

JIANG, Bo, WANG, Shaojie, FU, Yao, XIANG, Jinbo and CHEN, Qiuyi. The Reform Path of Physical Education Curriculum in Chinese Basic Education. *Quality in Sport*. 2024;34:56230. eISSN 2450-3118.
<https://dx.doi.org/10.12775/QS.2024.34.56230>
<https://apcz.umk.pl/QS/article/view/56230>

The journal has been 20 points in the Ministry of Higher Education and Science of Poland parametric evaluation. Annex to the announcement of the Minister of Higher Education and Science of 05.01.2024. No. 32553.

Has a Journal's Unique Identifier: 201398. Scientific disciplines assigned: Economics and finance (Field of social sciences); Management and Quality Sciences (Field of social sciences).

Punkty Ministerialne z 2019 - aktualny rok 20 punktów. Załącznik do komunikatu Ministra Szkolnictwa Wyższego i Nauki z dnia 05.01.2024 r. Lp. 32553. Posiada Unikatowy Identyfikator Czasopisma: 201398.

Przypisane dyscypliny naukowe: Ekonomia i finanse (Dziedzina nauk społecznych); Nauki o zarządzaniu i jakości (Dziedzina nauk społecznych).

© The Authors 2024;

This article is published with open access at Licensee Open Journal Systems of Nicolaus Copernicus University in Torun, Poland

Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike. (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 17.10.2024. Revised: 20.11.2024. Accepted: 27.11.2024. Published: 27.11.2024.

The Reform Path of Physical Education Curriculum in Chinese Basic Education

Bo Jiang¹, Shaojie Wang², Yao Fu^{3*}, Jinbo Xiang^{4*}, Qiuyi Chen^{5*}

Bo Jiang

1.School Physical Education Development Institute, Southwest University, Chongqing, China

jbo@swu.edu.cn ORCID: 0000-0001-6896-0233

Shaojie Wang

2.School of Physical Education, Southwest University, Chongqing, China

17623073462@163.com ORCID: 0009-0005-5083-581X

Yao Fu

3.College of International Studies, Southwest University, Chongqing, China

363379507@qq.com ORCID: 0009-0001-3247-3991

***Corresponding Author**

Jinbo Xiang

4.Chongqing College of International Business and Economics, Chongqing, China

1348235829@qq.com ORCID:0009-0002-8433-1167

***Corresponding Author**

Qiuyi Chen

5.Chongqing Metropolitan College of Science and Technology, Chongqing, China

1045758557@qq.com ORCID:0009-0009-4792-5266

***Corresponding Author**

***Fund Project:**(1)General project of Central University Fund project in 2019 (Project No: SWU1909447) ; (2) Supported by“Scientific research project of Chongqing Education and teaching reform” (Project No:213069) ; (3)Supported by“Chongqing graduate education teaching reform research project” (Project No:YJG233028) ; (4) Key Project of Graduate Education and Teaching Reform Research Project of Southwest University in 2024 (Project No: SWUYJS246108); (5) General Project of Education and Teaching Reform Research Project of Southwest University in 2024 (Project No: 2024JY054);(6) General project of scientific Research Project of postgraduate Teaching Reform of Southwest University in 2024(Project No: SWUYJS246112).*

Abstract: This research takes the path of PE curriculum reform in basic education as the research object, and makes a profound analysis of the present situation of PE curriculum reform in basic education by the method of literature. The research shows that there are four problems in the current PE curriculum reform of basic education in China: the theoretical basis fails to reach consensus, the PE teaching conditions do not meet the development needs of PE curriculum reform, the concept and importance of the leadership in charge of PE curriculum reform is not high, and the lack of vertical promotion mechanism in the implementation of PE curriculum. The research value lies in: On the basis of inheriting and learning from, we should carry out the spirit of the 20th National Congress of the Communist Party of China, implement the fundamental task of cultivating morality and educating people, and do a good job of education that satisfies the people. We should reposition and innovate the concept, system, teaching method and course content of physical education curriculum in our current schools, and consider the direction of physical education curriculum reform and

optimization in our basic education schools. Let the students get physical and mental health, social skills and sports morality in the physical education classroom and life.

