [2] Pang Zhilei, Wang Jianhua, Ru Xiaofeng, et al. Research and Practice on Improving the Physical Literacy of Middle School Students by Adhering to the Principle of "Five Educations Simultaneously" [J].

- Sports Fashion, 2023,56 (09): 137-139.
- [3] Shi Lin, Li Wenjiang, Ma Aimin. The Relationship between Extracurricular Physical Education Training, Core Competencies in Physical Education, and Physical Education Classroom Learning among Junior High School Students under the "Double Reduction" Policy [J]. Sports Technology, 2023,44 (04): 152-154+157.
- [4] Zhang Qingxin, Sun Weihua, Han Bing, et al. An Analysis of Interdisciplinary Theme Learning of Middle School Physical Education and Health Based on the Concept of "Sports and Safety" [J]. China School Physical Education, 2023,42 (08): 31-34.
- [5] Wei Jiaying. Cleverly Using Online Teaching Mode to Enhance the Core Literacy of Physical Education and Health among Middle School Students [J]. Research on Innovation in Ice and Snow Sports, 2022, (10): 110-112.
- [6] Li Jiaqian. Putting People First and Health First: A Brief Discussion on Strategies for Cultivating Healthy Behaviors of Middle School Students from the Perspective of Core Literacy [J]. Parents, 2020, (22): 52-53.