

Kindergarten-Based Physical Education Curriculum Construction Strategy Based on Children's Sports Interest

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Abstract

Kindergarten physical education curriculum construction is based on children, teachers and kindergartens as the main body, around children's sports interests to constantly enrich curriculum resources to meet the needs of children's physical and mental dynamic generation process. At present, there are some problems in the construction of kindergarten-based physical education curriculum, such as unclear concept understanding, unclear value orientation, inflexible method and path, and unreasonable evaluation standard. Kindergarten physical education curriculum construction based on children's interest in sports: first, we should carry out the sports concept oriented by children's interest in sports; Second, the construction network of park-based physical education curriculum should be constructed according to local conditions. Third, the nature of children as the bottom logic of curriculum construction; The fourth is to perfect the scientific and reasonable kindergarten PE curriculum evaluation system.

Keywords

Children's interest in sports, Early childhood physical education, Physical education course.

1. Introduction

The 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Outline of Long-term Goals to 2035 point out that building a high-quality education system is a goal for future development of education. Preschool education is a basic component of China's education system. To build a high-quality education system, preschool education cannot be absent or left behind. Curriculum is the intermediary and bridge of education. High-quality curriculum is the core position of high-quality development of preschool education, and the construction of high-quality curriculum has become the core issue concerned by the research of high-quality education system [1].

Children's interest in sports is the extension of children's physical growth and psychological development needs in preschool stage. It is not only the direct driving force for children to participate in sports activities, but also the foundation for developing children's sports ability and awareness and cultivating lifelong sports concept [2]. The construction of high-quality curriculum should always stand firmly for children. It is necessary for high-quality kindergarten-based physical education curriculum to take care of children's sports interests. From the perspective of children's interest in sports, this study makes a new interpretation of the construction of kindergarty-based physical education curriculum, analyzes the existing problems in the construction of kindergarty-based physical education curriculum, in order to provide thinking for the construction of high-quality kindergarty-based physical education curriculum.

2. New interpretation of kindergarten-based physical education curriculum construction

Curriculum view under traditional entity thinking defines curriculum as "track", students are people running along the track, curriculum is qualitative and static. Since the 20th century, under the impact of scientific theories such as relativity and quantum cosmology, entity thinking has gradually broken and shaken. Since then, modern educational thinking has also ushered in a turn, and modern curriculum view has gradually transitioned from entity thinking to process thinking.

The view of curriculum under the observation of process philosophy goes beyond the isolated and static form of curriculum and lays the philosophical foundation of the non-substantive curriculum system. It defines process as the essential attribute of curriculum and holds that curriculum, as an event in educational activities, is generated in the joint activities of teachers and students. Curriculum is defined as the process of transforming and constructing children's experience, which resonates with children's life growth and is an organic connection and multilateral interaction process of children, teachers and the environment. Kindergarten-based physical education curriculum construction is essentially a dynamic generation process with children, teachers and kindergartens as the main body and constantly enriching curriculum resources around children's sports interests to adapt to children's physical and mental needs.

3. Current practical problems in the construction of kindergarten-based physical education curriculum

3.1. Unclear understanding of concepts

In order to construct high quality kindergarten-based physical education curriculum, we must make clear the concept of curriculum construction. At present, because of the lack of unified understanding of the concept of curriculum construction, the preschool education circle has caused the problem that the curriculum builders do not have a clear understanding of kindergarten-based curriculum construction in reality. On the one hand, the concept of kindergarten-based curriculum construction is equivalent to kindergarten-based curriculum development. There is an essential difference between "development" and "construction". Development has the meaning of exploration and exploration, which is similar to development. Construction refers to establishment and innovation, and has the meaning of making things bigger and stronger[3]. Therefore, the concept of kindergarten-based curriculum construction actually goes beyond the scope of kindergarten-based curriculum development, including the process of curriculum development, improvement and optimization.

On the other hand, it is difficult to grasp the degree of kindergarten-based curriculum construction in practice and blindly follow the trend. Kindergarten-based curriculum construction is to make the curriculum more suitable for the real situation of kindergarten and children's life growth needs. However, because there is no standard curriculum system for preschool education, and there is no national unified general textbooks and other reasons, kindergarten-based curriculum construction can only be carried out under the guidance of macroscopic educational policies and regulations such as the Guide to the Learning and Development of 3-6 Years Old Children. Although curriculum construction has a greater autonomy to a certain extent, it also makes it difficult for the curriculum builders to grasp the proper sense in practice. Increased blindness and disorder. For example, some kindergartens copy successful kindergarten-based curriculum without regard to reality, while others pursue novelty excessively and set themselves apart without considering feasibility [4].