Key words: China's basic education; Physical education curriculum; Reform strategy; PE Moringity Award;

1 Introduction

The eighth basic education curriculum reform, which started in 2001, has been more than 20 years. The curriculum standards of all subjects in the basic education stage promulgated by the Ministry of Education, and the curriculum standards of physical education are also included. After years of reform work, the educational thought, curriculum concept, curriculum objectives, curriculum content, teaching methods, learning evaluation and so on in physical education curriculum have undergone profound changes. From the current reform situation, the theoretical system and practical direction of PE curriculum reform have made some achievements, and the health level of students and the teaching ability of teachers have been improved. However, it cannot be ignored that there are still some problems in the reform process that restrict the further implementation of sports reform. The new era has put forward new mission and requirements for the reform of physical education curriculum. Standing at the turning point of the new era, we can review the history, reflect on the present and plan for the future, so as to provide more rational thinking and observation for the reform of physical education curriculum in the future.

2 Realistic problems of physical education curriculum reform in China's basic education

2.1 Perspective on the content of PE curriculum reform in Chinese basic education

From the perspective of the value of PE curriculum reform in China's basic education, some scholars believe that PE curriculum reform has ushered in a new development period, and it is necessary to re-examine the social changes and the value transformation of school PE curriculum in the new era from the perspective of academic theory. Let students return to their own life world; It is necessary to change the content of physical education curriculum,

strengthen the two core values of physical education curriculum, namely physical fitness value and skill value, build the core position of the target system of physical education curriculum, and strengthen the path of meaning generation of physical education curriculum. From the analysis of the source of PE curriculum reform content, ^[1] believes that games are the material source of PE curriculum content, and the essence of curriculum content transmission is the culture of communication in the form of games, and the interaction in the course implementation process is the interaction between players. In the process of content practice, we should not only pay attention to the external form of the game, but also pay attention to the spiritual value of the game. From the level of students, how to let students actively and happily participate in physical exercise and learning is the core of the school physical education curriculum reform. ^[2] To reform the physical education curriculum, it is necessary to clarify the value orientation of the curriculum reform, enrich the teaching mode and design of the curriculum, and develop a new type of school physical education curriculum resources that can promote the change of students' physical education lifestyle.

According to the Chinese traditional view of physical education curriculum, the complete physical education curriculum reform should include three links ^[3] : curriculum design, curriculum implementation and curriculum evaluation, of which curriculum implementation is the most core link. In the implementation of curriculum reform under the new normal, all the values of physical education should be guided by the humanistic value of physical education, embody the concept of people-oriented, moral cultivation, and stay away from the quagmire of instrumentalism and naturalism. In terms of the design of PE curriculum content, some people believe that there is an obvious incoordination between the specific target content of PE curriculum standard, the nature of the curriculum and the mission of the curriculum ^[4]. Makes a comprehensive analysis of the problems existing in PE curriculum reform from the aspects of theoretical basis, purpose and reality, pertinence and coherence, operation and feedback of PE curriculum reform implementation and discipline of PE curriculum reform. The design of the new PE curriculum should be carried out through the two main lines of "promoting health and the development of sports skills".

In the practice of content design, some scholars also believe that the content of PE curriculum reform should include: ^[5] the theoretical basis of PE curriculum reform, the relationship between PE and health, the target-oriented content, sports technology teaching, traditional teaching methods and modern teaching methods. The gains and losses of PE curriculum reform in the past 20 years, many scholars have produced a variety of views on PE

curriculum reform. Ji Liu believes that the reform of physical education curriculum is not a "battle between health and technology", and the guiding ideology of "health first" should be emphasized, but it is not to reject sports technology, nor to dilute sports technology or competitive sports [6-7]. Wang Xiaozan believes that the curriculum standards based on the physical and mental health development needs of children and adolescents in the new era not only lead the physical education and health curriculum in China to achieve leapfrog development, but also play an important role in improving students' physical health level and core literacy, the professional growth of physical education teachers, and the innovative development of school physical education [8]. Some scholars take the curriculum concept of "student development as the center" as the starting point, and believe that the current reform of physical education curriculum content lags behind the curriculum concept. It is necessary to construct the new era value of PE curriculum content based on the perspective of students' main body, make PE curriculum content closer to students' life, get out of the realistic dilemma that PE curriculum content emphasizes competitive sports items, pay attention to The Times trend of lifelong PE curriculum content and national PE curriculum content, and link up the PE curriculum content of different sections are the realistic demands of PE curriculum reform content.

