

Research on the Strategies of Integrating Life Education into Primary School Physical Education

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Abstract: In today's society, with the upgrading of health concept and the deepening of education reform, life education has gradually received extensive attention. In order to improve students' safety awareness, China's relevant education departments have issued a series of laws and documents, such as the Campus Safety Law and the Guiding Outline of Public Safety Education in Primary and Secondary Schools, to urge schools to integrate life safety education in various disciplines. Primary school physical education, as an important part of basic education, not only focuses on the improvement of students' physical quality, but also needs to assume the important responsibility of life safety and health education. Therefore, the purpose of this study is to explore how to effectively infiltrate life education in primary school physical education, through improving the teaching content and methods, cultivate students' awareness and ability of self-rescue and mutual rescue, and then promote their comprehensive and healthy development.

1. Introduction

The primary school stage, as an important stage of children's growth, is of vital significance for the improvement of students' physical quality and the cultivation of a healthy lifestyle. At this stage, physical education is not only the imparting of skills, but also an important part of the overall development of students' physical and mental health. At present, with the increasing emphasis of society on life safety and health education, physical education in primary schools needs to penetrate life education more deeply, so that students can not only exercise their bodies, but also cultivate safety awareness and self-protection ability in the process of sports. Primary school physical education teachers need to assume this important responsibility, the combination of life education and sports skills teaching, so that students in the master of sports skills at the same time, but also can learn how to prevent and deal with life safety accidents, develop healthy habits^[1]. Therefore, the purpose of this study is to explore how to effectively infiltrate life education in primary school physical education, so as to provide useful reference for promoting students' all-round and healthy development.

2. The importance of life education in primary school physical education

2.1 Promote students' physical and mental health and develop a positive attitude towards life

The importance of integrating life education into physical education in primary school is self-evident. As an important part of the primary education system, physical education not only bears the heavy responsibility of improving students' physical quality, but also plays an important role in shaping students' healthy mentality and life attitude^[2]. Therefore, in the teaching process, teachers need to change the traditional teaching consciousness, put the protection of students' lives in the first place, and ensure that physical education not only pays attention to the training of sports skills, but also can take into account the life safety education of students. This requires teachers to make full preparation before class, collect the content related to life education extensively, and look for the best opportunity to penetrate life education. At the same time, teachers should also carry out innovative exploration in teaching design, so that life education and subject teaching can be naturally integrated, so that students can receive life safety education unconsciously. In addition, teaching organizations should be closely connected with students' lives, so that life education measures can be truly implemented, so as to achieve the purpose of enhancing students' life safety awareness and cultivating their positive life attitude. Only in this way can physical education in primary school really play an important role in students' physical and mental health and positive attitude towards life.

2.2 Cultivate students' awareness of respecting life and cherishing life

In primary school physical education, the importance of life education cannot be ignored. In the process of teaching design and implementation, teachers should deeply study students' learning generation and grasp the educational opportunity, so as to cultivate students' life consciousness and values. Since students often have cognitive shortcomings in life education, teachers need to guide and educate students repeatedly through careful teaching design and organization^[3]. This includes organizing students to participate in a variety of learning activities, such as safety drills, outdoor adventures, etc., so that they can personally experience the precious and fragile life in practice, and then establish a profound cognition of life health. In addition, teachers need to closely link teaching research with actual teaching procedures to ensure that life education measures can be truly implemented in classroom teaching. Through specific teaching adjustment and teaching research organization, teachers can make more students naturally integrate into the discipline training, so as to gradually enhance the reverence and respect for life in the actual experience^[4]. Such teaching methods can not only enhance students' awareness of life safety, but also lay a solid foundation for their all-round development.

2.3 Help students establish a good interpersonal relationship and learn to cooperate and compete

In primary school physical education, life education also plays an indispensable role in helping students establish good interpersonal relationships and learn to cooperate and compete. As the primary school students are in a critical period of psychological development, their interpersonal skills and cooperative consciousness are gradually emerging. According to the students' sports habits and psychological characteristics, teachers carry out targeted teaching design, which can provide students with an environment of mutual cooperation and fair competition. By organizing team competitions, collective activities, etc., teachers can help students realize the strength of a team and learn to play their own role in a group^[5]. In addition, inviting parents to participate in students' sports activities can not only enhance students' exercise motivation, but also promote effective

communication between family and school, forming a joint educational force. In such an environment, students can not only exercise their bodies, but also cultivate the ability to communicate with others, establish a harmonious interpersonal relationship, and gradually learn how to compete in cooperation and cooperate in competition, laying a solid foundation for future life and study. Therefore, life education in primary school physical education is not only the imparting of skills and knowledge, but also an important way to shape personality and cultivate social ability.

