

Multi-dimensional Examination and Practical Path Exploration of the Reform of the “Standards for Physical Education Teacher Education Courses” under the Background of the “Double Reduction”

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Abstract: This paper aims to deeply explore the reform of the “Standards for Physical Education Teacher Education Courses” under the background of the “Double Reduction”. By analyzing the relationship between the “Double Reduction” and physical education, it elaborates on the new requirements for the physical education literacy of physical education teachers, analyzes the in-adaptability between the current curriculum standards and the “Double Reduction” Regulation, and then puts forward the core points and practical strategies for the reform. The aim is to provide theoretical and practical references for improving the quality of physical education teacher education and promoting the holistic development of students.

Keywords: Double Reduction; Physical Education Literacy; Physical Education; Curriculum Reform; All-Round Development

1. Introduction

1.1 Overview of the “Double Reduction” Regulation

In recent years, with the intensification of the phenomenon of educational involution, the excessive academic burden on students has become a widespread concern in society. Against this background, China has introduced the “Double Reduction” Regulation, namely the “Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in the Compulsory Education Stage”.^[1] This Regulation aims to effectively reduce the excessive homework burden and off-campus training burden of students in the compulsory education stage and

promote the all-round development and healthy growth of students. Its main contents include strictly controlling the total amount of written homework, improving the level of after-school services in schools, and comprehensively regulating the behavior of off-campus training in multiple aspects.

1.2 The Macro Impact of the “Double Reduction” Regulation on Physical Education

The implementation of the “Double Reduction” Regulation has brought unprecedented development opportunities and challenges to physical education. On the one hand, students have more after-school time, which provides a broader space for the development of physical education. The role of physical education in promoting students' physical and mental health and cultivating their comprehensive qualities has become increasingly prominent. On the other hand, physical education also faces problems such as how to make better use of this time and how to meet the diverse physical education needs of students, which prompts physical education to undergo a comprehensive transformation from concept to practice. As an important basis for the cultivation of physical education teachers, the reform of the “Standards for Physical Education Teacher Education Courses” is imperative.

2. New Requirements for the Physical Education Literacy of Physical Education Teachers under the Background of the “Double Reduction”

2.1 Expansion of Physical Education Knowledge Literacy

After the implementation of the “Double

Reduction” Regulation, the connotation and extension of physical education have been further expanded. Physical education teachers should not be limited to the teaching of knowledge about traditional sports events but need to master a broader range of physical education subject knowledge. For example, with the development of society, some emerging sports events such as rock climbing, skateboarding, and archery have gradually entered campuses. Physical education teachers should promptly learn the knowledge of the rules, technical essentials, and teaching methods of these emerging sports events so that they can provide students with diversified choices of physical education courses. [2] Meanwhile, the knowledge of the integration of physical education and health has also become particularly important. Physical education teachers need to have a deep understanding of knowledge such as exercise physiology, exercise psychology, and sports nutrition, and be able to formulate scientific and reasonable physical education teaching plans according to students' physical conditions and psychological characteristics, guiding students to promote their physical and mental health through physical exercise.

2.2 Improvement of Physical Education Teaching Skill Literacy

Under the background of the “Double Reduction”, the teaching time, teaching forms, and teaching objectives of physical education classes have all changed. Physical education teachers need to improve a variety of teaching skill literacies to adapt to these changes.

Firstly, in terms of teaching design, more attention should be paid to the interest and attractiveness of the courses. For example, designing themed physical education courses, such as “Olympic Project Experience Courses” and “Tours of Traditional Ethnic Sports Culture”, allows students to learn physical education knowledge and skills in interesting situations. Secondly, the ability to organize classes also needs to be further improved. Physical education teachers should be able to effectively organize students to conduct group cooperative learning and independent inquiry learning, cultivating students' teamwork ability and innovative thinking ability. In addition, personalized teaching skills are also indispensable. Due to differences in students'

physical qualities, hobbies, and athletic talents, physical education teachers should be able to formulate personalized teaching plans according to the characteristics of different students to meet the physical education learning needs of each student, so that each student can gain something in physical education classes.

