

Analysis of the Current Situation of Preschool Physical Education and Research on Countermeasures

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Abstract

Early childhood is a critical period for children's development, and preschool physical education, as an important task in cultivating children's comprehensive development, is increasingly valued by society. This article takes Xi'an City as an example to deeply study the development path of preschool physical education, aiming to provide scientific guidance and feasible suggestions for improving the physical education status of young children.

Keywords

Preschool Physical Education, Current Situation Analysis, Countermeasures, Innovative Research.

1. Introduction

We need to recognize that physical activity in early childhood is crucial for children's overall development. Early childhood is a period of rapid development in children's physical fitness and motor skills. Through scientific and reasonable physical activities, it can promote the development of bones, muscles, nervous system, and other aspects. At the same time, good physical exercise also helps to cultivate children's coordination, endurance, teamwork ability, etc. which is crucial for shaping positive and upward personality traits. Currently, preschool sports in Xi'an and other regions still face a series of problems, such as uneven sports resources and a single educational model. In order to address these issues, this article will conduct an in-depth investigation of the current situation in Xi'an, analyze the root causes of the problems, and propose a scientific development path, in order to provide useful reference and suggestions for the preschool sports industry in Xi'an and other regions.

2. Literature review

2.1. Purpose and significance

Early childhood is the golden period for children's physical development, and good physical exercise has a positive impact on their physical and mental health. Through exercise, children can improve their cardiovascular function, promote the development of bones and muscles, and form good physical fitness. In addition, physical exercise can help children overcome difficulties, cultivate willpower, and improve their learning and social skills.

This study analyzes the characteristics of physical, psychological, and intellectual development of young children, follows the laws of physical education, and combines the situation of physical education courses offered in kindergartens with the principles of pre-school education curriculum in universities. Through consulting experts, it reconstructs the content system of pre-school education courses with sports characteristics, which has important theoretical value for developing and enriching the content of preschool physical education.

In practice, this study is beneficial for education departments, parents of young children, and society to understand and understand the issues of physical education in kindergartens; Higher

education institutions should increase investment in physical education teaching for preschool education majors, make appropriate adjustments and efforts in curriculum design, management methods, teaching evaluation, and other aspects; Aiming to develop and expand practical and beneficial sports and health knowledge suitable for students majoring in preschool education, it can provide effective reference for the practice of opening preschool sports education majors in Chinese universities; Physical education for young children is gradually being valued by families, schools, and society, and health also plays an important role in the five major development areas of young children. Whether physical education teachers can correctly recognize the characteristics of young children, follow the principles of health and happiness, and design activity content and methods that meet age differences based on young children's acceptance ability is an important criterion for evaluating a qualified preschool physical education teacher[1].

2.2. Current Status of Research on Preschool Physical Education at Home and Abroad

Scholars at home and abroad have conducted extensive research in the field of early childhood physical education, covering various aspects such as educational models, sports resource allocation, and family participation. Abroad, some countries have accumulated rich experience in early childhood sports, adopting diversified teaching methods and paying attention to individual differences in young children. There are also some regions in China that have achieved some results in early childhood sports, but overall there are still some urgent problems that need to be solved. Through literature review, we can draw on domestic and foreign research results to provide a theoretical basis for the research in this article.

3. Investigation methods

When conducting in-depth research on the development path of preschool physical education in Xi'an, we will use various survey methods, including questionnaire surveys, interviews, field investigations, data analysis, etc.

3.1. Questionnaire survey

Questionnaire survey is one of the main data collection methods in this study. We will design a questionnaire for kindergarten educators, parents, and young children in Xi'an to obtain their understanding, expectations, and needs regarding the current development status of preschool sports. The questionnaire will cover multiple aspects such as the utilization of sports facilities, evaluation of teaching modes, and the level of family participation, in order to comprehensively understand the views of each participating subject. In the questionnaire design, we will combine relevant domestic and foreign research results to ensure that the questions are scientific and actionable[2]. At the same time, diverse question types are adopted, including multiple-choice questions, multiple-choice questions, and open-ended questions, to meet the answering needs of different respondents. During the implementation process, the anonymity of the questionnaire will be ensured to encourage respondents to provide truthful and objective opinions.