3.2. Unclear value orientation

Under the trend of kindergarten-based curriculum construction, many kindergartens consciously regard characteristics as the label of kindergarten-based curriculum, and pursue characteristics as the value orientation of curriculum construction. Most teachers even think that characteristics are synonymous with kindergart-based curriculum indiscriminately, and define kindergart-based curriculum as characteristic curriculum, good curriculum, suitable for and meet the needs of children. However, a one-sided understanding of "characteristics" and a blind pursuit of "characteristics" tend to sacrifice the comprehensive development of children [5]. Under the utilitarian value orientation of curriculum construction, curriculum builders are more in pursuit of novelty in the external form of curriculum, but completely ignore the inherent pursuit of education of curriculum itself, do not care about children's practical needs, do not consider the actual conditions of kindergarten, resulting in the cart before the horse problem.

Therefore, we should clarify the reasonable positioning of kindergarten-based curriculum, re-examine the original value of kindergarten-based curriculum, and insist on the development of children as the fundamental pursuit of curriculum construction. The construction of kindergarty-based curriculum should not only emphasize the characteristics, or completely ignore the characteristics, creating characteristics is not inconsistent with local conditions, characteristics should be followed by the suitability, should start from the actual kindergarten, children's knowledge acquisition and emotional experience in the course operation as the carrier of characteristics, characteristics built on the basis of suitability.

3.3. Method Paths are Inflexible

Presupposition and generation are two basic paths for kindergarten-based curriculum construction. How to deal with the relationship between presupposition and generation directly determines the quality of curriculum. Presupposition curriculum is to discuss what children need and what methods they may use to acquire knowledge from the perspective of adults. Presupposition is the fundamental attribute of curriculum. In reality, it is difficult for adults to grasp the world of children, so the preset curriculum is often divorced from the actual needs of children. Generated curriculum is generated by children's interest. It is uncertain, so it is difficult for teachers to grasp when to generate and how to generate.

Kindergarten - based physical education curriculum often takes presupposition as the only path of curriculum construction, and completely ignores the value of generative curriculum. The adult will oriented curriculum construction mode is the embodiment of instrumentalism, scientism, utilitarianism and other thinking modes in curriculum construction, emphasizing the deterministic control of children, curriculum and knowledge while ignoring the nature and needs of children [6]. The complexity of people determines the complexity of curriculum construction. Under the curriculum view of process thinking, kindergarten physical education curriculum construction can not ignore the development and change of children's interest in sports, but should cherish the value of children's self-generation in the curriculum.

3.4. Unreasonable evaluation criteria

In the process of curriculum construction, evaluators often regard evaluation as an isolated link to test the implementation effect of curriculum from an isolated perspective, ignoring the overall value of evaluation in educational activities, and regard education quality as the degree to which the process, method and content provided by education meet the stipulated standards [7]. Under the influence of entity thinking, people take it for granted that "result" is the determinant of quality and "result" is the only standard to evaluate quality, which actively covers the value of "process" in the development of things. As an important link in curriculum construction, evaluation points to the learning results of students divorced from the essential

attributes of human beings, and is regarded as a tool to measure students' learning results unilaterally and judge whether teachers' teaching is effective [8].

The results-based evaluation points to the concern about the degree of achievement of physical education curriculum goals, and aims to investigate the development level of children's basic motor skills. The results-oriented curriculum quality evaluation standard completely ignores the generation of children's ability and emotional experience in sports activities and eliminates the organic unity of process evaluation and outcome evaluation. Process oriented evaluation focuses on the dynamic generation process of children's motor ability and their inner experience of sports interest in curriculum implementation. The Ministry of Education proposed that process quality should be the focus of education quality assurance in the Guidelines for Kindergarten Education Quality Assessment initiated in 2022.