2.3 Strengthening of Physical Education Sentiment and Professional Literacy

Under the “Double Reduction” Regulation, the educational sentiment and professional literacy of physical education teachers are facing new challenges.

Physical education teachers need to strengthen their educational beliefs and deeply understand the important value of physical education in students' growth process.[3] In the face of difficulties such as limited teaching resources and large differences in students' interests, they should still maintain their enthusiasm and dedication to the cause of physical education. Meanwhile, physical education teachers should continuously improve their professional literacy, including professional ethics, educational teaching ability, communication and cooperation ability, etc. For example, in physical education teaching, attention should be paid to cultivating students' sportsmanship, such as perseverance, awareness of abiding by rules, and respect for others; and actively communicate and cooperate with parents and teachers of other subjects to jointly promote the all-round development of students.

3. In-adaptability between the Current “Standards for Physical Education Teacher Education Courses” and the “Double Reduction” Regulation

3.1 Insufficient Fit of Teaching Objectives

The setting of teaching objectives in the existing “Standards for Physical Education Teacher Education Courses” has a certain gap with the training objectives advocated by the “Double Reduction” Regulation to some extent. [4] Traditional physical education teaching objectives often focus too much on the teaching of physical education skills while ignoring the stimulation of students' interest in physical education and the cultivation of physical education habits. For example, in some physical education courses, teachers

overly emphasize students' mastery of the technical movements of a certain sport and improve students' skill levels through a large number of repetitive exercises, resulting in students' boredom with physical education courses and difficulty in forming the habit of long-term physical exercise. the “Double Reduction” Regulation, more attention is paid to cultivating students' comprehensive physical education literacy, including aspects such as physical education interest, physical education awareness, and sportsmanship, hoping that students can regard physical education as a lifestyle and form the habit of lifelong physical education. This mismatch of teaching objectives makes it difficult for physical education to fully play its due role under the background of the “Double Reduction”.

3.2 Lag in the Update of Teaching Contents

The physical education teaching contents under the current curriculum standards are difficult to meet the diverse and interesting physical education learning needs of students after the “Double Reduction”.^[5] The physical education teaching contents of many schools are still mainly traditional sports events such as track and field, basketball, and football. Although these events have certain physical exercise values, they lack novelty and attractiveness for some students. With the development of the times, students have shown a strong interest in some emerging trendy sports events such as yoga, aerobic boxing, and e-sports. However, these events are often not fully reflected in the existing “Standards for Physical Education Teacher Education Courses”, resulting in limitations on physical education teachers' choices of teaching contents and their inability to introduce these emerging events into the classroom in a timely manner, thus affecting students' enthusiasm and initiative to participate in physical education courses.

3.3 Singleness of Teaching Evaluation Methods

The teaching evaluation methods in the existing “Standards for Physical Education Teacher Education Courses” are relatively single, mainly focusing on the assessment of students' physical education skills. For example, evaluating students' physical

education learning achievements through their physical education examination results ignores other aspects of students' performance in the physical education learning process, such as classroom participation, attitude towards physical education learning, teamwork ability, and sportsmanship cultivation. Under the requirements of the “Double Reduction” Regulation, it is necessary to construct a comprehensive and diversified teaching evaluation system to comprehensively and accurately evaluate students' physical education learning situations and stimulate students' internal motivation to participate in physical education learning. The single evaluation method is not conducive to students' comprehensive understanding of their own physical education learning process and results, nor is it conducive to promoting physical education teachers to adjust teaching strategies according to students' actual situations and improve teaching quality.