2.4 Lay the foundation for students' lifelong development

In primary school physical education, the importance of life education is also reflected in laying the foundation for students' lifelong development. When designing and organizing sports teaching activities, teachers should not only pay attention to the imparts of skills and knowledge, but also pay attention to the penetration of life education. It is the responsibility and pursuit of every teacher to innovate teaching methods and let students form a deep cognition of life and health in the process of consciously participating in training activities. In order to achieve this goal, teachers need to closely integrate physical training activities with students' life practice, so that students can experience the fun and challenges brought by sports in real life scenarios. Such teaching design can not only stimulate students' interest in learning, but also help them enhance their awareness of life and health in practice and form a positive and healthy lifestyle. At the same time, teachers also need to recognize the reality according to the students' academic ability foundation and ideology, and flexibly adjust the teaching strategy to ensure that every student can be fully exercised and developed in the physical education. Through such teaching arrangements, physical education in primary schools can not only enhance students' physical fitness, but also lay a solid foundation for their lifelong development.

3. The problems of life education in primary school physical education

3.1 The content of life education is not systematic and perfect

In primary school physical education, an obvious problem lies in the lack and imperfection of life education content. Many schools pay too much attention to the training of sports skills, but neglect the importance of life safety education and health education. As a result, primary school students lack the necessary coping ability and self-protection awareness in the face of potential dangers. For example, in swimming classes, students are often taught only basic swimming skills and have little knowledge about important water safety such as how to stay safe in the water and how to respond to emergencies. This kind of teaching method, which only attaches importance to skill training while ignoring life safety education, undoubtedly increases the risk of accidents for students, and cannot provide a comprehensive guarantee for their healthy growth.

3.2 Teachers have insufficient understanding of life education and limited ability to implement it

One of the problems of life education in primary school physical education lies in the lack of teachers' understanding of life education and their limited ability to implement it. The specific performance is that the professional quality and teaching methods of some primary school physical education teachers are not enough to support the implementation of life education. These teachers may lack the awareness of life safety and health education, the lack of relevant training and teaching guidance, so it is difficult to adapt to the requirements of cultivating good physical quality and life safety awareness of primary school students. This situation varies between different regions and schools. Some regions and schools pay attention to the teaching of physical education courses, not

only providing rich and diverse sports and activities, but also arranging comprehensive life safety education and training courses. However, some other regions and schools are faced with the shortage of professional PE teachers and inadequate sports facilities, resulting in uneven quality of PE teaching and difficult to effectively implement life safety education courses, and sometimes even a virtual absence. This unbalanced situation highlights the severe challenges facing life education in physical education teaching in primary schools.

3.3 Students' participation and interest in life education are not high

Another prominent problem of life education in primary school physical education is that students' participation is not high and their interest in life education is not strong. Due to the monotonous and boring teaching methods of some PE teachers, the lack of innovation and interest leads to the lack of students' interest in the content of life safety education and low participation. For example, when teaching life safety skills such as swimming and first aid, some teachers only explain and demonstrate mechanically, and do not design teaching activities according to students' interests and actual needs, which leads to students feeling bored and boring in learning. In addition, some schools and teachers pay too much attention to sports competition and competition results, ignoring students' individual differences and interest cultivation, which leads to some students' resistance to sports courses, and then lack of attention to life education. This lack of interest and participation has seriously affected the effective implementation of life education in primary school physical education, making it difficult for students to make correct judgments and responses when facing potential dangers.

3.4 Family and social support for life education is insufficient

In primary school physical education, the problem of life education is not limited to the school and teacher level, and the insufficient support from family and society is also a significant problem. Many families lack life safety education for their children and fail to pass on relevant safety knowledge and awareness in daily life. Parents tend to pay more attention to their children's academic performance and physical health, while ignoring the importance of life safety education. This lack of family education makes it difficult to consolidate and expand the life safety education that children receive at school. At the same time, the society's attention and support for life education are also insufficient. Public opinion often focuses more on students' academic performance and sports competition level, and lacks enough attention to life safety education. In addition, some public places and communities lack life safety education activities and facilities suitable for primary school students to participate in, limiting students' opportunities for practice and experience. This lack of family and social support for life education makes it difficult for life education in primary school physical education to achieve good educational results, and students often lack sufficient coping ability and self-protection awareness when facing safety risks.

