

# Research on the Optimization Path of School Physical Education Curriculum from the Perspective of Quality Education

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**Abstract :** This article explores the optimization path of school physical education curriculum from the perspective of quality education. In response to the problems of single curriculum content, uneven distribution of teaching resources, and lagging evaluation system, strategies are proposed to innovate curriculum content, balance resource allocation, and improve evaluation system. The course content should introduce emerging sports projects and develop local characteristic courses; Resource allocation needs to increase investment in rural areas and weak schools; The evaluation system should be diversified and comprehensively reflect students' progress. These measures aim to enhance students' physical literacy, promote educational equity, achieve comprehensive improvement of students' overall quality, and provide theoretical and practical guidance for the reform and development of school physical education.

**Keywords:** Competence Education; School Physical Education Curriculum; Innovation In Course Content; Balanced Allocation Of Resources

## 1. Introduction

With the deepening of quality education, the reform and optimization of school physical education curriculum, as an important component of cultivating students' physical and mental health and promoting comprehensive development, have become particularly important. There are many problems in the content design, resource allocation, and evaluation system of current school physical education curriculum, which have affected the positive role that physical education curriculum should play in quality education. This article aims to analyze the problems in school physical education curriculum from the perspective of quality

education, and propose corresponding optimization measures, in order to provide theoretical and practical guidance for the reform and development of school physical education.

## 2. Characteristics of School Physical Education Curriculum

### 2.1 Guided by Quality Education

One of the characteristics of school physical education curriculum is its quality education orientation<sup>[1]</sup>. Physical education curriculum not only focuses on enhancing students' physical fitness, but also aims to cultivate their innovative spirit, practical ability, and sense of social responsibility. Through the diversity and challenges of sports activities, students can learn teamwork, strategic planning, and perseverance in the face of difficulties through practice, which are the core abilities emphasized by quality education. The competitions and contests in physical education courses can stimulate students' competitive awareness and enterprising spirit, while also cultivating a sense of social responsibility to respect opponents and compete fairly. Physical education courses also encourage students to try new skills and sports, stimulate their spirit of exploring the unknown and daring to innovate, comprehensively promote students' healthy growth in all aspects of body and mind, and reflect the comprehensive requirements of quality education for talent cultivation.

### 2.2 The Diversity of Course Content

Another significant feature of school physical education curriculum is the diversity of its content. In terms of content design, physical education curriculum not only focuses on students' physical exercise, but also covers the learning of sports skills, the imparting of sports theory knowledge, and the cultivation of sports spirit. Through a variety of sports

activities, students can not only improve their physical fitness, but also master various sports skills in practice, such as ball games, track and field events, etc. At the same time, physical education courses also emphasize the teaching of sports theory knowledge, enabling students to understand the principles of sports science, sports injury prevention, and other knowledge. More importantly, physical education courses are also committed to cultivating students' sportsmanship, including qualities such as fair competition, teamwork, and perseverance, laying a solid foundation for their comprehensive development<sup>[2]</sup>. This diverse curriculum design aims to comprehensively enhance students' physical literacy and overall quality.

### **3. Problems in School Physical Education Curriculum**

#### **3.1 The Course Content is Single**

A major problem with the current school physical education curriculum is the single content and excessive emphasis on competitive events. This tendency leads to physical education courses often focusing on traditional sports such as ball games and athletics, while ignoring the diverse interests and individual differences of students. Many students lack interest in physical education courses, partly because the course content does not fully consider personal preferences and physical conditions. The excessive emphasis on competitive events can also lead to the focus of physical education courses deviating from the original intention of education, which is to shift from promoting students' physical and mental health to pursuing competition results and rankings. This singular curriculum design not only limits the comprehensive development of students' physical potential, but also affects the positive role that physical education courses should play in quality education.

#### **3.2 Unequal Distribution of Teaching Resources**

Another important issue facing school physical education curriculum is the uneven distribution of teaching resources, with significant differences in the allocation of sports facilities and teaching staff between urban and rural areas and between schools.

