

Dilemmas and Opportunities for Rural School Sports in the Context of Sports Immersion Action Plans

Hongmei Wei*

School of Physical Education, Southwest University, Chongqing 4000700, China

*Corresponding author email: 2625969047@qq.com

ABSTRACT

In the process of rapid economic development, our country has formed a serious urban-rural dual economic structure, resulting in rural areas in the economy, education, infrastructure, etc. In this paper, the author summarizes the predicament of rural school sports development and analyzes the opportunities brought by the implementation of the national sports infiltration action plan. The research shows that there are some problems in school physical education in rural areas of our country, such as weak sports consciousness, weak sports teachers, lack of sports facilities, lack of sports curriculum features and so on. The implementation of the action plan on sports infiltration is conducive to consolidating the status of sports in school education, improving the level of teachers, alleviating the shortage of sports equipment, and expanding the resources of sports courses and after-school activities.

KEYWORDS

Sports Immersion Action Plan; Rural Areas; School Sports.

1. INTRODUCTION

The level of economic development is a decisive factor that restricts the development of teaching activities and sports activities in rural areas. China's rural areas are affected by many factors such as geographic location, transportation, and policies, the level of economic development is relatively lagging behind, and there is a lack of educational resources. Especially in poor areas, the shortage of physical education resources seriously restricts the development of school sports. At present, how to optimize the allocation of school physical education resources in rural areas, promote the development of school sports, promote the physical and mental health of students, and improve the level of quality education is an urgent problem to be solved [1]. Under the guidance of a series of national policies such as healthy China, rural revitalization, educational equity, and precise poverty alleviation, the development of school sports in rural poor areas has gradually become a focus of attention [2]. In order to coordinate and integrate national educational resources, promote educational equity, and establish a mechanism for colleges and universities to support the collaborative development of physical education and aesthetics in primary and secondary schools, the General Office of the Ministry of Education of the People's Republic of China issued the Notice on the Physical Education and Aesthetics Immersion Plan. The implementation of the sports and aesthetic education infiltration action plan is aimed at relying on the sports and aesthetic education resources of colleges and universities to provide targeted and precise assistance to primary and secondary schools in need of help in the region, so as to effectively improve the level of development of primary and secondary sports and aesthetic education and promote the balanced development of sports and aesthetic education. At the same time, it guides university teachers and students to strengthen their

awareness of serving the society, improve their social service ability, and lead the social trend with noble ideals and values.

2. OVERVIEW OF THE SPORTS IMMERSION ACTION PLAN

Sports infiltration action plan refers to the plan pilot universities to start from the actual situation and needs of the schools to be helped, from the sports and aesthetic curriculum teaching, practical activities, campus culture construction, teacher team building four aspects to help 1-2 schools that have not yet opened the full opening of the sports and aesthetic curriculum. On the one hand, the implementation of the sports immersion action plan is conducive to the coordination of educational resources, promote the development of school sports in rural areas, and further promote educational equity. On the other hand, the implementation of the sports infiltration action plan can enable college students to put what they have learned into practice and improve their teaching skills through practice, which is in line with the goal of the Ministry of Education of the country for the training of applied talents in physical education.

3. PHYSICAL EDUCATION IMMERSION PROGRAM IMPLEMENTATION CONTENT

3.1. Curriculum Instruction

Curriculum teaching is mainly based on the requirements of primary and secondary physical education teaching courses, combined with the actual situation of rural primary and secondary schools in the area to be helped, from the teaching module and the practical aspects of the two aspects of the special settings, so as to achieve the goal of practical skills training of students in colleges and universities and rural primary and secondary schools in physical education curriculum teaching complement each other, to build a number of links of progressive, feedback type of sports immersion. In addition to arranging relevant professional students to carry out teaching activities in the supported schools, colleges and universities can also take advantage of advanced science and technology, fully utilize their own high-quality teaching resources, and carry out online teaching activities. Record some high-quality teaching videos of primary and secondary school physical education courses, such as basketball, soccer, volleyball and so on. In addition, because some areas in China are inhabited by ethnic minorities, so according to the actual situation of the local recording of traditional ethnic sports teaching video, as well as after-school sports activities related to the guidance, for the development of school sports in rural areas to open up a new road.

