

# *Dilemmas of Integration of Sports and Education and Its Strategy Research*

Qing Ma

*School of Sports Academy, Xi'an Fanyi University, Xi'an, Shaanxi, China*

**Keywords:** Integration of Sports and Education, School Sports Education, Youth

**Abstract:** With the realization of the goal of building a moderately prosperous society and the continuous development of people's material living standards, the problem of youth physical fitness has become prominent. A review of relevant information and data shows that in recent years, various physical fitness indicators of China's youth have declined to some degrees, and the state has issued a series of policies to promote youth physical fitness in response to this phenomenon, with policies that are more reflective of science, rationality and sustainable development.

## 1. Introduction

**Methodology:** Literature review, expert interviews and logical analysis are used to analyze the health problems of adolescents in a comprehensive manner, to analyze the factors influencing adolescent physical health based on the background of integration of sports and education, to propose targeted measures that can promote adolescent physical health, and to provide informative opinions for school sports education and society to address adolescent physical health issues.

**Dilemmas in the integration of sports and education:** The physical health problem of adolescents is generally characterized by a phenomenon of overweight in students, serious myopia, poor endurance qualities and low lung function in spirometer. Reasons for these phenomena are as follows:

(1) **Personal reasons:** adolescents have a poor awareness of health and a lack of motivation to exercise due to their poor perception of exercise.

(2) **Family reasons:** The literature shows those parents' perceptions and attitudes towards sports have a direct and positive impact on their children's participation in sports, but at present the traditional education concept of "Scholarship is the key to success." still dominates the thinking of Chinese parents.

(3) **School reasons:** The research shows that the school physical education curriculum of "health first" and "physical education for teaching" ideology is not enough, the allocation of physical education resources is not sufficient, the implementation of the rights and responsibilities of the main body is unclear, lack of supervision.

(4) **Teachers' reasons:** Inadequate reform of the physical education curriculum in schools, inadequate allocation of professional physical education teachers whose professional competence in teaching needs to be improved, teaching methods need to be innovated, less physical education class time is arranged, and students do not have sufficient time for exercise.

(5) **Social reasons:** Insufficient allocation of social sports resources, lack of professional activity venues for practice after school, lack of professional sports theoretical knowledge and guidance on sports skills by professionals, and the disconnect between in-school and out-of-school sports learning resulting in students' sports needs not being met.

**The research findings:** As the young is strong, the country is strong, and adolescents' physical health issues are related to the foundation of national physical health, and school physical education is the basis of mass sports. Therefore, strengthening adolescents' physical health issues can improve the overall sports strength of the whole country. In the integration of sports and education, firstly, students should pay more attention to their own awareness, to establish the concept of “health first”, form the concept of lifelong sports and strengthen the role of family in promoting the development of sports attitude; secondly, based on learning resources to achieve a full range of sports-related courses. Finally, it is important to accelerate the integration and training of sports talents, optimize the channels for sports registration and competition, improve the accountability mechanism of the main body, try to avoid the phenomenon of cross-management, and strengthen the supervision of sports resources allocation.

## 2. Build Awareness of “Health First” and Sports Education Ideology

"Health First" and "Sports for education" are the guiding principles that should be implemented in school physical and health education, and the 2022 curriculum standard emphasizes the implementation of the "Health First" education concept and the strengthening of the in-depth integration of physical education and health education [1]. The 2022 curriculum standards emphasize the implementation of the "Health First" concept of education and the strengthening of the in-depth integration of physical education and health education, through which students' attention to physical education and health is enhanced, and which is of high significance in promoting the physical and mental health of young students [2]. Aiming at the development of The Times, this study should strengthen the reform of information-based teaching and update the content and teaching methods of physical education and health education in time. This study promotes the transformation of talent training mode, strengthens students to experience happiness in sports, promotes health, cultivates strong will quality, sound personality, perceives the charm of sports, strengthens interpersonal communication, and enhances personal confidence in sports. The aim of this study is to strengthen the theoretical teaching of physical education in class, give full play to the function of physical education and health education, and develop students' physical and mental health, improve their athletic ability and physical quality [3].

## 3. The Influence of Parental Attitudes towards Sports on Young People's Physical Activity

Parents are their children's first initiation teachers, so their attitudes towards sports can have a relevant impact on their children's sporting behaviour [4-5]. According to the literature, parents' loving for sporting activities at their leisure time can influence their children's participation in sporting activities, and parents' interaction with their children during those activities can improve their children's sporting cognition and promote their mental health. Traditional parents still have the idea that “Knowledge learning is the key to success.” and some parents' perceptions are still at the stage of teaching for the test. The concept of quality education places more emphasis on the all-round development of the child, and sports have their own contribution to the development of the other four aspects of education. Sports contribute to the development of good qualities in young people's development, and physical and mental health is essential to their growth which cannot be replaced by knowledge, therefore, raising parents' awareness of exercise is of great significance in promoting young people's knowledge of sports [6].

#### **4. Strengthening the Soundness and Improvement of School Sports Department**

In the process of school sports, there are problems such as untimely coordination between departments, unbalanced and inadequate allocation of resources, and the phenomenon of crossover between multiple departments in implementation, unclear rights and responsibilities of the main body [7-9]. School sports health security needs to be improved, and when emergencies occur, it is difficult to ensure the first-aid. The solution to the above problems requires the establishment of a sound protection system and consultation and cooperation among various departments, so the development of school sports requires a sound and complete system, clear authority between various departments, the formation of a systematic and comprehensive governance mechanism, appropriately increase the amount of physical education class time according to the actual situation, and give students sufficient time to exercise systematically[10-11].

