

A preliminary study on the physical training methods of adolescents under the model of health and physical education curriculum in China

Wang Feng^{1,*}, Zhu Lei¹

¹*Cavite State University, Cavite, 99900, Philippines*

**Corresponding author*

Keywords: China health PE curriculum model; youth; physical training methods; physical health

Abstract: With the reform and development of health and physical education in China, how to improve the physical fitness level of teenagers has become an important task for physical education workers. This paper analyzes the problems of the current physical education and the connotation of Chinese health sports curriculum mode, the youth physical training method, puts forward a series of suitable for Chinese health sports curriculum physical training methods and ideas (comprehensive training, personalized training, practical training) to promote the development of physical education to provide theoretical support.

1. Introduction

In recent years, the reform and development of physical education in China has been paid wide attention and attention, among which improving the physical fitness level of teenagers has become an important task for physical education workers^[1]. With the development of social economy and the change of life style, the phenomenon of physical decline of teenagers in China has become more and more prominent, which not only has a serious impact on the health of teenagers, but also restricts the development of sports cause in China^[2]. Therefore, it is of great theoretical and practical significance to explore the methods and concepts of adolescent physical training suitable for the health and physical education curriculum model in China. The continuous development of health and physical education in China not only requires the teenagers to master sports skills, but also needs to improve the physical quality and psychological quality^[3]. The physical fitness level of teenagers is an important part of health and physical education, and also an important embodiment of their physical quality. Therefore, it is of great significance to explore the physical training methods for teenagers suitable for the healthy physical education curriculum model in China.

In the current study, the adolescent physical training method has become the focus of research^[4]. However, the domestic research on physical training focuses on the discussion of training methods and effects, and lacks the combination with the health PE curriculum model in China^[5]. Therefore, this paper aims to explore the concepts and methods of physical training for teenagers under the Chinese health physical education curriculum mode, and propose a series of physical training

methods suitable for this mode based on literature analysis, so as to provide practical guidance for improving the physical level of teenagers and promoting physical health of teenagers. In the process of research, we will discuss the physical training methods for teenagers under the Chinese health physical education curriculum mode, and put forward a series of physical training methods suitable for the Chinese health physical education curriculum mode through theoretical exploration, so as to provide theoretical support and practical guidance for the healthy growth and comprehensive development of teenagers.

2. The disadvantages of adolescent physical training

2.1 Single training theory

In the traditional physical education curriculum mode, the physical training of teenagers is often mainly based on "practicing single skills", and the training theory is too single^[6]. This mode focuses on the practice of a single skill and emphasizes the training method of technical norms, which easily makes the training fall into a state of simplicity and repetition, ignoring the comprehensive improvement of the physical quality of teenagers. To this end, the training theory also needs to have a more comprehensive and diversified method. For example, the introduction of functional training, and different types of training methods: high-intensity interval training, longer duration training, high weight and low number of strength training, and so on. In view of the different levels of physical quality, teachers should also design different training programs to ensure that individuals can train within the appropriate training range to achieve the best results.

2.2 Lack of personalized training methods

Another problem of the current physical education curriculum mode is the lack of personalized training mode^[7]. In the traditional physical education class, it is usually carried out according to a fixed training plan, and the lack of individualized training in accordance with their aptitude leads to the failure of maximizing the training effect^[8]. This requires teachers to have certain professional knowledge and ability, accurately evaluate the physical quality, sports ability, sports expertise, psychological quality and other teenagers, and make targeted plans.

In addition, the lack of individualization leads to the lack of interest and motivation in physical training. Teachers need to design attractive and feasible personalized training from the perspective of their interests and sports characteristics: on the one hand, strengthen the cultivation of professional knowledge and teaching skills, improve the personalized training ability; on the other hand, introduce new training methods and methods, such as gamification training, diversified training, to improve the interest and motivation of teenagers.

2.3 Insufficient practicability of the training program

The lack of practicality of the training plan is also a problem existing in the current physical education curriculum mode^[9]As an important part of the physical education curriculum, it defines the training objectives and content that teenagers need to achieve^[10]. However, the lack of practicality and pertinence cannot meet the needs and challenges of teenagers in the actual sports. On the one hand, the coverage of the training plan is limited, only focusing on the basic physical training, and lacking the training content for different sports items and actual sports scenes^[11]. For example, training may focus on basic physical training, such as running, jumping, and strength, but ignore specific skills required by different sports, such as football, stopping, dribbling, passing, etc. This makes it impossible for teenagers to apply the physical training content to the specific sports

programs, and it is difficult to reach a higher sports level. On the other hand, the current training program lacks the training content of the actual usage scenarios^[12]. For example, teenagers need to face different competition environments and competitive occasions, and they need to have certain psychological quality and coping ability. However, in the current training, the lack of training content for psychological quality and coping ability, cannot help teenagers to overcome setbacks and difficulties in the actual competition, maintain a stable mentality and performance.

