

A Study on the Current Situation of Physical Education and Aesthetic Education in Primary and Secondary Schools in Shenzhen¹

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Abstract: Strengthening the aesthetic education of physical education and constructing a physical education curriculum that follows the aesthetic orientation and growth rules of youth have become the key elements of school physical education curriculum reform. This study investigated 942 physical education teachers by developing a questionnaire on the current situation of physical education and aesthetic education in primary and secondary schools in Shenzhen, and combined the research methods of questionnaire survey and mathematical statistics to study the current situation of physical education and aesthetic education in primary and secondary schools in Shenzhen. The results show that 1) most of the physical education teachers in primary and secondary schools in Shenzhen recognize the nurturing value of physical education and aesthetic education for students, and the implementation of physical education and aesthetic education in primary and secondary schools in Shenzhen is imperative. 2) physical education teachers in primary and secondary schools in Shenzhen have a basic knowledge about aesthetic education, and the majority of them implement physical education and aesthetic education through methods such as movement demonstration and theoretical teaching. 3) the importance of school leaders to physical education and teachers' thought and behavior importance and implementation degree are the important factors affecting the development of physical education and aesthetic education in Shenzhen primary and secondary schools.

Keywords: Shenzhen; Primary and secondary schools; Physical and aesthetic education; Investigation and research

1. Preface

In October 2020, the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Sports in the New Era" and "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era". In October 2020, the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Sports Work in the New Era" and "Opinions on Comprehensively Strengthening and Improving School Aesthetic Work in the New Era", proposing that, in terms of curriculum development, on the basis of "opening all and opening enough", we should "offer good" sports and aesthetic education courses, and strictly implement the rigid requirements for school sports and aesthetic education courses. Aesthetic education curriculum rigid requirements, and constantly broaden the curriculum areas, and gradually increase the class time, rich curriculum content. The implementation of physical education and aesthetic education is a historical requirement for the reform and development of national education, and the reason why more and more people like physical education is not only because people know that "life lies in sports", but also because physical education is associated with "beauty". Therefore, in this paper, we investigate the cognitive ability and behavior of physical education teachers in primary and secondary schools in Shenzhen, analyze the value orientation of physical education and its path, and provide effective help for the development of physical education curriculum in the future from a practical point of view.

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2. Research objects and methods

2.1 Research Subjects

This paper develops a questionnaire to investigate the current situation of physical education and aesthetic education in primary and secondary schools in Shenzhen.

2.2 Research Methodology

2.2.1 Literature method

We searched from China Knowledge Network, Google Scholar, Web Of Science, etc. , using the words related to "physical education and aesthetic education" as topics or keywords, giving priority to core journal papers, papers of famous scholars at home and abroad, and doctoral dissertations, and read a large amount of domestic and foreign literature about physical education and aesthetic education to understand the current situation of physical education and aesthetic education in primary and secondary schools. The study was based on a solid theoretical foundation.

2.2.2 Questionnaire method

In this study, a self-prepared questionnaire entitled "Questionnaire on physical education and aesthetic education in primary and secondary schools in Shenzhen" was used to distribute to physical education teachers in primary and secondary schools in Shenzhen. The questionnaire mainly investigated the current situation, necessity, feasibility and influencing factors of physical education and aesthetic education in primary and secondary schools. 942 questionnaires were collected and 942 valid questionnaires were returned, with an efficiency rate of 100%.

2.2.3 Mathematical and statistical method

Microsoft Excel and SPSS data statistical software were mainly used to process and analyze the questionnaire data, and the statistical results were analyzed and interpreted from a mathematical perspective through descriptive statistics and chi-square test methods, and the processed results were plotted into graphs.

3. Results and Analysis

3.1 Knowledge of physical education and aesthetic education among primary and secondary school physical education teachers in Shenzhen

As shown in Table 1, there was no significant difference in the responses of physical education teachers with different education levels regarding the knowledge of physical education aesthetic education in primary and secondary schools in Shenzhen ($X^2=13.877$, $p>0.05$), and 15.3% of physical education teachers knew physical education aesthetic education very well, 46.3% knew physical education aesthetic education relatively well, 33.0% thought it was average, and 5.1% of physical education teachers did not know much about physical education aesthetic education, and only 0.3% of physical education teachers knew very little about physical education aesthetic education. In daily physical education, the cultivation of aesthetic awareness of physical education is often neglected. From the knowledge of physical education teachers in primary and secondary schools in Shenzhen about aesthetic education, the majority of physical education teachers have some knowledge about aesthetic education, which is a prerequisite for the implementation of aesthetic education in physical education in primary and secondary schools in Shenzhen.