2.2 The perplexity and cause of physical education curriculum reform in basic education

In the reform and implementation of physical education curriculum in basic education, some scholars believe that it is an important problem in the reform and implementation of physical education curriculum to deeply understand the nature and characteristics of physical education curriculum, accurately grasp the concept of physical education curriculum, strengthen the improvement of physical education skills, enhance students' practical ability, and cultivate students' awareness and habits of physical exercise. Some scholars also analyze the system of PE curriculum reform and believe that there are serious deficiencies in the theoretical level of PE curriculum reform. The first is that the theoretical basis of PE curriculum reform fails to reach a consensus, the second is that PE teaching conditions do not meet the development needs of PE curriculum reform, and the third is that the school leaders do not pay much attention to the ideas, concepts and importance of PE curriculum reform. After realizing the confusion of the reform, the experts have combed through it and believed that the difficult problems in the reform of physical education in basic education schools have become the leading reasons affecting the implementation of the curriculum reform. First, physical education to enhance the physical problems; Second, the problem of integrating

health education in PE class; Thirdly, the problem of the teaching of physical education curriculum implementation module (large unit type); Fourth, the difficulty of determining the suitability of the teaching materials of physical education; Fifth, the difficulty of accurate teaching goal setting in PE class. Through the systematic analysis of PE curriculum reform, the experts conceived a "top-level design", pointing out that the lack of reform consensus, the loss of reform momentum and who will design the reform are the three major problems in the current PE curriculum reform "top-level design". Only by building a bridge of execution between the concept of "top-level design" and the practicality of the implementation of the curriculum reform can the "pain" in the reform be alleviated and the quality of the curriculum reform be guaranteed.

In the analysis of the causes affecting the implementation of the curriculum reform, it is found that the PE teachers' lack of thorough understanding of the curriculum standards and the lack of feasible reference cases are the subjective reasons for the gap between the implementation and the goal of the curriculum reform, and the current PE teaching facilities are not adapted to the needs of the development of the PE curriculum reform. In the implementation of the physical education curriculum reform in basic education, school leaders pay little attention to the reform of physical education, which is also one of the important factors affecting the curriculum reform. [9] They are most concerned about the ranking of the high-level sports team in the competition, followed by the scores of the physical education entrance examination, but the most important problems of students' physique and health are ignored by the leaders. And the low efficiency of school PE curriculum teaching evaluation affects the implementation of PE curriculum reform. Influenced by exam-oriented education, some schools use terminal evaluation in physical education, which has great limitations in terms of evaluation subjects, evaluation indicators and evaluation methods, which greatly affects the validity of teaching evaluation and leads to the inefficiency of physical education curriculum evaluation [10]. After analyzing the theory and practical experience of PE curriculum reform mechanism at home and abroad, some scholars believe that the lack of vertical promotion mechanism in the implementation of PE curriculum is an important reason for the huge gap between the good wish of PE curriculum reform and the practical operation.

2.3 Thinking on the reform mode and function orientation of physical education curriculum in basic education

In terms of the current model of physical education curriculum reform, some scholars

have discussed the model of physical education curriculum development from the micro, meso and macro "three-dimensional dimension" ^[11], that is, from the aspects of individual physical and mental cultivation, pursuit of healthy lifestyle, and social health promotion. They believe that the main characteristics of the current PE curriculum model are 8 curriculum models, namely, personal and social responsibility education, physical fitness education, power sports, expansion education, action education, sports education, tactical game education and cooperative learning. From the perspective of the function of physical education curriculum, the current physical education curriculum of basic education in China only pays attention to the subject and neglects the attention to the students: first, the emphasis on technology is less than the sentiment; Second, heavy physique light health; Third, emphasis is placed on disciplines over education. He believes that the core concept of physical education curriculum is to pay attention to students, and the ontology function of the curriculum is to educate people. Only by adhering to the core concept of paying attention to students can we give full play to the ontology function of the curriculum. Therefore, the direction of curriculum reform is put forward: to improve students' health as the guiding ideology and lofty goal of physical education curriculum; It emphasizes that the teaching content should be connected with the characteristics of students' physical and mental development and life experience; Attach importance to the role of teaching methods in improving students' learning enthusiasm and ability; Pay attention to the function of learning evaluation to promote students' progress and development.