4. Kindergarten-based physical education curriculum construction strategies based on children's sports interests

4.1. Implement the sports concept oriented by children's sports interests

4.1.1. Adhere to the curriculum concept of sports interests first

For a long time, the education function of physical education is not optimistic. Physical education courses are set up in each school section, and students receive physical education, but most students do not have a strong interest in physical education [8]. Whitehead pointed out that "students are human beings with flesh and blood, and the purpose of education is to inspire and guide their self-development ". Interest is a positive and stable psychological tendency of an individual engaged in a certain activity. In order to realize the self-development of children in the curriculum, the function of interest must be played. Therefore, the construction of high-quality kindergarten-based physical education curriculum should first adhere to the curriculum concept of children's interest in sports, focus on discovering, guiding, cultivating and developing children's interest in sports, guide children to experience sports fun, feel sports fun and stimulate sports aspirations.

4.1.2. Practice the sports value orientation of body-heart co-education

School physical education curriculum has been influenced by the dualism of body and mind for a long time. In the field of physical education, it is characterized by only paying attention to the existence of the body in physical education curriculum. The body becomes the tool of physical education, and sports knowledge and skills are attached to it, which completely separates the integrity of life and results in the separation of physical education in Chinese school physical education. Physical education is carried out in the form of simple sports training, and the primary goal is to strengthen the physical quality, which consciously weakens the comprehensive education function of physical education. Kindergarten - based physical education curriculum construction can not neglect to take care of children's mind, ignore the education function of physical education curriculum. From the separation of physical education to the integration of physical education is to examine the original value of physical education curriculum, is to train high-level and high-quality comprehensive talents, the inevitable choice to build a sports power.

4.2. Construct the construction network of park-based physical education courses according to local conditions

4.2.1. Building a teacher-led curriculum construction community

Affected by factors such as the organizational structure of the bureaucratic system, front-line teachers are often in the object status of being managed, evaluated and disciplined, and there are obvious phenomena of "aphasia" and "loss of power" in curriculum management.

Kindergarten-based curriculum construction is a process in which kindergarten teachers carry out professional practice. While creating curriculum, it constantly stimulates teachers' professional consciousness, trains their professional thinking, develops their professional ability and improves their practical wisdom [9]. In order to give play to teachers' main role in the construction of kindergarten-based physical education curriculum, it is necessary to build a teacher-led curriculum construction community, awaken teachers' subject consciousness of curriculum management, and promote teachers from the edge of curriculum construction to the center.

First of all, teachers should strengthen the learning of curriculum theory and improve the curriculum theory literacy of teachers' community. Secondly, we should support teachers to transform curriculum theory into practical practice, so as to provide sufficient space for the conversion of theory and practice. Thirdly, we should implement the fundamental task of kindergarten-based physical education curriculum construction, take sports personnel and sports heart as the purpose of curriculum construction, and lead the teachers community to establish a common curriculum vision. Finally, the construction of kindergarten-based physical education curriculum is a process of multi-subject participation. Although teachers are the subject of curriculum management, they are not the whole. Therefore, it is necessary to establish and improve the mechanism of co-construction, co-creation and sharing of curriculum construction, improve all links of curriculum construction and governance, clarify the division of responsibilities and rights, and create a platform for learning exchange and equal dialogue for curriculum builders.

4.2.2. Rely on local culture to foster curriculum construction resources

The General Secretary Xi Jinping pointed out at the 2018 National Education Congress that education should be rooted in China. High-quality courses must be rooted in local culture and have roots. Based on the local culture, the construction of kindergarten-based physical education curriculum should highlight its function of protecting, inheriting and carrying forward the local excellent culture while basing on the socialist culture with Chinese characteristics, and take the inheritance and innovation of local culture as the mission. On the one hand, the excellent part of local culture should be absorbed actively, and the local cultural elements should be infiltrated and integrated into the kindergarten physical education curriculum; On the other hand, we should take the transformation and innovation of local culture as an important mission of curriculum construction, combine the innovation of culture with sports, and awaken children's consciousness of loving and protecting traditional culture.

Relying on local culture breeding park physical education curriculum construction resources, first, local folk traditional games can be integrated into the park physical education curriculum construction, inherit the form of traditional games, play, rules, etc., give play to the sports value of traditional folk games; Secondly, common local materials can be used as sports equipment and props, and materials needed for kindergarten-based physical education curriculum can be adapted to local conditions, so as to enhance the fun and life of game content, improve children's understanding of traditional culture, and enrich children's sense of experience in the curriculum. Thirdly, local culture can be applied to the creation of curriculum context, so as to seek the connection point between local culture and physical education curriculum, so as to help children gain the concrete perception of excellent culture in the context, and enhance children's sense of identity of the excellent culture of their own nation and region.