3.2. Interview

Interviews are an effective way to gain a deeper understanding of specific perspectives and experiences. We plan to conduct in-depth interviews with kindergarten educators, parents, and professional sports educators. Through interviews, we will gather more specific and in-depth information to understand the respondents' views on current policies and practices related to early childhood sports, as well as their expectations for future development.

In the interview, we will focus on listening to the interviewees' real feelings and suggestions, encouraging them to share the challenges and successful experiences they have encountered in practice. The selection of interviewees will cover people with different backgrounds, experiences, and responsibilities to ensure the acquisition of diverse opinions and suggestions.

3.3. On site observation

Field observation is an effective means of obtaining intuitive and specific data. We will personally go to kindergartens in Xi'an to observe the development of physical education courses, the utilization of sports facilities, and the interaction between educators and young children. Through on-site observation, we can have a more comprehensive understanding of the problems and advantages that exist in practical operations, providing a more direct basis for proposing targeted suggestions.

In on-site observation, we will communicate with educators to understand their teaching philosophy, teaching methods, and required support. At the same time, interact with parents and young children to obtain their attitudes and expectations towards sports activities. This firsthand experience will help this study to gain a deeper understanding of the actual situation of preschool sports in Xi'an.

3.4. Data analysis methods

After collecting rich data, we will use a combination of qualitative and quantitative methods for data analysis.

3.4.1. Qualitative analysis

By summarizing and organizing the written records of interviews and field observations, and using qualitative analysis methods such as thematic analysis, the common viewpoints, concerns, and suggestions of the respondents are identified. This will help to gain a deeper understanding of the experiences of young children's physical education practitioners and parents in practice, and extract key issues and solutions in the development path from them.

3.4.2. Quantitative analysis

We will use statistical methods to analyze the quantitative data collected from the questionnaire survey. By calculating the average value and frequency distribution of various indicators, quantifying the views and needs of different groups of respondents, and providing data support for the formation of an objective path for the development of early childhood physical education. In addition, we will also use methods such as correlation analysis to explore the relationships between different factors and reveal potential influencing mechanisms.

4. Analyze the difficulties and challenges in the development of preschool physical education

4.1. Insufficient sports facilities

The lack of sports facilities in kindergartens is currently a major challenge for the development of preschool sports. Many kindergartens lack professional sports venues and equipment suitable for young children, which affects the richness and quality of sports activities. To address this issue, it is necessary to increase investment in sports facility construction at the policy level, ensuring that every kindergarten can provide a good sports environment.

4.2. Uneven distribution of educational resources

The uneven distribution of educational resources is also an urgent problem to be solved. Some cities and regions have relatively abundant sports resources for young children, while kindergartens in rural or economically underdeveloped areas face serious shortages. The

government needs to take measures to increase support for impoverished areas and ensure that every child has equal access to high-quality early childhood physical education[3].

4.3. The neglect of sports by the education system

At present, there is a widespread neglect of physical education in the kindergarten education system. Due to the emphasis on subject teaching, the status of physical education courses in the overall education system is relatively low. This has led to a compression of physical education time and a relative shortage of teaching staff. It is necessary to reform the education system, enhance the status of physical education curriculum, and ensure that every child can enjoy sufficient physical education.

4.4. Lack of awareness of sports in families

Some parents lack sufficient awareness of the importance of early childhood physical education, often focusing more on academic performance and neglecting the value of physical education. It is necessary to strengthen physical education for parents, enhance their awareness of early childhood sports, and encourage them to actively participate in and support their children's sports activities in the family.

