

# The construction logic, dilemma and solution of the characteristic of traditional physical education curriculum

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## Abstract

School is the "incubation base" and "test ground" of talent training. The vigorous development of traditional national sports must rely on the power of school education. In recent years, with the continuous improvement of social attention, the exposure of traditional ethnic sports on campus is also increasing, and more and more people participate in traditional ethnic sports. By using the methods of literature, logical analysis and field investigation, this paper constructs the evaluation model of ideological and political construction of traditional physical education curriculum guided by CIPP evaluation theory, and explores the construction logic, dilemma and solution path of the characteristic construction of traditional physical education curriculum. Construction logic: Based on the embedding of CIPP model into traditional physical education curriculum, aiming at promoting the high quality of traditional physical education curriculum, focusing on promoting the comprehensive development of students, demanding the improvement of teachers' professional vision, and taking the continuation of national characteristics culture as the essence, this paper expounds the applicability of traditional physical education culture into campus. Difficulties: lag inherent defects in the region, differences in scene application, fuzzy teaching style ideas, lack of traffic driving effect, learning evaluation feedback bias, and unbalanced data ecological environment. Crack the path: strengthen the construction of excellent traditional sports culture campus inheritance base, create a scene characteristic development model; Pay attention to the excellent traditional sports culture professional teacher training, build a digital talent training mechanism; Strengthen the education of Chinese sports culture identity, and realize the symbiosis and mutual promotion of cultural identity and cultural inheritance.

## Keywords

Traditional sports; Characteristic; Collaboration between science and education; CIPP.

## 1. Introduction

The report of the 20th National Congress of the Party pointed out that we should strengthen the work of youth sports, promote the all-round development of mass sports and competitive sports, and accelerate the construction of sports power. School physical education is a basic project for realizing the fundamental task of cultivating morality and improving the comprehensive quality of students. It is also an important work for accelerating the modernization of education and building a strong education and sports country. It is important for carrying forward the core socialist values and cultivating students' patriotism, collectivism, socialist spirit and will to work hard and struggle. To realize the unique function of sports wisdom and sports heart. School physical education is an important channel to promote youth physical education and quality education, and school physical education has a direct impact on students' physical and mental development. In the past decade, China has issued a series of

relevant policies for the new development of school physical education curriculum construction, constantly urging and encouraging the majority of young people to actively participate in sports and enhance their awareness of physical fitness [1].

## **2. CIPP theoretical model connotation**

### **2.1. CIPP Concept**

CIPP educational evaluation model was put forward by the famous American educator Stavel Beam in 1966. Including Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation, it is believed that evaluation is to serve for decision-making. This model regards evaluation as a part of educational activities and makes evaluation a tool for improving work and education quality [2].

Based on the above theoretical discussion, this study points out that the introduction of traditional physical education into the classroom has become a trend of The Times, and the embedding of CIPP concept has certain reference value for its reconstruction of the current physical education practice teaching system, and the two links of theory and practice should be "parallel and integrated" [3]. Through the bilateral integration of knowledge content and skill acquisition, practical evaluation and functional regulation of theoretical framework, the value guarantee of physical education teaching is highlighted.

### **2.2. Application concept of CIPP mode**

Practical teaching is an effective way to consolidate and deepen theoretical knowledge. It is not a social practice in a general sense, but an educational activity subject to educational purposes and requirements and aimed at cultivating people [4]. Zhu Jinxi constructs practical teaching elements from the perspective of management with the help of "6W1H" method, which mainly includes the tutor (Who), the student (Whom), the time (When), the place (Where), the teaching content (What), the theoretical basis (Why) and the teaching method (How) [5]. This construction method of practical teaching elements can make use of the scientificity of the discipline itself to ensure the scientificity and systematicness of the practical teaching system to the greatest extent. All elements can influence and cooperate with each other as a whole, so that the entire practical teaching system can reach the optimal mode. The practical teaching system is constructed with the help of pedagogy or other discipline theories. This is a feasible teaching mechanism from a grand perspective. As an appropriate and forward-looking school physical education major, it should pay more attention to the multi-level training of students, the multi-scope input of course categories, and the multi-way improvement of learning evaluation. The logic of this model embedded in the teaching of traditional physical education courses is to take evaluation as a part of educational activities and make evaluation a tool to improve work and education quality.