Urban schools often have more complete sports facilities, such as modern sports fields, gyms, etc., and are equipped with professional sports teacher teams, which can provide high-quality sports teaching. In contrast, schools in rural and remote areas face the dilemma of rudimentary sports facilities and a shortage of teaching staff, resulting in a significant reduction in the effectiveness of physical education curriculum implementation. The uneven distribution of teaching resources not only affects students' physical education learning experience, but also exacerbates educational inequality, hindering the potential of school physical education curriculum in promoting students' comprehensive development.

#### **3.3 The Evaluation System Lags Behind**

One of the problems with the evaluation system of school physical education curriculum is its lag, manifested in an excessive emphasis on outcome evaluation while neglecting the comprehensive development of students' physical literacy and overall quality<sup>[3]</sup>. Traditional physical education curriculum evaluation often focuses on hard indicators such as students' sports performance and achievement rate, while lacking sufficient attention to students' soft literacy such as sports interest, exercise habits, and teamwork ability. This results oriented evaluation system not only fails to comprehensively reflect students' physical education learning status, but also easily leads to students learning for the sake of grades, ignoring the essence of physical education.

### **4. Optimization Strategies for School Physical Education Curriculum from the Perspective of Quality Education**

#### **4.1 Innovative Course Content**

One of the optimization strategies from the perspective of quality education to address the problem of single content in school physical education courses is to innovate course content. Specifically, new sports such as street dance, rock climbing, and orienteering should be actively introduced based on students' interests and needs to enrich the content of physical education courses. At the same time, combining local characteristics, developing physical education courses with regional

cultural features, such as traditional ethnic sports, local characteristic sports, etc., can not only inherit and promote traditional culture, but also enhance students' cultural identity and sense of belonging. Through innovative course content, not only can students' interest and participation in physical education courses be enhanced, but also their individual development and overall quality can be promoted, better achieving the goals of physical education.

#### 4.2 Balanced Allocation of Resources

From the perspective of quality education, one of the optimization strategies to address the issue of uneven distribution of physical education curriculum resources in schools is to achieve balanced allocation of resources<sup>[4]</sup>. Specifically, the government should introduce relevant policies to guide and encourage social resources to tilt towards rural areas and weak schools, and increase investment in physical education in these areas. This includes improving the conditions of sports facilities, such as building modern sports fields and equipping them with sufficient sports equipment; Strengthen the construction of the teaching staff, and enhance the professional competence and teaching ability of physical education teachers through targeted training, on-the-job training, and other methods. Through these measures, the educational resource gap between urban and rural areas and between schools can be effectively narrowed, ensuring that every student can enjoy high-quality physical education, thereby promoting educational equity and achieving comprehensive improvement of students' physical literacy.

#### 4.3 Improve the Evaluation System

In order to overcome the problem of lagging traditional physical education curriculum evaluation system, one of the optimization strategies from the perspective of quality education is to construct a diversified evaluation system. This system should take the comprehensive development of students as the goal, comprehensively adopt various evaluation methods such as self-evaluation, peer evaluation, teacher evaluation, and parent feedback, and comprehensively and objectively reflect students' progress and achievements in physical education learning<sup>[5]</sup>.

Self evaluation can enhance students' self-awareness and self-management abilities; Peer evaluation can help cultivate students' teamwork awareness and critical thinking skills; Teacher evaluation provides professional guidance and feedback, promoting students' skill improvement; Parents' feedback has strengthened the connection between home and school, jointly focusing on the healthy growth of students.

#### 5. Summary

In response to the problems existing in the current school physical education curriculum, this article proposes optimization measures from the perspective of quality education, including innovative curriculum content, balanced resource allocation, and improved evaluation system. These measures aim to enrich the content of physical education courses, improve the balance of teaching resource allocation, and construct a more scientific and comprehensive evaluation system. By implementing these optimization measures, students' physical literacy can be effectively improved, educational equity can be promoted, and comprehensive improvement of students' overall quality can be achieved. This study not only provides useful exploration for the reform and development of school physical education curriculum, but also contributes to the deepening of quality education.

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