3. Analysis of physical training theory for teenagers under the health and PE curriculum mode in China

As an important part of school education, physical education curriculum is of great significance for the physical health and comprehensive development of teenagers. In order to deal with the current existing problems in the physical education in China, the academic circle puts forward the curriculum model of health physical education in China^[13].

3.1 Connotation and characteristics of Chinese health PE curriculum mode

The Chinese health PE curriculum model refers to a curriculum system that aims at cultivating lifelong physical exercise and healthy lifestyle^[14-16]. It emphasizes that physical education courses should have three key points: exercise load, physical exercise and exercise skills.

First of all, it is emphasized that each physical education class must have appropriate exercise load, advocating that the exercise density of each class should be above 75%, the exercise intensity should be 125~140 times / minute, and 135~160 times / minute in junior high school. Under such a sports load, teenagers can gradually improve their physical quality and physical fitness level.

Secondly, it emphasizes that each class has about 10 minutes of physical exercise, and pays attention to the compensatory exercise of physical fitness, in order to achieve the purpose of comprehensively improving the physical quality, which denies the traditional mode of the physical education into a simple physical health test class or physical education examination class.

Third, it is advocated that sports skills learning should be based on activities and competitions, and use structured knowledge and skills to solve problems in complex and real sports situations. Each class is guaranteed to take about 20 minutes. Traditional physical education usually teaches only a single technology, but this model is carried out by diversified and interesting methods, such as games, competitions and other forms to increase the interest and participation of teenagers.

3.2 Study on the physical training methods for teenagers under the health and PE curriculum mode in China

3.2.1 Comprehensive training

The concept of comprehensive characteristic training echoes the requirements of cultivating talents in the new era. Traditional physical education courses mainly emphasize the physical training of teenagers, but ignore the emotion, cognition and interpersonal relationship. In the new era, cultivating young people with all-round development has become an important goal of talent training. The concept of comprehensive characteristic training emphasizes the overall development of people, which can not only improve the physical level of teenagers, but also promote their physical and mental health, so as to adapt to the development needs of today's society. First of all, the curriculum content needs to be designed comprehensive and diverse, pay attention to individual differences, to ensure that every teenager can get comprehensive development. Secondly, teaching methods need to be diversified, such as gamified teaching, cooperative learning, etc., to stimulate

teenagers' interest and enthusiasm in learning. In addition, the evaluation system should also change from the traditional performance evaluation to the comprehensive evaluation, and pay attention to the physical and mental quality and moral cultivation of teenagers. For example, in physical education and football competitions, teachers need to set up many special rules, such as requiring players to take turns in different positions, and providing psychological counseling before the game. It can comprehensively test their skills, teamwork ability, psychological quality and moral cultivation.

3.2.2 Individualized training

The Chinese health and physical education curriculum model in China advocates individual-centered and personalized training. This model focuses on the analysis of individual differences of each adolescent, including physiological characteristics, physical fitness and psychological state, etc., including strengthening adolescent physical fitness assessment, collecting adolescent physical fitness data, and formulating personalized physical training program according to the data analysis results. For example, teenagers with poor physical flexibility can offer flexible training courses according to their characteristics to improve their flexibility level. According to the different physical qualities and sports hobbies, set the training content of different difficulties, so that they feel challenged and feel a sense of achievement in the exercise. Teachers can organize different forms of sports competitions, such as football, basketball and table tennis, according to their sports hobbies and characteristics, so as to enhance their interest and stimulate their enthusiasm for sports. In physical training, attention should be paid to the development of various abilities of teenagers, such as motor skills, coordination, judgment, reaction ability and so on.