Table 1 Cross-tabulation of findings between academic qualifications and knowledge of physical and aesthetic education (N=942)

		Knowledge of physical education and aesthetic education among primary and secondary school physical education teachers in Shenzhen				
		Very well understood	Better understanding	General Understanding	Don't really know	Very poorly understood
Academic qualifications	Graduate Students	12 (11.4%)	41 (39.0%)	40 (38.1%)	12 (11.4%)	0 (0.0%)
	Undergraduate	122 (15.5%)	372 (47.4%)	254 (32.4%)	34 (4.3%)	3 (0.4%)
	College and below	10 (19.2%)	23 (44.2%)	17 (32.7%)	2 (3.8%)	0 (0.0%)
	Total	144 (15.3%)	436 (46.3%)	311 (33.0%)	48 (5.1%)	3 (0.3%)
X ²		13.877				
P		0.085				

3.2 Implementation of physical education and aesthetic education in primary and secondary schools in Shenzhen

The results of the survey show that the teachers' implementation of aesthetic education in physical education classrooms

is not very effective as can be seen from the survey results; teachers who often provide aesthetic education to students in physical education only accounted for 41. 9% of the surveyed teachers, teachers who occasionally provide aesthetic education to students in physical education only accounted for 56. 2% of the surveyed teachers, and teachers who never provide aesthetic education to students in physical education Teachers who never taught students aesthetic education in physical education accounted for 1. 9% of the surveyed teachers (see Table 2). According to the results of the survey, although physical education teachers have mastered the basic knowledge about aesthetic education, their awareness and ability to educate students about aesthetics in physical education should be further strengthened.

Table 2 Statistics of basic awareness of physical education and aesthetic education among primary and secondary school physical education teachers in Shenzhen (N=942)

Survey Content	Select item	Frequency	Percentage
How do you educate students about aesthetics in physical education?	Frequently	144	15. 3%
	Occasionally	436	46. 3%
	Never	311	33. 0%

3.3 The necessity situation of physical education and aesthetic education in Shenzhen primary and secondary schools

As shown in Table 3, for the attitudes of physical education teachers towards the necessity of physical education and aesthetic education in primary and secondary schools in Shenzhen, there was no significant difference in the attitudes of physical education teachers of different tenure levels towards the necessity of physical education and aesthetic education ($X^2 = 12. 093$, $p > 0. 05$), and 53. 3% of physical education teachers thought it was very necessary to implement physical education and aesthetic education in primary and secondary schools, 36. 0% of physical education teachers thought it was more necessary, 9. 0% of physical education teachers thought it was average, 1. 4% of physical education teachers thought it was not very necessary, and only 0. 3% of physical education teachers thought it was very unnecessary. In the process of physical education, establishing the attitude of aesthetic education in physical education is a prerequisite for the implementation of aesthetic education. From the survey results, it is easy to see the necessity of implementing aesthetic education among physical education in primary and secondary schools.

Table 3 Cross-tabulation of survey results between any teaching period and attitudes toward the necessity of physical and aesthetic education (N=942)

		Attitudes of primary and secondary school physical education teachers toward the necessity of aesthetic education in physical education in Shenzhen				
		Very necessary	Comparative necessity	General necessity	Not really necessary	Very unnecessary
Any teaching period	High School	39 (63. 9%)	17 (27. 0%)	4 (6. 6%)	1 (1. 6%)	0 (0. 0%)
	Junior High School	156 (58. 2%)	90 (33. 6%)	17 (6. 3%)	5 (1. 9%)	0 (0. 0%)
	Primary School	307 (50. 1%)	232 (37. 8%)	64 (10. 4%)	7 (1. 1%)	3 (0. 5%)
	Total	502 (53. 3%)	339 (36. 0%)	85 (9. 0%)	13 (1. 4%)	3 (0. 3%)
	X^2	12. 093				
	P	0. 147				

3.4 The situation of methods and means of implementing physical education and aesthetic education in Shenzhen primary and secondary schools