## **3. Characteristic construction logic of traditional physical education curriculum**

Conscientiously sort out the traditional Chinese sports such as martial arts, wrestling, chess, archery, dragon boat, shuttlecock, five-bird exercises, dragon and lion dance, etc., carry out traditional sports teaching, training, and competition activities according to local conditions, and integrate them into school physical education, training, and competition mechanisms to form a traditional Chinese sports competition system. Cultivate the sunny, healthy, striving and upward campus sports culture, cultivate students' patriotism, collectivism and socialist spirit, enhance cultural self-confidence, promote students' integration of knowledge and action, vigorous and promising, and unremitting self-improvement, so that the significance of its value function can be shared in the field of school sports. In-depth implementation of the "Power of

Inheritance - School Sports Art Education to promote excellent traditional Chinese culture achievements display activities", strengthen publicity and promotion, so that traditional Chinese sports in the campus shine.

### 3.1. Based on the CIPP model embedded in traditional physical education curriculum

Based on CIPP evaluation model, the index system and model are constructed and concreted from four dimensions: background evaluation, input evaluation, process evaluation and result evaluation: training goal, resource guarantee, teaching process and teaching influence. Construct the evaluation index model of ideological and political teaching practice for master of physical education students [6]. Based on the CIPP evaluation theory, it aims to build a substantial model of new traditional physical education teaching, promote the formation of professional, family and social education network informatization [7], lead and guarantee the three full education to achieve a leap effect, and form a diversified youth reserve talent training path for the implementation and operation of two "systems". In the path optimization, with the dream of a powerful sports country as the carrier, the spirit of red sports, the spirit of Olympic champion, and the spirit of women's volleyball as the guidance, the cultural genes and value patterns contained in the sports curriculum are refined and transformed into the core socialist values of concrete teaching and education, so as to realize the high-quality development of traditional sports courses and the interconnection of national fitness and walk in the same direction. The goal of forming synergy effect [8].

### 3.2. The goal is to promote the high quality of traditional physical education courses

The opening of national traditional physical education course is helpful to break the existing single teaching idea, establish the national fitness concept which is compatible with the socialized physical activity, and accelerate the implementation of the new curriculum objectives of physical education and health. Specific to the teaching policy of high-quality development of traditional sports (Table 1), the construction system of traditional physical education curriculum integrating "ideological and political theory courses, comprehensive literacy courses and professional courses" should be constructed, the ideological and political elements contained in school physical education at all ages should be analyzed, the teaching of ideological and political courses should be analyzed, and the training plan of physical education curriculum should be reconstructed in combination with the training objectives of talents in the new era. The formation of "ideological and political theory courses, comprehensive literacy courses, professional courses" three-dimensional integration of the big ideological and political curriculum system structure has become a new teaching industry chain, in the past repeated skills learning process contains progressive effects.

Table 1: support policies related to school sports work have been strengthened in the past five years

Time	Relevant department	Relevant policy	Main content
2020.8	General Administration of Sport	Opinions on Deepening the Integration of Physical Education and Promoting the Healthy Development of Adolescents	Make full use of winter summer camp activities, take traditional sports schools as the main object, implement sports skills training, and improve the sports level of traditional sports schools.