4.5. Lack of professional physical education teachers

The shortage of professional physical education teachers is also a limiting factor. Some kindergarten teachers may not be professional physical education educators and lack systematic knowledge of physical education teaching. The government can attract more professional talents to engage in the field of early childhood physical education through training programs and policy incentives.

4.6. Single teaching method

At present, the teaching methods of preschool physical education in some regions are relatively single, lacking innovation and diversity. Kindergarten educators need to be encouraged to try new teaching methods, introduce innovative sports games and activities, and stimulate children's interest in learning.

4.7. Poor communication between family and school

Poor communication between family and school is also a problem. Parents have insufficient understanding of their children's performance in sports, and there is a lack of effective information sharing mechanisms between schools and families. Establish regular parent meetings and a sports performance feedback system to promote effective communication between schools and families.

4.8. Insufficient monitoring of student physical fitness

The lack of a systematic monitoring mechanism for student physical fitness is a limiting factor. Schools should establish a comprehensive monitoring system for student physical fitness, regularly evaluate their physical fitness levels, promptly identify problems, and take effective intervention measures[4].

4.9. Low social awareness of early childhood physical education

The overall social awareness of young children's physical education is relatively low, and there is insufficient recognition of its importance. It is necessary to increase social attention to preschool sports through media promotion, social activities, and other means, form social consensus, and promote the development of preschool sports.

4.10. Lack of long-term policy support

One of the reasons for the long-term existence of the problem is the lack of long-term policy support. The government needs to formulate long-term and sustainable sports policies to ensure that sports education receives sufficient policy support, thereby promoting the long-term healthy development of early childhood sports.

5. Research and countermeasures: Innovative teaching models for early childhood physical education

To design diversified sports games and stimulate children's interest in sports, diversified sports game designs can be introduced. By designing fun and challenging games, not only can children's collaborative spirit and competitive awareness be cultivated, but also their physical coordination and motor skill development can be subtly promoted in the game.

Develop personalized exercise plans that cater to the differences in physical fitness and interests of each child. By evaluating the physical fitness of young children and designing sports that meet their characteristics and needs, personalized teaching can be achieved to maximize their learning interest and enthusiasm.

Introducing modern technological means and combining them, such as virtual reality (VR) and augmented reality (AR), can innovate the teaching mode of physical education. Through virtual sports venues and interactive experiences, young children can engage in sports activities in a fun and educational environment, increasing fun and improving learning outcomes[5].

Interdisciplinary integration, integrating physical education teaching with other disciplines, and creating interdisciplinary teaching scenarios. For example, by integrating mathematical and language knowledge into sports games, young children can not only exercise their bodies but also learn knowledge from other subjects, expanding their cognitive domains.

Organize more practical outdoor activities for young children to engage in physical exercise in nature. Outdoor activities not only help enhance children's physical fitness, but also cultivate their love for nature and environmental awareness.

Collaborate between families and schools, establish a good home school cooperation mechanism, and encourage parents to actively participate in early childhood physical education teaching. Through communication with parents, understand the physical activities of young children in the family, and create a good atmosphere of mutual concern and support between the school and the family.

Develop a sports quality evaluation system, establish a scientific and reasonable sports quality evaluation system, and comprehensively evaluate the physical development of young children. Not only focus on physical fitness, but also consider the development of social skills, collaborative spirit, and other aspects to form a more comprehensive evaluation mechanism[6].

Create a positive sports culture atmosphere within the school. Through regular sports festivals, competitions, and celebration activities, inspire young children's love for sports, enhance their sense of collective honor and confidence.

Cultivate sports interest groups, encourage young children to participate in sports interest groups, and provide more personalized sports activity choices. Through interest groups, various physical education courses can be organized more flexibly to meet the diverse sports needs of young children.

Use Internet resources to develop online physical education courses. Through the Internet platform, not only can more children get high-quality physical education resources, but also can promote information sharing between schools and families, forming a closer educational community.

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