3.2. Practical Activities

In terms of practical activities, after continuous communication and exchanges between both sides, we mainly carry out sports practical activities that can reflect the characteristics of the times, highlight the characteristics of the campus and combine with the characteristics of the students. On the one hand, we can take advantage of the opportunity of social practice activities for college students during the summer and winter vacations to provide a platform for summer and winter sports camps, carry out colorful sports practice activities, and improve the construction of school sports interest groups and clubs. On the other hand, the support team can also make full use of local ethnic sports resources to carry out traditional ethnic sports activities, arrange ethnic fitness exercises, hold sports fun competitions and so on, in addition to providing guidance on team formation and standardized training on broadcasting gymnastics, so as to further enrich the content of the “big classroom” sports activities in primary and secondary schools in rural areas.

3.3. Campus Culture Building

Through the development of campus sports activities, it is not only conducive to enhancing students' physical fitness, cultivating sports habits and interests, and promoting the physical and mental health development of rural primary and middle school students, but also conducive to promoting the construction of campus culture. The use of radio, television, network, campus bulletin boards and other forms, to promote socialist core values; through the development of national traditional sports activities, to strengthen the understanding of the various ethnic groups and exchanges, and has the interest to enhance the students' national awareness and sense of national pride; in the sports activities through the use of patriotic songs such as "Love My China" and so on, not only can be active atmosphere, but also conducive to the process of imperceptibly Complete the patriotic education of students, so that students can form correct values.

3.4. Teachers' Team Building

Teachers from both sides of the immersion should actively carry out teaching seminars and research activities on the basis of good business communication. By carrying out open classes, teaching competitions and other activities to help teachers and internship students to improve their teaching skills through practice, the university fully exploits and utilizes its own resource advantages to carry out training activities for primary and secondary school teachers in the supported areas, and carry out advanced teaching theories, methods and other relevant lectures, to continuously improve the level of primary and secondary school teachers through a variety of methods and means and to promote healthy and sustainable development of the education industry in rural areas. The program will promote the healthy and sustainable development of education in rural areas through various means.

4. DILEMMAS IN THE DEVELOPMENT OF SPORTS IN RURAL SCHOOLS

In the compulsory education stage, the physical education curriculum is tasked not only with improving students' physical fitness and health, but also with focusing on cultivating students' lifelong sports awareness and habits. However, due to the influence of various factors such as geography, transportation, history and so on, the development of education in China presents the problem of unbalanced development between geography and urban and rural areas, and the development of physical education in rural schools is still in a relatively backward state. Although in recent years, the State has taken a series of policy measures to promote the development of rural education and equity in education, which has led to an improvement in the development of school sports in rural areas. However, there are still problems with school sports in western rural areas. For example, the awareness of sports is weak, sports teachers are weak, sports venues and equipment are insufficient, and the characteristics of the curriculum are missing.

4.1. Low Sports Awareness

The quality of school sports is largely influenced by the sports concepts of the school management, the sports values of sports teachers and the educational philosophy of parents. Especially in the environment of exam-oriented education, some schools in rural areas are only concerned about the rate of advancement, and the requirements of cultivating "moral, intellectual, physical, aesthetic, and labor" socialist successors of all-round development are not in place, leading to a large gap between the development of sports in rural schools and towns. First of all, from the level of school management, the "rule of man" tendency in the management of sports in rural schools is still prevalent. The development of sports activities in a school is often directly related to the knowledge and attitude of the leaders in charge of sports [3]. If the school leadership on the concept of sports awareness is correct, will attach importance to the development of sports, from the policy, funding to support and