2020.10	The State Council	Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era	Promote traditional Chinese sports projects, and carry out "The Power of Inheritance - School Sports Art Education to Promote Excellent traditional Chinese culture Achievements Exhibition activities"
2021.8	The State Council	National fitness Program (2021-2025)	We have implemented the plan to promote youth sports activities, and promoted the "health package" project for youth sports
2021.11	General Administration of Sport	The 14th Five-Year Plan for Youth Sports	Expand the space for the integration of sports and education, and schools, sports schools and social forces work together to cultivate sports talents
2022.3	The State Council	Opinions on Building a Higher Level of National Fitness Public Service System	We will support sports schools and sports clubs in opening public interest after-school sports classes in schools and youth palaces.
2023.2	Ministry of Education	Notice on Doing a good Job in School Physical Education under the Current Epidemic Situation	Qualified schools can help students develop personalized sports learning and exercise programs.

The development of national traditional physical education curriculum provides a support system for students' inquiring, open and cooperative learning and training, provides organic development for improving people's spiritual realm, good habits and aesthetic taste to achieve the nature of "educating people" [9], and provides ways and examples for the evolution of traditional physical education teaching process in the future. For example, the widespread development of Taijiquan in colleges and universities, and the delayed exercise of archery after class have played the role of excellent practice cases.

### 3.3. Focus on promoting students' all-round development

The essence of physical education curriculum implementation includes the element of intelligence teaching, and the process of students completing physical education learning tasks is the organic combination of skill activities and mental activities [10]. Through the cognition and study of the theory and practice of traditional national sports, students can continuously broaden their knowledge reserves, have a multi-dimensional cognitive foundation of traditional sports, enrich and develop diversified interests, and embody unique conditions for the promotion of national fitness style.

Traditional national sports also contain Chinese characteristic moral education elements, students through independent learning, independent learning can effectively eliminate inferiority, tension, improve patriotism, national spirit, collectivism consciousness and confidence cohesion. The development of national traditional physical education curriculum not only broadens the existing physical education curriculum teaching content, but also

creatively reforms physical education teaching methods [11]. The new physical education curriculum resources pour into physical education teaching, driving the reform of physical education teaching means, organizational paradigm and students' subjective initiative, helping students to diversify, choose and explore campus sports, creating the establishment of democracy, equality and mutual learning consciousness between teachers and students in teaching, and becoming equal interaction in the true sense.

### **3.4. To enhance the professional vision of teachers as a requirement**

To a large extent, the development of the curriculum introduces key factors such as student practice and fun of life, meets the learning needs of young people's sports events at a greater level, and promotes young people to follow the noble quality of "morality, intelligence, physical fitness, beauty and labor". PE teachers are the most important allocation of PE curriculum resources, the development subjects of PE curriculum resources allocation, and the leading lights of students. Moreover, they should grasp the spirit of the new curriculum standards, master a number of traditional Chinese sports aesthetics, study the diversity of sports skills in traditional sports events [12], and be familiar with the nature and characteristics of sports events. Creatively adapt the teaching plan, organize the provision of appropriate teaching equipment, and innovatively change the sports training methods, so as to promote and challenge their own teaching quality, practice level and character vision.

The development of traditional national sports curriculum resources has broken the spatial boundary between schools, making more means and contents of competitive sports and mass sports become utilizable curriculum resources through refining, processing and integration. As an intermediary of teaching and communication, PE teachers are the spiritual bond of school sports, competitive sports and mass sports community. Under the social progress in the new era, they should creatively harmonize with each other, eliminate the estrangement, and enhance the spiritual continuity among the three [13].

## **4. The dilemma of characteristic construction of traditional physical education curriculum**

### **4.1. Regional inherent defects lag, and there are differences in application scenarios**

Chinese traditional sports is a kind of cultural form formed by the integration of various ethnic cultures and the Han ethnic culture as the main body. It is the general name of the traditional health, fitness and entertainment sports activities of various ethnic groups. For a long time, due to the influence of urban-rural dual structure and regional development level, the development of rural schools in China lags behind the urban speed, the renewal rate of physical education curriculum in western areas lags far behind that in developed areas, and the traditional physical education teaching infrastructure is weak. ; For example, in terms of equipment supply, schools in backward developing areas mainly focus on outdoor facilities, indoor field facilities are small and single, the field aging is serious, the utilization rate is generally low, and the limited supply level is difficult to meet the participation of school sports in backward areas, so that the development momentum of backward areas to a higher level has been hampered, resulting in a significant difference in binary quality.