3.2.3 Practical training

The Chinese health physical education curriculum mode includes the teaching concept of "people-oriented and all-round development". Under this mode, practical training should be carried out in close combination with the actual needs of teenagers, and pay attention to the physical training characteristics of cultivating their practical skills and ability. For example, for most eligible teenagers, swimming, yoga and mountaineering classes can help them relieve stress, maintain mental health and improve their physical fitness. For teenagers with less physical education teaching resources in remote areas, sports such as basketball, football, table tennis and so on may be more suitable for them, which can cultivate their coordination ability and team spirit, enhance their physical fitness, and better adapt to the living environment. Therefore, in the course design process, the actual needs of adolescents should be fully considered, and tailored courses should be provided to different adolescents. Teenagers should not only have certain physical literacy, but also have some practical skills and abilities. For example, by learning swimming courses, teenagers can master swimming skills and improve their self-rescue ability; by learning yoga courses, teenagers can master breathing and relaxation skills to relieve their stress and fatigue; by learning basketball courses, teenagers can master shooting skills and team spirit to better adapt to the social competition environment.

4. Conclusion

China's physical education teaching is constantly reforming and developing towards the direction of the direction of scientific and comprehensive improvement, but there are still some problems, such as the lack of personalized training mode under the traditional physical education teaching mode, the single training theory, the lack of practical training plan and other problems. Therefore, this paper carefully analyzes the core concept of "China health physical Education curriculum

mode" combined with the literature and puts forward three training concepts of comprehensive, personalized and practical training, in order to provide theoretical support for promoting the development of physical education in China.

References

- [1] Xiang Yuxi. *Research on the value, thinking and strategy of physical training in middle school physical education teaching* [J]. *Youth Sports*, 2022, 11 (06): 92-94.
- [2] Yang Jun. *Research on the impact of bad lifestyle on college students' health and its countermeasures* [J]. *Hubei Sports Science and Technology*, 2012, 31 (05): 503-506.
- [3] Xi Laixi. *The current situation and change strategy of physical training in middle school physical education* [J]. *Basic Education Forum*, 2021, 15 (35): 61-62.
- [4] Zhang Zhiwei. *How to effectively carry out physical fitness training in middle school physical education teaching* [J]. *Athletics*, 2020 (09): 60 + 83.
- [5] Liang Chunliang, Song Qing. *Effective methods and strategies of track and field physical training in middle school* [J]. *Contemporary Sports Technology*, 2020, 10 (04): 27-28.
- [6] Shao Yuling. *Investigation and research on the current situation of physical training of sports team in Longhua County* [J]. *Contemporary Sports Technology*, 2019, 9 (02): 105 + 107.
- [7] Sun Yong. *Study on the current situation of physical training for middle school basketball coaches in Shaanxi Province* [J]. *Fighting (Sports Forum)*, 2014,6 (05): 77-80.
- [8] Yang Qian. *Analysis of physical training in junior high school physical education* [J]. *Youth Sports*, 2021,10 (01): 71-72.
- [9] Wang Fen, Du Zhen, Yang Wanglong, et al. *The status and problems of physical fitness exercise in ordinary high schools in Hainan Province* [J]. *Sports World (Academic edition)*, 2019,48 (10): 192-193.
- [10] Lan Rongfu. *On the strategy of physical exercise in junior middle school physical education* [J]. *Contemporary Sports Technology*, 2018,8 (27): 160 + 162.
- [11] Liu Dan, Che Hang, Wu Xiaofeng. *Investigation and analysis of the physical training of high school women's basketball* [J]. *Youth Sports*, 2018,7 (02): 133-134.
- [12] Zou Feng. *Study on physical development and improvement of young male football players in Shanghai* [D]. Shanghai: Shanghai Normal University, 2020.
- [13] Ji Liu. *Restudy of the theoretical and practical problems of health PE curriculum model in China* [J]. *Journal of Beijing Sport University*, 2019,42 (06): 12-22.
- [14] Zhang Chenfei, Xu Bo, Ji Liu. *Effect of exercise intensity under the healthy physical education curriculum model on the physical and mental health of children and adolescents in China* [J]. *Journal of Wuhan Institute of Physical Education*, 2022,56 (12): 85-92.
- [15] Hu Yongmei. *Research on teachers' Concept Transformation in Health and Physical Education Curriculum Mode in China* [J]. *Sports Science and Technology Literature Bulletin*, 2020,28 (08): 86-87.
- [16] Qiu Rong, Chen Huimin, Zhang Hongyan, et al. *Research review on "Health and Physical Education Curriculum Model in China"* [J]. *Youth Sports*, 2020, 9 (07): 115-116.