To sum up, the core idea of PE curriculum reform in basic education of our country should be to pay attention to students, the main function of the curriculum is to keep fit and educate people, and the design of the curriculum content should be carried out through the two main lines of "promoting health and the development of sports skills". However, under the current target-oriented physical education classroom model, due to such factors as failure to reach a consensus on the theoretical basis of physical education curriculum reform, inadequate physical education teaching conditions to meet the development needs of physical education curriculum reform, low concept and emphasis of school leaders on physical education curriculum reform, and lack of vertical promotion mechanism in the implementation of physical education curriculum, etc. As a result, there is an obvious disharmony between the target content of PE curriculum standard, the nature of the curriculum and the mission it carries. As a result, the reform of PE curriculum content lags behind the curriculum concept, is far away from students' life, deviates from the curriculum

concept of "students' healthy development as the center", and the PE curriculum content falls into the quagtrap of focusing on competitive sports.

3 Thinking on the path of PE curriculum reform in Chinese basic education

There is no doubt that if China's basic physical education curriculum reform wants to achieve good results fundamentally, it is not a single formality, on the contrary, it is a complex and systematic process, which requires professional support and guidance, and also needs a diversified and more systematic reform system to create a feasible reform plan with strong operability. In this regard, the following ideas are proposed to make up for the current lack of physical education curriculum reform, accelerate the modernization of school physical education, build a strong education, sports, talent, and drive more excellent physical education workers to do a good job of people's satisfaction with education.

3.1 Grasp the educational policy of the new era and deepen the new idea of physical education curriculum reform in basic education

Since the 18th CPC National Congress, the Party Central Committee with the Xi Jinping as the core has adhered to the principle of "education first" and has continuously increased its investment in people. The 19th National Congress of the CPC emphasized that education must be given priority, which fully reflects our Party's accurate grasp of the new development trend of The Times and the new situation of economic and social development. [12] The Party's 20th National Congress once again emphasized that education, science and technology, and talents are the basic and strategic support for comprehensively building a modern socialist country, among which education is put in the first place. For the development of physical education curriculum reform in basic education, a complete and systematic concept is indispensable, and it is an immeasurable forerunning force in reform practice. Since the founding of New China, the concept of physical education curriculum in basic education in China has experienced the evolution of "social standard", "subject standard" and "student standard". This concept explains the essence and yearning of physical education curriculum in various aspects, reflects the continuous exploration of the concept of physical education curriculum by generations of sports people, and strives to become the guide and wind vane in the process of its reform. [13] Based on this, the following considerations should be made for the concept of PE curriculum reform in our country's basic

education

3.1.1 To construct a diversified system of physical education curriculum in basic education to cultivate students' "core quality"

Since the founding of New China, the concept of physical education in basic education has experienced the changes of "social standard", "subject standard" and "student standard", which reflects the continuous renewal of the concept of physical education curriculum, unremitting exploration and perseverance of the academic spirit of generations of sports people, and finally the standpoint of "student standard". The concept of physical education curriculum in basic education has also begun to emphasize the core sports qualities of "mastering sports skills, taking responsibility, living a healthy life and cherishing life". With "health first" as the guiding ideology, the development center has changed from material interests to students themselves, which makes them healthy and all-round development on the road of growth, and become the successor of the motherland in the real sense, the pride of the nation and the sun at eight o'clock in the morning. ^[14] In addition, since the beginning of 2015, while learning the advanced experience of international curriculum reform and facing the severe problems of basic education in China, the Ministry of Education has aimed the direction of curriculum reform at the core quality of students and focused on exploring the direction of individual, social and educational development in the new era. The integrated teaching goal of physical education and health curriculum is to build an efficient physical education classroom with the theme of cultivating students' core literacy, so that it can exert its unique and efficient force. The core ideas of students' core literacy released by the Research Results Center for the Development of Core Literacy of Chinese students in 2016 are "humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, practice and innovation". ^[15] The focus of the new era of "sports core quality" should be in sports skills, healthy behavior, sports morality, etc., to cultivate truly "healthy" and "useful" Chinese talents, so as to magnify the meaning of "people" and provide a solid foundation for the high-quality development of physical education in basic education schools in China in the next few decades.