On the other hand, the reasons that hinder the comprehensive development of traditional national sports include the development requirements of The Times in terms of content and expression form [14]. National traditional physical education curriculum resources are difficult to integrate under different regional space and regional cultural background, and their use of project types, quantity, existence state and structure are in a disproportionate form in the course of curriculum integration development. In addition, the traditional national sports

exchanges in the range are less, and it is difficult to produce scale effect. Although the communication between different ethnic groups in China is deepening, the subtle differences between different ethnic groups make there are some obstacles in the process of spreading traditional national sports between different ethnic groups.

#### **4.2. Fuzzy teaching style and lack of flow driving effect**

From the perspective of historical development, the construction and investigation of the theoretical system of traditional national physical education curriculum in schools in China is still imperfect, and under the influence of deep-rooted ideas such as "college entrance examination baton" and "intellectual education priority", although the reform of physical education curriculum is improving day by day, it still lags in comparison with other courses.

Under the trend of empowering school sports with digital technology, the development efficiency of digital platforms in backward areas is poor, and the integration trend of data collection, screening and identification of effective information is not clear. For example, the characteristic waist drum movement implemented by Fenglin Primary School in Chongqing is not clear, although the school has developed novel carrying, holding and performance activities. However, its unique rhythmic teaching of "physical training" has not been widely publicized, and it has failed to effectively perceive muscles and accompany activities in the cognition of activities in other areas, which also reflects that the professional characteristics of big data platforms have not been well reflected in the hierarchical traditional sports [15]. In more cases, the data flow of traditional sports events is not smooth, the event data is asleep, and the teaching method gap leads to the effective integration of information resources, which aggravates the fragmentation of the operation of traditional sports events. Therefore, it is still a mid-and long-term battle line to change the traditional physical education course teaching from the past to "the trend of overall development".

#### **4.3. Feedback deviation of learning evaluation and unbalanced data ecological environment**

In the implementation of national traditional physical education teaching performance evaluation, there is still a norm of evaluation for evaluation, which overemphasizes the traditional evaluation of physical fitness and skills, but does not integrate with the attitude and national spirit of emphasizing students' participation in traditional physical education curriculum activities. The disadvantages of this evaluation method are obvious, and it is easy to cause the disconnection between the attitude of cultivating students' lifelong physical education and good sports habits.

From the national traditional physical education curriculum evaluation itself, one of the main body is the physical education teacher, evaluation is to check the physical education teacher's teaching situation, help teachers better improve the classroom teaching art, improve the teaching effect; The second object is students, aiming to understand students' learning situation, so that students can subjectively see their own learning progress and improve procedures. From the perspective of evaluation, the real traditional PE curriculum evaluation should emphasize the attitude and consciousness of students participating in sports activities. However, in terms of technology, skills and qualitative evaluation, there are still defects in the degree of emphasis on the assessment objectives [16], which is out of step with the idea of cultivating lifelong sports and developing long-term exercise habits.

## **5. The method of solving the characteristics of traditional physical education curriculum**

### **5.1. Strengthen the construction of the campus inheritance base of excellent traditional sports culture, and create a scene-specific development model**

The inheritance base is an important platform to promote the popularization, education, inheritance and development of traditional national sports culture, and can publicize and promote sports intangible cultural heritage in various forms and channels, which is of great significance to its inheritance and innovation. The establishment of campus heritage base of traditional sports culture has the following functions: First, it provides a platform for the development of traditional minority sports activities and theoretical discussion. Second, provide a place for the complete and active protection of local sports intangible cultural heritage in colleges and universities. Third, provide a platform for scientific research. Fourth, it can exert its radiation function, actively promote the establishment of pilot inheritance bases in local primary and secondary schools and communities, and publicize, promote, protect and inherit sports intangible cultural heritage in various forms and channels.