#### **5. Team Building of Physical Education Teachers**

Physical education teachers are of great importance in improving the physical health of young people [12-13]. In the new era, PE teachers are being required to master new ideas and to meet the new standard, and it is vital to train highly knowledgeable and skilled PE teachers for the development of physical education in schools [14]. The PE curriculum in schools should be fully reformed and physical education teachers should also synchronize their awareness of the new curriculum reform, reflecting a balanced, comprehensive and selective curriculum structure in the teaching process, closely linking the content of the curriculum with the requirements of the new era, improving their professional competence in teaching and innovating teaching methods [15].

#### **6. Enhancing the Coherence of Social and School Sports Development**

After learning sports skills and theoretical knowledge at school, students cannot apply the theories and skills they have learned to practice after school, and social sports resources are not well connected with that of school. Only by connecting school and social sports can we fundamentally promote China's progress from a large sports nation to a strong sports nation, and the stimulation and cultivation of sports interests must be coherent; School sports can stimulate students' interest and enthusiasm for sports and the establishment of a lifelong concept of sport, while social sports can strengthen young people's understanding of its importance. Sports clubs are the main form of integration between social and school sports in practice. At the social level, strengthening the establishment and improvement of youth sports clubs can promote the sustainable development of the integration between school and social sports.

#### **7. Conclusions and Recommendations**

The health and fitness of young people cannot be ignored. Under the integration of sports and education, it is necessary to raise the importance of students' own awareness, establish the concept of health first and form the concept of lifelong sports. Parents need to have sufficient knowledge of sports to influence young people to participate in through family facilitation. Schools need to allocate resources rationally, offer a full range of physical education courses, improve the main accountability mechanism, try to avoid the phenomenon of multi-departmental cross-management, and strengthen the supervision of the allocation of sports resources. On the teachers' side, we should improve the construction of the physical education teaching team, pay attention to the two-way improvement of physical education teachers' ability to learn the curriculum and professional and technical skills, innovate the curriculum content according to the development of the times, and

adhere to the fundamental task of education orientation of "establishing moral education for people". In the social sphere, emphasis should be placed on the linkage between school and social sports resources, so that there is continuity in the improvement of the physical health of young people.

## Acknowledgement

The Foundation of Shaanxi Provincial Science and Technology Department (2022JM-138).

## References

- [1] Cao J F. *Physical Activity and its Influencing Factors among Children and Adolescents of Provincial Capitals of China*. East China Normal University, 2020
- [2] Meng X L, Cong C. Review of "Labor Health System" Physical Education and Exploration of School Compulsory Sports. *Bulletin of Sport Science & Technology*, 2016(02): 3-4+11.
- [3] Zhai D. *Research on Some Problems of the Integrated Development of Competitive Sports and College Sports in China*. China University of Mining and Technology, 2020.
- [4] Elisa I. Sánchez-Romero, Francisco J. Ponseti Verdaguer, Pere A. Borràs & Alejandro Garc ía-Mas. (2020) Systematic Observation of the Verbal Behavior of Families of Youth Athletes in Grassroots and Team Sports. *International Journal of Environmental Research and Public Health* 17:4, pages 1286.
- [5] Valerio Bonavolontà, Stefania Cataldi, Francesca Latino, Roberto Carvutto, Michele De Candia, Gioacchino Mastrorilli, Giulia Messina, Antonino Patti & Francesco Fischetti. (2021) The Role of Parental Involvement in Youth Sport Experience: Perceived and Desired Behavior by Male Soccer Players. *International Journal of Environmental Research and Public Health* 18:16, pages 8698.
- [6] Katarzyna Płoszaj & Wiesław Firek. (2021) Self-assessment of football referees on their educational influence on children aged 9–12 during a sports competition. *Physical Culture and Sport. Studies and Research* 93:1, pages 38-48.
- [7] Timpka T, Finch C F, Goulet C et al. Meeting the global demand of sports safety: the intersection of science and policy in sports safety. *Sports medicine*, 2008, 38(10):795-805.
- [8] Zhu Xiaoping, Ma Yaxing. Strengthening the awareness of sports safety risks in Colleges and universities and the construction of guarantee system. *Journal of Kaifeng University*, 2014, 28 (2): 48-49, 69.
- [9] Yu Ying, Zhao Yang. Analysis of the current situation and problems of university students' health and safety system. *Journal of Changchun University (Social Sciences)*, 2016, 26 (1): 6-10.
- [10] Zhou Tingting. *The overall design of the safety environment of school sports activities: a case study of colleges and universities in Henan*. Zhengzhou University, 2012.
- [11] Zhao Hanhua. Construction of school sports injury risk prevention and control system. *Contemporary sports technology*, 2015, 5 (26): 242-244.
- [12] Otero F M, Carmona J, Albornoz M, Calvo A, D úz J A. Teacher's methodology of invasion games in primary school. *Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte*. 2014; 14(53):69–87.
- [13] Sanmart ín M G, Dom énech C P, Benet E T. Physical education and their teachers' profile from the pupils' viewpoint. *RICYDE Revista Internacional de Ciencias del Deporte* 105232/ricyde. 2007; 3(8):39–52.
- [14] Butler J I. Curriculum constructions of ability: enhancing learning through Teaching Games for Understanding (TGfU) as a curriculum model. *Sport, Education and Society*. 2006; 11(3):243–58. 10.1080/13573320600813408.
- [15] Harvey S, Jarrett K. A review of the game-centred approaches to teaching and coaching literature since 2006. *Phys Educ Sport Pedagog*. 2014; 19(3):278–300.