3.1.2 The ability to implement the new concept of physical education curriculum in basic education

The reform concept needs to be put into practice, and only when it is truly implemented can it show its value and significance, but the concept is not "all-round without dead corners", and for the physical education curriculum of basic education, it should take a step-by-step

approach. Although the starting point of the current concept of physical education curriculum reform in basic education is the healthy development of students' physical and mental health as the main goal, but the previous emphasis on "three basic" learning has been gradually ignored, so there will be a series of sincere doubts about this program, because without the "leadership" of physical education subject knowledge, students may not be able to truly achieve the comprehensive development of physical, mental and social health. ^[16] In view of this, the process of physical education curriculum reform in basic education should be down-to-earth and steady, rather than a hot mind to achieve the goal and eventually end up with a "suffer a double loss" outcome. In reviewing and exploring the course of PE curriculum reform in basic education in China, we can find that in the process of reform, we should observe not only the overall effect, but also individual differences and individuals who are not adapted to the reform plan. Because the focus of PE curriculum reform in basic education in the past was a simple mechanical behavior, lacking connotation and sense of hierarchy, only focusing on students' enhancement of general physique and mastery of basic PE knowledge, it would ignore some special groups that did not adapt to it, making the reform road appear more "pale and weak" and formalized. Since the 21st century, the physical education curriculum reform of basic education in China has broken the tradition and put forward new ideas, namely "health first" and "student development as the center", among which "paying attention to the difference of individual development of students" is one of the important parts of the whole idea. ^[17] This concept not only further optimizes the teaching mode of mechanical physical education courses, but also opens a diversified, open, "healthy" and "humanistic" sports learning channel for students. Of course, the individual differences of students are also reflected in many aspects and multidimensional aspects. The future reform of physical education curriculum in basic education should be based on "paying attention to the individual differences of students". Strive to become a new generation of "comprehensive development of the successor" to create a colorful, diversified, sustainable, healthy and upward basic education physical education curriculum.

3.2 Create a professional leading reform atmosphere, open up a "harmonious sunshine" physical education curriculum reform road

Due to the low adaptability of schools, localities and PE teachers to PE curriculum reform, and the high operating cost compared with the traditional PE curriculum, the core parts involved in the operation appear to be slack and indifferent to the new curriculum reform, and still implement teaching according to the traditional PE curriculum, which

hinders the road of the new PE curriculum reform. In view of this, through the dissemination and learning of successful cases of the new curriculum reform of physical education and health, the appropriate adjustment of the input cost of the participants, and efforts to improve the credibility and professionalism of the new curriculum reform are one of the important breakthrough points to "persuade" schools, management departments and physical education teachers to reach a consensus on the road of the new curriculum reform and actively cooperate with the implementation. From the subsequent reform process, it can be found that China's physical education curriculum reform has experienced two periods before and after the revision of Curriculum Standards in 2011, namely, the exploration period and the steady progress period ^[18]. It can be seen from these two periods that theory is always more than practice when it is in the exploratory stage, and practice is equal with theory only when it is in the stable stage. At this time, an important bridge is built between the two, which is the front-line teachers, schools and PE teaching and research staff who actively learn and implement the new PE curriculum reform, and their reform effect has a "butterfly effect". Lead and drive more schools, localities, PE teachers and PE teaching and research personnel to recognize and actively implement the PE curriculum reform program of basic education in China, so as to further create a more professional and driving reform atmosphere, and strive to open up a "harmonious and sunny" new PE curriculum reform road.

3.3 Promote the "integrated innovation" basic education physical education curriculum reform ideas

At the National Education Conference, the fundamental question of "who to train, how to train, and for whom to train" was scientifically answered, and it was made clear that the fundamental purpose of education was to "train socialist builders and successors with all-round development of moral, intellectual, physical, beauty, and labor, accelerate the modernization of education, build a strong education country, and run education that the people are satisfied with." As an important way for students to enhance physical fitness, improve health, improve the core quality of sports, adapt to the society and train talents to become "moral, intellectual, physical, beauty and labor" all-round development, physical education curriculum plays a decisive role in promoting the development of sports power. The report of the 19th National Congress of the Communist Party of China pointed out that the physical education curriculum of basic education in the new period is completely different from the general cultural curriculum, which is related to many important factors in the process of human growth, such as physique, nutrition, environment and so on. The report of the 20th