### **5.2. Pay attention to teacher training of excellent traditional sports culture, and build a digital talent training mechanism**

The shortage of national traditional sports teachers is the main problem that restricts the comprehensive and in-depth development of sports intangible cultural heritage inheritance in Chinese universities. To solve this main problem, we can proceed from the following aspects: First, schools should pay great attention to the problems of further education, exchange, training and re-education of traditional national physical education teachers, formulate corresponding further education and training systems, and provide certain financial support. Second, schools should hire traditional sports culture inheritors, old artists to proofread teachers for guidance, and jointly participate in teaching. Third, when introducing teachers, we should attach great importance to the introduction of professional teachers in traditional national sports culture, constantly optimize the structure of the teaching staff, and provide teacher security for the traditional sports culture into the campus.

### **5.3. Strengthen the education of Chinese sports culture identity, and realize the symbiosis and mutual promotion of cultural identity and cultural inheritance**

The traditional sports of ethnic minorities, integrating survival education, life education and ethnic community consciousness education, is a kind of life education and a complex system integrating the traditional sports culture of all ethnic groups. To inherit it, we should not limit ourselves to the study of technology and culture, but also pay attention to the teaching of its cultural connotation and the cultivation of national spirit. The integration of excellent traditional sports culture into classroom teaching should at the same time teach the essence and core of the living state and dynamic state after the appearance. Only by forming the best state of harmonious symbiosis between traditional sports culture and sports skills can the harmonious symbiosis relationship between "culture promoting skills" and "skills promoting culture" be realized, and then cultural consciousness can be generated, which not only stimulates the national pride of college students, but also stimulates the national pride of college students. And enhance the health of college students.

By inheriting and carrying forward the national culture, we can enhance people's identity and self-confidence of the national culture and make it carry forward. People's mutual recognition, mutual learning and mutual tolerance of various ethnic cultures will promote the inheritance, promotion and protection of various ethnic cultures, and the symbiosis and mutual promotion

between the two is a symbiotic relationship. At present, the youth group has fully entered the "post-00s" era, mainly under the influence of multi-culture and Western culture, pay less and less attention to traditional Chinese culture, and strengthen the sense of identity of Western culture. Therefore, colleges and universities must carry out sustained and effective cultural identity education for students. Only when people generally understand, accept and master Chinese sports culture can they identify with Chinese sports culture, and finally take the initiative to undertake the historical mission of protecting, inheriting, developing, innovating and disseminating Chinese sports culture, so as to realize the symbiosis and mutual promotion of cultural identity and cultural inheritance.

## 6. Concluding Remarks

With the continuous progress of the reform of the school's traditional physical education curriculum, its teaching mode should follow the Chinese modernization to maintain a consistent development trend, build a major construction path with Chinese characteristics, build a three-dimensional integration of the traditional physical education curriculum system of "ideological and political theory course, comprehensive literacy course and professional course", and innovate the implementation process of the curriculum "all personnel"; With the guidance of the teaching staff, the five-in-one ideological and political education system of "curriculum education, scientific research education, practice education, culture education and organization education" should be constructed at the professional level. Promoting curriculum education by strengthening curriculum ideology and politics, realizing science and education cooperation in scientific research and education, promoting the integration of knowledge and action to deepen practical education, highlighting discipline characteristics to promote cultural education, and perfecting system and mechanism to optimize organizational education; Improve the professional, family and social education network, and form a joint force for ideological and political education of sports majors. Combined with the multi-dimensional exploration of China's characteristics, we will comprehensively cultivate "five" good young people and help empower the high-quality development of national fitness in the new era.

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