4. Core Points of the Reform of the “Standards for Physical Education Teacher Education Courses” under the Background of the “Double Reduction”

4.1 Reshaping Teaching Objectives Guided by the “Double Reduction” Regulation, Reshape Physical Education Teaching Objectives

The new teaching objectives should focus on stimulating students' interest in physical education. By creating rich and diverse physical education teaching situations, such as sports games, sports competitions, and sports performances, students can feel the charm of physical education in a relaxed and pleasant atmosphere and thus actively participate in physical education learning. Meanwhile, it is necessary to strengthen the cultivation of students' physical education habits, formulate long-term physical exercise plans, and guide students to integrate physical exercise into daily life. For example, encourage students to Persist in moderate family physical exercise every day, such as rope skipping, sit-ups, parent-child sports, etc. In addition, attention should also be paid to improving students' comprehensive physical education literacy, including aspects such as physical education knowledge, physical education skills, physical education awareness, and sportsmanship.

Cultivating students' awareness of lifelong physical education is an important content of teaching objectives, enabling students to recognize that physical education is an important part of a healthy life and be able to independently choose suitable physical education projects for long-term exercise.^[6]

4.2 Optimizing Teaching Contents

Deeply screen and optimize physical education teaching contents to make them more in line with the needs of students under the background of the “Double Reduction”. On the one hand, retain the essence of traditional sports events. For example, short-distance running and long jump in track and field events can effectively improve students' physical qualities; team sports such as basketball and football can cultivate students' teamwork ability and competitive awareness.^[7] On the other hand, actively introduce emerging sports events. For example, introduce skateboarding into campus physical education courses to let students experience the excitement and challenges of extreme sports; offer yoga courses to help students improve their body flexibility and balance ability; develop e-sports courses to cultivate students' reaction speed, thinking ability, and teamwork spirit (Note: E-sports courses should focus on their sports competitiveness and healthiness and avoid students' addiction to the Internet). Meanwhile, local characteristic sports events can also be integrated. For example, carry out teaching of traditional ethnic sports events in ethnic minority areas, such as Mongolian wrestling and Xizang Guozhuang dance, which not only enriches the physical education teaching contents but also inherits local culture. In addition, increase the content of parent-child sports interaction, such as parent-child sports meetings and parent-child sports games, to promote the creation of a family sports atmosphere and strengthen home-school cooperation.

4.3 Innovating Teaching Evaluation

Construct a diversified, process-oriented, and personalized teaching evaluation system.^[8] The evaluation contents should cover multiple aspects such as the progress of students' physical education skills, classroom participation, attitude towards physical education learning, teamwork ability, and

sportsmanship performance. For example, observe whether students actively participate in various activities in physical education classes, whether they respect others and abide by rules, and whether they can cooperate well with teammates in team projects. The evaluation methods should be diversified, adopting a combination of student self-evaluation, peer evaluation, and teacher evaluation. Student self-evaluation can help students better understand their own physical education learning process and results and discover their own advantages and disadvantages; peer evaluation can promote exchanges and learning among students and cultivate students' evaluation ability and teamwork awareness; teacher evaluation can provide students with comprehensive and objective evaluation and guidance from a professional perspective. Meanwhile, pay attention to the process of evaluation, not only focus on the learning results but also pay attention to the growth and changes of students in the physical education learning process, and give timely feedback and encouragement to promote students' active participation in physical education learning.

5. Practical Strategies for the Reform of the “Standards for Physical Education Teacher Education Courses”

5.1 Strengthening Teacher Training

In response to the reform of the curriculum standards after the “Double Reduction”, organize and carry out all-round and multi-level physical education teacher training activities. The training forms should be diversified, including online course learning, offline expert lectures, and on-site observation and learning of teaching. Online course learning can take advantage of the network platform to provide physical education teachers with rich learning resources, such as theoretical courses on physical education teaching and teaching videos of emerging sports events, facilitating teachers' autonomous learning without being restricted by time and space. Offline expert lectures can invite well-known experts and scholars in the field of physical education to explain to teachers the concepts, objectives, contents, and methods of the reform of the “Standards for Physical Education Teacher Education Courses” under

the “Double Reduction” Regulation and answer the puzzles encountered by teachers in teaching practice. On-site observation and learning of teaching can organize teachers to go to schools with advanced physical education reforms for observation and learning, personally experience the teaching atmosphere and teaching models of physical education classes after the reform, and learn the teaching experience and teaching methods of excellent teachers. Through these training activities, improve physical education teachers' mastery of the new curriculum standards, teaching contents, teaching methods, and teaching evaluation, laying a solid foundation for the smooth implementation of the curriculum standard reform.