Physical education has its inherent teaching methods, and traditional physical education methods have greater applicability to the implementation of aesthetic education, but the specific implementation should also be screened and selected according to the actual situation of classroom teaching, and the general principle is to select appropriate teaching methods based on the characteristics of relevance, artistry, fun and games, and to cultivate students' ability to perceive, appreciate and create beauty as the starting point. If the methods of aesthetic education in sports are summarized as action demonstration method, theory teaching method, language prompting method, scenario induction method, repetition and consolidation method, etc. , then the results of the survey on the methods and means of implementing aesthetic education show that 839 people (89. 1%) chose the action demonstration method, 799 people (84. 8%) chose the knowledge transfer method, and 765 people (84. 8%) chose the scenario induction method. 765 people (81. 2%) chose situational induction method, 750 people (79. 6%) chose language prompting method, 671 people (71. 25) chose game method, 609 people (64. 7%) chose video chart method, and 450 people (47. 8%) chose repetition consolidation method (see Figure 1). Based on the survey results, it can be seen that in terms of the

choice of teaching methods, physical education teachers in primary and secondary schools in Shenzhen mainly use the movement demonstration method and the knowledge transfer method to provide students with aesthetic education in sports, so that students can feel the beauty of sports and then implement aesthetic education for students.

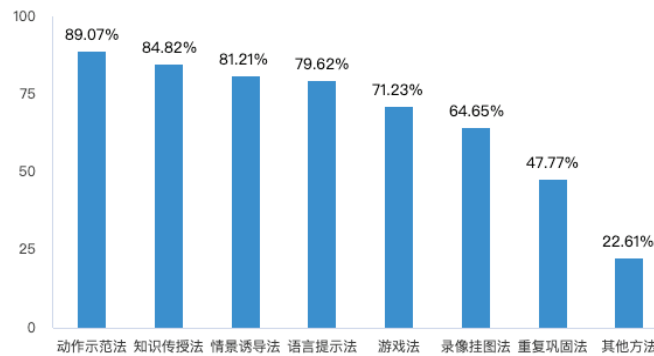


Figure 1 Methodological means of implementing physical education and aesthetic education in primary and secondary schools in Shenzhen (N=942)

3.5 The perceived value of physical education and aesthetic education in Shenzhen primary and secondary schools

Physical education teachers should not only have an understanding of aesthetic education, but more importantly, how to apply aesthetic education to physical education. The results of the survey on the value of aesthetic education in physical education showed that aesthetic sensibility accounted for 93.3%, beauty expression accounted for 90.3%, beauty creativity accounted for 86.7%, beauty appreciation accounted for 84.6%, interest in learning physical education courses accounted for 81.2%, and physical and mental health accounted for 76.4%. This shows that most of the physical education teachers in primary and secondary schools in Shenzhen recognize the nurturing value of physical education and aesthetic education to students.

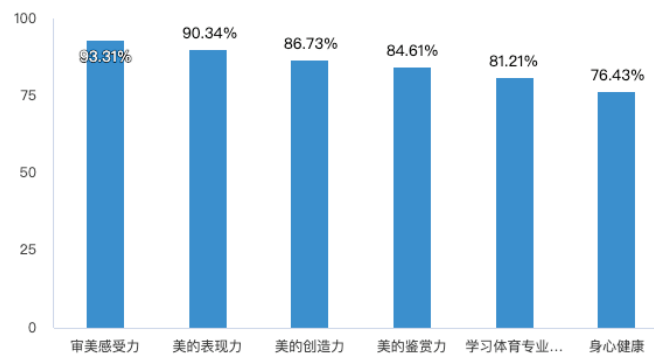


Figure 2 Bar chart of the value of physical and aesthetic education (N=942)

3.6 Attitudes towards the prospect of physical education and aesthetic education in primary and secondary schools in Shenzhen

Table 4 Cross-tabulation of survey results between job titles and attitudes towards the prospect of physical education and aesthetic education in primary and secondary schools in Shenzhen (N=942)

		Attitudes towards the prospect of physical and aesthetic education in primary and secondary schools in Shenzhen				
		Very good	Comparatively good	General	Not so good	Very bad
Title	Positively High	0 (0.0%)	0 (0.0%)	0 (100%)	0 (0.0%)	0 (0.0%)
	Deputy High	29 (47.5%)	18 (29.5%)	11 (18.0%)	3 (4.9%)	0 (0.0%)
	Level 1	90 (31.7%)	124 (43.7%)	56 (19.7%)	12 (4.2%)	2 (0.7%)
	Grade 2	95 (39.9%)	90 (37.8%)	45 (18.9%)	7 (2.9%)	1 (0.4%)
	Grade 3	11 (52.4%)	7 (33.3%)	2 (9.5%)	1 (4.8%)	0 (0.0%)
	None	134 (39.8%)	135 (40.1%)	52 (15.4%)	13 (3.9%)	3 (0.9%)
	Total	359 (38.1%)	374 (39.7%)	167 (17.7%)	36 (3.8%)	6 (0.6%)
	X ²	18.389				
	P	0.562				