National Congress of the Communist Party of China stressed the importance of sports, proposed that "when the young people are strong, China is strong, and sports are strong, China is strong", and stressed the role of sports in cultivating all-round development of talents, reflecting the core value of physical education in China's basic education cause to "develop quality education, promote educational equity." Physical education curriculum has two core values: physical fitness and skill. The value of physical fitness tells people that the true meaning of sports is the cultivation of the body, and the importance of physical training is the same in ancient and modern times, because people are in no matter what period, what era and what social living environment, physical health is the first, especially in the complex and diverse modern society. Skill value as a way for people to acquire and experience the pleasure of modern life. Both will become the core value of the physical education curriculum content [19]. As far as the vertical promotion mechanism of physical education curriculum reform in our country is concerned, there are many deficiencies, and more diversified new ideas of promoting "integrated innovation" reform are needed to reflect the two core values of physical education curriculum reform in the new era.

3.4 Strictly check the physical education curriculum implementation links, let physical education curriculum return to students' life

Curriculum implementation is the key link between curriculum and teaching, and classroom teaching is the central link and basic approach of curriculum implementation [20]. One of the important links of PE curriculum reform is the effective implementation of PE curriculum. From the theoretical research and practical proof of curriculum reform at home and abroad, it can be seen that in a complete and successful curriculum reform, the effective implementation of curriculum is indispensable, and it is the only way to realize the value of curriculum reform. It is a "light" in the physical education course to illuminate the direction of travel. Based on this, it is one of the important links of reform to continuously enrich the content of physical education curriculum and help the implementation of physical education curriculum. First of all, the students' life as the subject of PE class change content, so that they return to the true life, healthy growth. Life is the sum total of all the daily activities and experiences of human life, and it is also a process of continuous demand, continuous creation, rather than simple enjoyment. Looking at the present, what is most closely related to the life of students is the modern social environment and the rapid development of science and technology, the development of both determines the development of people, different living environments create different people, in each of the same and different historical stages and

periods are colorful and diverse. Therefore, it is one of the key points of reform to return the content of physical education curriculum to students' living space. Secondly, we should build a hierarchical physical education curriculum content system, which is gradually transmitted from the national, local and school to the bottom. The concrete implementation of physical education curriculum content by school-based development means that it is carried out at the school site, under the basic spiritual leadership of the curriculum outline formulated by the state and local governments, according to the nature, characteristics, conditions and resources available and developed by the school itself, and carried out by school members voluntarily, independently, independently or in cooperation with off-campus groups or individuals. All forms of curriculum development activities designed to meet the learning needs of our students are a continuous and dynamic process of curriculum reform. School-based development is not only the only way of national curriculum implementation, but also the basis of physical education curriculum implementation, which can make students really return to the rich and colorful life world. Of course, this process is the initial framework of generality, inclusiveness and applicability obtained by the implementation of national physical education curriculum, and then developed again by physical education teachers, so that physical education teachers can transform from "teachers" into "curriculum designers", and realize that physical education classroom learning is no longer a process of acquiring knowledge and skills through memory and practice. Instead, classroom learning is applied to real life, and the previous "infusing" and "one-size-fits-all" teaching methods are transformed into interesting, living, practical and healthy teaching with innovative design ^[21].

4 Conclusion

After the baptism of the previous reforms, it can be seen from the experience of predecessors that the reform of physical education in basic education keeps pace with The Times and creates a reform plan in line with the development of the new era. However, the current physical education curriculum in basic education in China should actively respond to the call of "centering on the healthy development of students". Adhere to the guiding ideology of "health first" and the fundamental task of cultivating students' "physical education core quality", take top-level design as the overall framework for the implementation of physical education curriculum reform plan, and take vertical promotion mechanism as the way to develop, so as to cultivate socialist builders and successors with all-round development of "moral, intellectual, physical, beauty and labor", to provide strong educational support and

talent support for realizing the Chinese dream of the great rejuvenation of the Chinese nation, the dream of a strong country and the dream of individuals.

Competing Contributions

B.J. led the study. All authors conceived and designed the study. B.J, S.J.W, Y.F, J.B.X and Q.Y.C drafted the article. All authors made critical revisions to the manuscript for important intellectual content and gave final approval of the manuscript.

Competing interests

The authors declare no competing interests.