5.2 Promoting Inter-school Exchange and Cooperation

Encourage schools to carry out extensive exchanges and cooperation on the reform of physical education curriculum standards. An inter-school physical education alliance can be established, and joint teaching and research activities can be organized regularly. In joint teaching and research activities, physical education teachers from various schools can share their successful experiences in the process of curriculum standard reform, such as curriculum design ideas, teaching content innovation, and teaching evaluation reform; they can also jointly discuss problems encountered, such as insufficient teaching resources and large differences in students' interests, and jointly seek solutions. In addition, inter-school sharing of physical education teaching resources can be carried out, such as sharing physical education teaching courseware, teaching videos, and teaching cases, to achieve complementary advantages. Through inter-school exchanges and cooperation, promote mutual learning and common growth among physical education teachers and promote the implementation and improvement of the “Standards for Physical Education Teacher Education Courses” reform on a larger scale.

5.3 Improving Supporting Resource

Support Schools and education departments should provide complete supporting resource support for the reform of the “Standards for Physical Education Teacher Education

Courses”. Firstly, in terms of venue facilities, increase the construction and renovation efforts of school sports venues. According to the needs of emerging sports events, build characteristic sports venues such as climbing walls, skateboarding venues, and e-sports training rooms; maintain and upgrade traditional sports venues such as track and field fields, basketball courts, and football fields to ensure their safety and applicability. Secondly, in terms of equipment and facilities, promptly equip the equipment and facilities required for emerging sports events, such as skateboards, yoga mats, and e-sports equipment; regularly update and supplement traditional sports equipment to ensure the normal development of physical education teaching. Thirdly, in terms of teaching materials and teaching aids, organize the compilation of physical education teaching materials that meet the requirements of the “Double Reduction” background and the new curriculum standards. The contents of the teaching materials should cover rich physical education knowledge, diversified teaching methods and evaluation methods for various sports events, etc.; at the same time, develop corresponding teaching aids, such as physical education teaching guidance manuals and physical education learning evaluation manuals, to provide teaching and learning references for physical education teachers and students.

6. Conclusion

6.1 Reform Achievements

The reform of the “Standards for Physical Education Teacher Education Courses” under the background of the “Double Reduction” has achieved a series of positive results. By reshaping teaching objectives, students' interest in physical education has been effectively stimulated, and more students have actively participated in physical education courses and extracurricular sports activities. For example, after the reform in some schools, the number of students participating in sports clubs has increased significantly, and the campus sports atmosphere has become stronger. Optimizing teaching contents has made physical education classes more colorful, meeting the diverse physical education learning needs of students. Students can learn

more interesting and practical sports events and knowledge in physical education classes. Innovating teaching evaluation has promoted the all-round development of students. Students have not only improved their physical education skills but also been well cultivated in aspects such as sportsmanship and teamwork. Meanwhile, the educational teaching level of physical education teachers has also been improved in the process of the reform. Teachers pay more attention to improving their own professional literacy and actively explore innovative teaching methods and teaching models.

6.2 Outlook for the Future

Although the reform of the “Standards for Physical Education Teacher Education Courses” under the background of the “Double Reduction” has achieved certain results, it still needs to be continuously optimized and improved. In the future, we should continuously pay attention to the dynamic changes of educational policies and adjust curriculum standards in a timely manner according to new Regulation requirements. Further deeply study students' physical education needs and development characteristics, and continuously optimize teaching objectives, teaching contents, and teaching evaluation. Strengthen the integration of physical education and education in other disciplines to promote the all-round development of students. Meanwhile, increase support for physical education teachers, improve their social status and treatment, and attract more outstanding talents to engage in the cause of physical education, so as to provide a powerful guarantee for physical education in cultivating builders and successors with all-round development in morality, intelligence, physique, aesthetics, and labor.

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