As shown in Table 4, there was no significant difference between physical education teachers with different titles on the prospect of physical education and aesthetic education in primary and secondary schools in Shenzhen ($X^2 = 12.093$, $p > 0.05$), and 38.1% of physical education teachers thought that the prospect of physical education and aesthetic education in primary and secondary schools in Shenzhen was very good, 39.7% thought it was rather good, 17.7% thought it was average, and 3.8% of physical education teachers thought it was not very good, and only 0.3% of physical education teachers thought it was very bad. This shows that both high-titled and young physical education teachers are full of hope for the development of physical education and aesthetic education in primary and secondary schools in Shenzhen.

3.7 Factors influencing the development of physical education and aesthetic education in primary and secondary schools in Shenzhen

In the process of education and teaching, the development of physical education aesthetic education by physical education teachers is influenced by many factors, such as the importance of school leaders to physical education, school leaders' investment in physical education funding, and physical education teachers' personal factors. From the questionnaire survey of physical education teachers in primary and secondary schools in Shenzhen, as shown in Table 5, the ranking of all factors that restrict the integration of physical education and aesthetic education in primary and secondary schools in Shenzhen are: the importance of school leaders to physical education (40.2%), the importance and implementation of teachers' thoughts and behaviors (23.78%), followed by the awareness of society (10.9%), the aspect of venue equipment and facilities (9.7%), school investment and funding (8.9%), and faculty strength (6.5%). Based on the survey results, it is clear that the importance of school leadership is an important factor that hinders the physical education and aesthetic education programs. The importance of teachers' thoughts and behaviors and the degree of implementation is also a factor that hinders the physical education and aesthetic education program. The importance of school leaders affects the development and implementation of physical education aesthetic education for teachers and students. The recognition of physical education and aesthetic education by the community also becomes a constraint to the development of physical education and aesthetic education. The lack of school funding directly leads to the lack of school sites, equipment and other facilities and equipment, and the lack of school sites and equipment will affect the normal teaching of teachers and students' enthusiasm to participate in physical exercise, thus limiting to a certain extent the development of physical education and aesthetic education.

Table 5 Statistical table of factors influencing physical and aesthetic education in primary and secondary schools in Shenzhen (N=942)

Survey Content	Select item	Frequency	Percentage
Factors influencing physical and aesthetic education in primary and secondary schools in Shenzhen	The importance that school leaders place on physical education	379	40.2%
	Faculty thinking and behavior importance and implementation degree	224	23.8%
	Awareness of the society	103	10.9%
	Field equipment facilities and equipment	91	9.7%
	School input funding	84	8.9%
	Faculty	61	6.5%

4. Conclusions and Recommendations

4.1 Conclusion

4.1.1 Most physical education teachers in primary and secondary schools in Shenzhen recognize the nurturing value of physical education and aesthetic education for students, and the implementation of physical education and aesthetic education in primary and secondary schools in Shenzhen is imperative.

4.1.2 Physical education teachers in primary and secondary schools in Shenzhen have mastered the basic knowledge about aesthetic education, and the majority of them implement physical education aesthetic education through methods such as movement demonstration and theory teaching.

4.1.3 The importance of school leaders to physical education and the importance and implementation of teachers' thoughts and behaviors are important factors that affect the development of physical education and aesthetic education in primary and secondary schools in Shenzhen.

4.2 Recommendations

4.2.1 Strengthen physical education teachers' knowledge of sports aesthetics and aesthetic education, recognize the aesthetic value of sports, personally feel the existence of beauty in sports, and establish the aesthetic awareness of sports in order

to infect students in the process of physical education, and cultivate and inculcate students.

4.2.2 Improve the ability of physical education teachers to use the methods and means of aesthetic education in physical education, appropriately use the means of theoretical teaching, language explanation, situational teaching, and video wall charts to dissect the beauty factors of the action techniques of sports items themselves, and cultivate students' ability to feel beauty, appreciate beauty and create beauty.

4.2.3 The education department hires renowned scholars and experts to hold special training for physical education teachers on the theory and practice of physical aesthetic education, and regularly communicate with each other in the form of group lesson preparation to condense the methods and means of aesthetic education, thus improving teachers' knowledge of physical aesthetics and aesthetic education.

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