References:

- [1] Chen Jiaqi, Sun celebrated. Sports Curriculum and Teaching under the guidance of game spirit. *Journal of Beijing Sport University*, 2012,35(10):96-99. (in Chinese)
- [2] SoYang Ye. Evaluation Criteria of School Physical Education Curriculum Based on Sports Lifestyle. *Journal of Shanghai University of Physical Education*, 2014,38(2):74-77.
- [3] Yang Wenxuan, Zhang Siqian. Physical Education and Health Curriculum Implementation under the new normal. *Journal of Physical Education*, 2015,22(5):1-4.
- [4] Gao Rong, Zhang Jianhua, Mao Zhenming. Reflection on the Curriculum Reform of Physical Education and Health in Basic Education in China. *Journal of Beijing Sport University*, 2007,30(7):74-77.
- [5] Bi Jinjie. Analysis of the Concept of Physical Education Curriculum. *Journal of Beijing Sport University*, 2013,36(11):96-101.
- [6] Ji Liu. Mission and Glory: A review of 20 years of Physical Education and Health curriculum Reform in Basic education in China. *Journal of Capital Institute of Physical Education*, 2021, 33(06):581-587.
- [7] Ji Liu. Clarification and Analysis of some cognition Problems on the New Curriculum Reform of Physical Education in China in the past 20 years. *Journal of Shanghai University of Sport*, 2020, 44(01):21-30.
- [8] Wang Xiaozan, Yang Yanguo, Xu Qiping. Inheritance and Development of Physical Education and Health Curriculum Standards in Basic Education in China since the new century. *Journal of Xi'an University of Physical Education*, 202,39(05):513-524.
- [9] Zhang Zhengmin, Chen Ning. Realistic Appeal and Theoretical Orientation of the transformation of School physical education Development Mode in China. *Journal of Beijing University of Sport*, 2015,38(12):88-94.
- [10] Dong Huan, Kong Kai. Research on the Status quo, Problems and Countermeasures of Physical Education Curriculum Reform in Basic education. *Chinese Journal of Education*

on, 2023, (S1):142-144.

- [11] Wang Xiaozan, Yin Zhihua, LI Youqiang, YU Yingying, JI Liu. Analysis on the development direction and context of contemporary Physical Education curriculum Model from the international perspective. *Sports Science*, 2014,34(11):3-15.
- [12] Chen Baosheng. Conscientiously study and implement the spirit of the National Education Conference to accelerate the modernization of education and build a new journey of education. *Chinese College Student Employment*, 2018,19 (23):4-7.
- [13] Cheng Wei-bo, ZHANG Zhi-Yong, Li Bin. Inheriting and surpassing the concept of physical Education curriculum in Basic Education in China. *Journal of Physical Education*,2017,24(06):89-93.
- [14] Zhu Zhiwen. Fully Implementing moral education and cultivating people, Vigorously Promoting fair and high-quality development of basic education. *Chinese Journal of Education*,2018(11):1-7.
- [15] Wang Hui. Core Accomplishment: Gene Fusion Opportunity of Physical Education and Health Curriculum. *Journal of Capital University of Physical Education*,2018,30(03): 204-208+231.
- [16] Li Bin. Value Connotation and Characteristics of Physical Education and Health Curriculum Reform in Basic Education. *Journal of Beijing Sport University*,2012,35(05):86-90.
- [17] Yin Rongbin, Ji Liu. Realistic Demands and Paths of Physical Education Curriculum Reform in Basic education. *Journal of Physical Education*,2015,22(05):75-80.
- [18] Li Bin. Difficulties and Countermeasures in the implementation of Physical education and Health curriculum reform in basic education: From the causes of path dependence in institutional change. *Science of Sports and Sports*,2017,37(03):13-20.
- [19] Zhang Xiqian. Theoretical Analysis of PE Curriculum Reform. *Journal of Physical Education*,2014,21(01):11-15.
- [20] Liu Xin. Evolution and Prospect of PE Curriculum Reform in 70 Years of Basic Education in New China. *Journal of Beijing Sport University*, 2019, 42(11): 43-56.
- [21] Jiang Bo,John QUAY,CUI Xia, Huang Jin. New inspiration of physical Education curriculum reform in China's basic education: Based on the perspective of Australia's creative body education curriculum model. *Journal of Beijing Sport University*,2018,41(06): 93-99.