encourage the development of sports activities; on the contrary, if the school leadership on the importance of sports lack of correct understanding, will think that the audio-physical and aesthetic disciplines is a “small three” or “side subjects”, school sports. On the contrary, if the school leaders do not have a correct understanding of the importance of sports, they will think that the subject of music, physical education and beauty is a “small three subjects” or a “secondary subject”, and school sports will be in a dispensable position. Secondly, due to a long period of time in the past, school education in the physical education subject compared to the “main” subject is not enough attention, resulting in the marginalization of the status of physical education teachers, and thus gradually physical education teachers themselves do not pay much attention to physical education courses. Finally, from the level of parents' educational philosophy, parents in rural areas are eager to see their children succeed in life, and their understanding of physical education is inevitably characterized by the misconception of “simple-minded, four-limbed development,” believing that students should focus all their energy on improving academic performance, which is not in line with the principle of promoting all-round development of human beings in quality education. Quality education to promote the all-round development of human requirements. In recent years, the state has issued a series of relevant policies and opinions to improve and protect the status of physical education in school education, physical education scores have been included in the secondary school examination, and more and more colleges and universities are gradually taking physical education scores as a reference for admission, which to a certain extent has increased the attention paid to physical education by rural physical education practitioners as well as parents, but there are still deficiencies that need to be strengthened.

4.2. Weak Physical Education Teachers

The most direct factor affecting physical education in rural primary and secondary schools is teacher strength [4]. Influenced by a variety of factors, China's rural primary and secondary school physical education teacher team has a low level of specialization, teacher strength is weak and other problems. Chen Liqing et al. used questionnaires, field surveys and other methods to find that the education of rural primary and secondary school physical education teachers is dominated by undergraduates and junior colleges, and the proportion of young physical education teachers is small [5]. Wang Wei found through a survey that there is a large gap between rural primary and secondary schools and urban primary and secondary schools in Jiangxi Province in terms of the status of teachers, rural primary and secondary school physical education teachers have limited professionalism, and the level of teachers is not high [6]. Wang Xiaojuan et al. pointed out through their study that only 1/3 of the 26 schools they investigated had a physical education teacher, while physical education teachers in other schools were part-time teachers of other subjects [7]. The reasons for the above phenomenon should be multi-faceted, on the one hand, rural primary and secondary schools do not pay enough attention to physical education, resulting in the marginalization of physical education teachers; on the other hand, physical education teachers in addition to their own work, they have to take on other tasks arranged by the school, but in terms of salary may not be comparable to the “main subject” teachers. At the same time, due to the lack of awareness of the importance of physical education in schools, physical education teachers lack the opportunity to go out for training, and they are even at a disadvantage in the evaluation of their titles, which has dampened their motivation to work. In addition, due to the lagging development of rural areas in all aspects, it is difficult to attract high-quality talents specialized in physical education to teach.

4.3. Inadequate Sports Ground Equipment and Facilities

The level of economic development plays a decisive role in the development of physical education in rural primary and secondary schools. The lagging level of economic development leads to the fact that the facilities of school sports venues and equipment in rural areas are unable to meet the demand and the degree of standardization is not high. Wang Xiaoyan used the questionnaire survey method,

mathematical statistics and other research found that the environment of sports infrastructure in rural areas of Northwest China is poor, which is not conducive to the development of sports activities [8]. The fifth national sports venue census data show that there are more than 850,000 sports venues in the country, but only 8.18% of the sports venues are distributed in townships and villages, including townships and villages of primary and secondary school sports venues [9]. Thus, it can be seen that there is a general problem of insufficient sports ground facilities and low degree of standardization in primary and secondary schools in rural areas. In the Basic Standards for the Implementation of Physical Education and Health Conditions in National Schools, it is mentioned that rural school sports venues and equipment should be able to meet the basic requirements for classroom teaching and extracurricular training. However, due to the limitations of economic conditions, the problem of rural primary and secondary school sports venues and facilities is an important factor restricting the development of school sports.