4. Infiltration strategy of life education in primary school physical education

4.1 Improve the content system of life education and make it more systematic and targeted

The content system of life education needs to be comprehensively improved to ensure its systematization and pertinence, so as to better promote the healthy growth of students. Through the study of physical education, students can not only exercise their body and cultivate a healthy lifestyle, but also understand the importance of life safety under the guidance of teachers. Life safety education should not only stay in the theoretical knowledge, but also should be combined with practice, so that students can master how to protect themselves in emergency situations and how to effectively avoid

potential safety risks. In addition, the content of life education needs to keep pace with The Times and constantly adjust and update according to the development and changes of society, so as to ensure that the knowledge and skills learned by students are practical and effective. By improving the content system of life education, it can be expected that students can improve their physical quality at the same time, their life safety awareness can also be significantly enhanced, thus laying a solid foundation for their future healthy growth.

4.2 Strengthen the life education training for teachers and improve their implementation ability

In order to improve teachers' ability to implement life education, it is necessary to strengthen their professional training. This training can include theoretical courses, case studies and interactive exercises so that teachers can better understand how to effectively integrate life education content in physical education classes. In the training, teachers can learn how to use a variety of teaching tools, such as scenario simulation, role playing, etc., to help students understand real-life life safety issues. In addition, the training should also emphasize the fun of sports activities and encourage teachers to design creative sports games and activities to stimulate students' interest in healthy living. Through these activities, students can not only improve their physical fitness, but also develop a sense of crisis and the ability to guard against life safety in teamwork. In a word, strengthening teacher training is the key to improving the quality of life education, which helps teachers better guide students to participate in sports activities and develop good health habits.

4.3 A variety of teaching methods should be adopted to stimulate students' interest in life education

In order to fully stimulate students' interest in life education, we can adopt a variety of teaching means to make life education lively and interesting and closely linked with sports. In the actual physical education teaching, teachers have observed that many students have a strong interest in the topic of wilderness survival, so we can design a variety of challenging wilderness survival games in the free activities of physical education class in combination with the requirements of the new curriculum standard of primary school physical education on the cultivation of wilderness survival skills. These games not only let the students experience the excitement and fun, but also learn the practical survival skills in the play. In addition, teachers can use the "Campus Safety Week" and other activities held by schools as an opportunity to organize safety knowledge promotion activities in physical education classes. Through these activities, interspersed with topics that students are interested in, such as drowning rescue, fire escape and wilderness survival drills, so that students can have an in-depth understanding of safety knowledge and improve their self-protection ability in the process of participation. Through this kind of edutainment teaching method, students can master safety knowledge in a relaxed and pleasant atmosphere, so as to participate in life education more actively.

4.4 Actively strive for the support of family and society to form a joint force of life education

Life education is not a one-man show for schools, but requires the participation of families and society to form a joint educational force. Schools and teachers should actively seek support and cooperation from families. Specifically, teachers can regularly distribute publicity materials about safety education to parents through parents' meetings and other channels, so that parents can understand the content and importance of school safety education, so as to strengthen the guidance of safety education for children in daily life. In addition, schools can also cooperate with social

organizations and use community resources to carry out life education activities, such as organizing safety knowledge competitions, safety education practice activities, etc., so that students can receive life safety education in a broader space. Through this kind of education model of family, school and society, we can improve students' life safety awareness in an all-round way, and escort their growth.

5. Conclusion

The purpose of this study is to explore the infiltration strategy of life education in primary school physical education. It is found that there are some problems in the current physical education of primary school, such as unsystematic content of life education, lack of teachers' awareness, low participation of students and insufficient family and social support. In view of these problems, this study puts forward some permeating strategies, such as improving the content system of life education, strengthening the training of teachers' life education, using various teaching means to stimulate students' interest and actively seeking family and social support. The implementation of these strategies will help to improve the quality of physical education in primary schools, enhance students' awareness of life safety and self-protection ability, and also help to build a life education force in which schools, families and society participate together, providing a strong guarantee for students' healthy growth.

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