4.3. Take children's nature as the underlying logic of curriculum construction

4.3.1. Take nature as the starting point of curriculum construction

Dewey believes that immature children are born with a growth trend from the inside out, and education is to adapt to and protect the momentum of children being born outside. The development of children has its own laws, based on nature. Nature refers to the stipulation of

human development by nature, which is the inner impulse of individual life and the criterion for individual education [10]. Nature is the primordial impulse of life, innate. In terms of the principle of education, nature provides an opportunity for education. The starting point of education is nature, and education is the process of responding to, protecting and developing nature. Preschool children are particularly active. They can experience the pleasure and sense of achievement brought by physical exercise in the physical education course, and know the world around them through exercise.

Taking children's active nature as the starting point of curriculum construction, teachers should first recognize children's innate active nature, take children's active nature as the basis point of carrying out physical activities, and resort to the construction of physical education class to children's active nature. Secondly, children's active nature needs to be maintained and cultivated in constant exercise. Therefore, teachers need to set a target to create a sports environment for children to try and explore independently; Finally, nature comes into being at the beginning of an individual's life. It is the result of spontaneity and freedom. Teachers should not interfere too much with children's nature. According to Dewey, "Frequently stimulating children in one way or another will tend to disintegrate the structure of children's minds and destroy its durability and rigor ". In physical education curriculum teachers should boldly try to let go, to provide free time and independent space for children.

4.3.2. Use games to arouse children's interest in sports

The Guidelines for Kindergarten Education (Trial) regard games as the basic activities of kindergarten education. Game is children's instinct, is an important part of children's life, and has a special value for children's development. There are two kinds of games in the curriculum. One is that the curriculum is the game, and the other is that the game is the work to realize the curriculum. Kindergarten physical education curriculum construction based on children's interest in sports should not only pay attention to the sports value of the game itself, but also effectively play the instrumental value of the game to the physical education curriculum. Therefore, kindergarten physical education curriculum construction should provide an environment where children can play independently and teachers can continue to support.

Use games wisely to arouse children's interest in sports. First of all, curriculum builders need to create a free, natural and comfortable physical and mental environment for children. Game is the incarnation of freedom, without freedom can not constitute a game; Secondly, teachers should provide children with structured exercise equipment that can be operated independently. High-structure equipment not only has a fixed and single play, but also deprives children of the opportunity to explore independently and create. Finally, teachers should organically integrate the situation with the sports environment. Children's games are built on the basis of the situation. With the situation, the game can be developed. Therefore, teachers should actively create the game situation, and the process of sports training into it.

4.4. Perfect scientific and reasonable kindergarten-based physical education curriculum evaluation system

4.4.1. Re-examine the significance of curriculum evaluation

In the evaluation of kindergart-based physical education curriculum, curriculum evaluation aims to improve and enhance the quality of curriculum, which should be rooted in the practice field of kindergarten, connect internal and external resources, and promote the sound development of curriculum construction from the aspects of top-level design, evaluation process and professional support for kindergarten [11]. In the evaluation of kindergart-based physical education curriculum, we should pay attention to the following problems: first, curriculum evaluation should be constructive, promoting construction by evaluation, promoting reform by evaluation as the primary task of evaluation; Second, curriculum evaluation should be targeted. It should be based on the fundamental purpose of curriculum

construction to carry out specific evaluation and effectively realize the positive feedback effect of evaluation.

4.4.2. Course evaluation has both process and result

The evaluation process of kindergart-based physical education curriculum should be consistent with the dynamic generation process of children's interest in sports. It is necessary to break the "result-only" evaluation standard and have both process and result dimensions. First of all, we should abandon the result-seeking evaluation thinking and change the traditional simple and utilitarian evaluation concept. Secondly, we should make it clear that curriculum construction and curriculum evaluation are not the whole and part of the relationship, we should permeate the curriculum evaluation in the whole process of kindergarten physical education curriculum construction; Finally, we should establish and improve the evaluation mechanism of kindergarten-based physical education curriculum, promote the construction of the evaluation system with the system, and actively introduce new technology and big data as the support of course evaluation to enhance the objectivity of course evaluation.

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