4.4. Lack of Distinctive Content in the Physical Education Program

The content of rich and interesting physical education curriculum is not only easy to arouse the enthusiasm of students to participate in sports, but also conducive to the cultivation of lifelong sports awareness and habits. The results of many studies show that the lack of sports facilities in rural areas is one of the important factors affecting the development of sports in rural schools.²⁰²² The Compulsory Education Curriculum and Curriculum Standards issued by the Ministry of Education of the People's Republic of China mentions that local schools have the autonomy over the content of physical education curricula, and they can develop special sports programs according to the actual situation and local conditions, but the development of special sports programs is still in its infancy in rural areas. However, the development of special sports programs in rural areas is still in the initial stage. Zhang Xiaocheng found through a survey that among 120 rural schools in the east, middle and west of China, 96 schools had only track and field, ball games and games in their physical education curriculum [10]. Li Zongshan pointed out in his article that in rural primary and secondary schools in Henan Province, only some schools have homemade equipment, such as sandbags, iron rings, climbing poles, and some simple fields [11]. In the face of China's rural primary and secondary schools in the current lack of track and field, basketball facilities, so we have to think about whether we can find other ways to develop rural school sports? Ethnic folk sports is not a better choice, ethnic folk sports are created through generations of Chinese working people in the production of life, produced in the daily life and labor situation, the venue, equipment requirements are not high, and China has a rich and colorful ethnic traditional sports resources. However, the degree of development of traditional ethnic sports in rural schools is not high, and rural sports are not featured in the content of the physical education curriculum.

5. OPPORTUNITIES FOR RURAL SCHOOL SPORTS AS A RESULT OF THE IMPLEMENTATION OF THE SPORTS IMMERSION ACTION PLAN

5.1. Changing Attitudes and Consolidating the Position of Physical Education in School Education

In 2019, the General Office of the Ministry of Education of the People's Republic of China issued the Notice on the Action Plan for Physical Education and Aesthetic Infiltration, pointing out that it is necessary to promote the balanced development of physical education and aesthetic education with the help of teachers and students of physical education and aesthetic education in colleges and universities. In 2022, the Circular on Enhancing the Level of School Sports After-School Services to Promote the Healthy Growth of Primary and Secondary School Students was promulgated, proposing that the resources of the sports and education systems should be constantly integrated to support schools to carry out good sports after-school services. The promulgation of a series of national

policies is conducive to providing support for the development of school sports at the macro level. Local governments and colleges and universities have been practicing the relevant national support policies, such as the Action Plan for Physical Education Infiltration and other counterpart support and assistance policies, to provide manpower and material resources for the development of school sports in rural areas, which is conducive to urging and assisting schools in rural areas to implement the relevant national policy requirements for the development of school sports. Through the state, local governments, colleges and universities and social forces at all levels to help the development of rural school sports, strong support for the development of rural school sports, is conducive to school leaders, physical education teachers, parents and students to re-examine the value of sports, change the traditional concepts to abandon the uselessness of sports, the formation of the correct values of sports. To a certain extent, the development of rural school sports for the removal of ideological barriers to take practical action to promote the development of rural school sports to create the basic conditions.

5.2. Famous Teachers Lead and Improve the Level of Physical Education Teachers' Team

Weak physical education teachers in primary and secondary schools in rural areas, the problem of insufficient number of physical education teachers and low level of specialization is one of the important factors hindering the development of physical education in rural schools. Colleges and universities, as the highest level of educational institutions in China, have high-quality and rich educational resources. Through the implementation of the sports infiltration action plan, local colleges and universities continue to infiltrate rural primary and secondary schools' physical education from the aspects of physical education teaching, training, scientific research, etc., and maximize the development and utilization of their own high-quality educational resources. By sending a certain number of outstanding students majoring in physical education to the counterpart schools for top-ranking teaching, colleges and universities have to a certain extent made up for the shortage of physical education teachers in rural schools, helped rural primary and secondary schools to open and open the physical education curriculum as well as implemented the “double-reduced” policy of carrying out physical education after-school services. Through the establishment of a master teacher studio, the organization of training and further training, the organization of teacher-pupil pairing activities and other forms of assistance to help schools in the area of teacher team building to carry out special assistance, teach a man to fish as well as teach a man to fish, and effectively improve the level of the rural areas of the teacher team. For example, Southwest Forestry University has set up an infiltration program master teacher studio in the helping schools, which carries out work according to the mode of “1×2×8” and leads to the continuous improvement of the local teachers' level. On the one hand, colleges and universities select and send outstanding students to rural primary and secondary schools for top teaching, which is conducive to alleviating the shortage of physical education teachers in rural schools. On the other hand, colleges and universities help to improve the professional level and teaching ability of local physical education teachers through a variety of ways, establishing a long-term mechanism for the development of physical education in rural schools, which is conducive to promoting the sustainable development of physical education in rural areas.

5.3. Donation of Equipment to Alleviate the Shortage of Sports Equipment

Due to the lagging economic development in rural areas, the lack of investment in education, school sports funding is even less, resulting in a shortage of sports equipment in rural schools. Colleges and universities have more sufficient funds than schools in rural areas, so colleges and universities in the implementation of the sports immersion program not only to help schools to provide manpower support, but also in order to alleviate the shortage of sports equipment in schools in rural areas to allocate a portion of the funds for the donation of sports equipment to the recipient schools. For example, the School of Physical Education of Xinjiang Shihezi University donated more than 50,000 yuan of sports teaching equipment for the schools in need; the School of Physical Education of

Sichuan Normal University donated basketball, soccer, air volleyball, shuttlecock, skipping rope and other sports equipment for the recipient schools; Baoshan College donated more than 100,000 yuan of sports, art, and other sports equipment for the recipient schools during the process of promoting the “infiltration action” to help the schools. Baoshan College also donated more than 100,000 yuan of teaching equipment needed for physical education, art and music courses to the helping schools in the process of promoting the “immersion action” to go deep and practical. Colleges and universities to help schools to donate equipment, although it can not completely solve the problem of insufficient school sports facilities in rural areas, but it is conducive to a certain extent to alleviate the shortage of equipment for the normal development of physical education teaching, physical education and after-school activities to provide a basic material protection.

5.4. Expanding Resources for Physical Education Programs and after-School Activities According to Local Conditions

The shortage of physical education equipment and facilities in rural areas restricts the development of school sports to a certain extent, and the flexible use of existing resources according to local conditions is conducive to the expansion of physical education courses and after-school activities. According to the actual situation of the school and students, the existing traditional sports programs are appropriately adapted to teaching by simplifying the rules, modifying the content, reducing the difficulty, and transforming the venues and equipment. In the teaching process, students learn to utilize the local natural terrain, such as the use of paths around the school, hillside, grass, etc. for running, jumping, climbing and other qualities of the students' exercise [12]. The local national traditional sports programs do not require high requirements for field equipment, and the local unique national traditional sports programs can be introduced into the physical education classroom through appropriate adaptation. Such as playing gyro, rolling iron ring, bamboo pole dance, swing and so on. Southwest Forestry University students in the implementation of the evolution of the immersion action plan to actively promote sports and aesthetic education into the local characteristics, opened the eight-duan brocade course to enrich the content of after-school activities and promote Chinese martial arts; combined with the local folklore and customs, the introduction of after-school services to play songs project, the combination of national songs and dances and physical exercise has achieved good results. The implementation of the Sports Immersion Action Plan is conducive to helping rural schools better develop and utilize existing sports resources, and enriching the resources of sports courses and after-school activities.

6. CONCLUSION

At this stage, China still has the objective reality of unbalanced economic development between urban and rural areas and unbalanced development of education. The development of rural school sports is still facing the dilemma of weak sports awareness, weak sports teachers, insufficient sports venues and equipment facilities, and the lack of special content in sports courses. The development of rural school sports is related to the overall situation of the whole rural education and school sports . While the state has introduced a series of policies and measures to help the development of rural school sports and promote educational equity, rural schools should also, according to their own actual situation, strive for support from all sides, overcome unfavorable conditions, give full play to subjective initiative and creativity, and strive to get out of the predicament, exploring a road of school sports development with rural characteristics.

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