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The Practical Logic and Constructive Pathways of Educating Through Physical Education

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Abstract:
This study employs literature review and logical analysis to examine the practical logic and construction pathways of "educating through physical activity." The findings reveal two key dimensions: First, the practical logic of educating through physical activity encompasses the integration of moral development, the fusion of physical education and academic instruction, and lifelong engagement in sports. These aspects can be further broken down into three core dimensions: the foundational aspect of moral development, the practical aspect of integration, and the aspirational aspect of lifelong physical education. Second, the construction pathways of educating through physical activity are rooted in the physical education classroom, emphasize the implementation of core competencies, and promote collaborative education between home and school. This construction pathway is characterized by a practical focus on the classroom, an experiential focus on core competency implementation, and an exploratory focus on home-school collaboration. The concept of "educating through physical activity" provides both theoretical guidance and practical significance for contemporary physical education reform.

Keywords:
Educating through physical activity, patriotism, awareness of rules, practical logic, construction pathways

1. The Practical Logic of "Education through Physical Activity": The Symbiosis of Moral Development, Integration of Physical Education and Academics, and Lifelong Sports

1.1 The Core Dimension of the Practical Logic of "Physical Education": Moral Development

Patriotism serves to "forge the soul" of students. The fundamental task of education is to cultivate successors of socialism, which emphasizes the unity of character development and talent cultivation. In this context, the value of physical education lies in fostering a patriotic spirit of "striving for national honor," a proactive spirit of "self-improvement," and a sense of responsibility characterized by "courage to take responsibility."

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Promoting patriotism is not only an urgent need to preserve excellent national traditions but also a contemporary requirement for practicing moral development. Physical education should be oriented towards moral development, with patriotism as an underlying theme. By using physical exercise as a medium, schools can cultivate a positive sports culture that integrates patriotic education into both the classroom and extracurricular activities, effectively "establishing a moral education community within physical education."[1] This approach aims to achieve a comprehensive development of moral, intellectual, physical, aesthetic, and labor skills, becoming a significant dimension of character development. To effectively incorporate patriotic education into physical education, it is essential to integrate educational content, align educational goals, and coordinate implementation strategies. This involves fostering a shared understanding among teachers, students, and parents regarding the role of physical education in moral development, thereby enhancing the practical effectiveness of patriotic education through various pathways.

Rule awareness strengthens students' resilience.Cultivating rule awareness is a crucial avenue for implementing core competencies in sports and fulfilling the moral development objectives of education. Sports regulations ensure the smooth conduct of competitions and also serve to regulate student behavior during physical activities. As students learn sports skills, they must understand the rules associated with various sports and practice accordingly. As their technical abilities improve and their understanding of the rules deepens, the constraints on their personal behavior in competitive settings are reinforced, thereby fostering good sportsmanship.

While different sports have unique characteristics, the cultivation of rule awareness among students follows a consistent approach. It transcends mere adherence to the rules of a specific sport; by learning one set of rules, students can recognize common principles across various sports. Thus, educating through physical activity enhances students' rule awareness, helping them internalize it as a standard for daily behavior. This practical engagement with sports regulations ultimately supports the moral development objectives of education.

1.2 The Practical Dimension of "Physical Education": Integration of Sports and Education

The integration of sports and education meets the health needs of students. In the new era of high-quality educational development, the diverse demands of students for physical education, the objective supply-demand contradictions among sports faculty in various schools, and imbalances in development have become increasingly prominent. As educators in sports, teachers must assume their responsibilities in nurturing students and manage their roles effectively. Physical education teachers should follow principles that emphasize leveraging the resources of both teachers and students, fostering mutual enhancement between classroom instruction and extracurricular activities, and addressing both collective and individual differences to meet students' varied developmental needs. The development of school sports should be grounded in its own objective conditions, focusing on unique project development and hiring high-level athletes for extracurricular training. Whether in regular physical education classes or specialized sports programs, curriculum content needs to be tailored by grade level, optimizing teaching goals for continuity and progression, thereby creating a more systematic and targeted approach. Activities like soccer, basketball, volleyball, track and field, martial arts, gymnastics, and jump rope should emphasize the integration of learning, practice, and competition. Spe-

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cialized school-based curricula should focus on enhancing physical fitness and technical tactics, serving as a beneficial complement to regular physical education classes, thereby achieving" comprehensive and holistic development of the sports curriculum"[2].

The integration of sports and education highlights the ethical development needs of students. Schools can utilize sports as a vehicle for character development, extracting educational themes from various sports, such as teamwork and competitive strategies in basketball, soccer, and volleyball; fostering a healthy mindset towards winning and losing; and instilling resilience and determination. In activities like aerobics, dance, and martial arts, athletes can express individuality, bodily aesthetics, and innovative spirit. Each sport carries its own unique educational value. Teaching and nurturing are fundamental responsibilities for physical education teachers.[3] To fully realize the educational potential of sports, educators must integrate "health knowledge, motor skills, and sports ethics" with the learning of various sports.

1.3 The Goal-Oriented Dimension of "Physical Education": Lifelong Sports

Expanding curriculum content to enhance students' interest in learning and practice is essential. Students' interest in physical education is a prerequisite for lifelong sports engagement. To ensure that students at all levels can develop, physical education courses must consider their overall characteristics and individual growth. On one hand, it is important to ensure that students with strong athletic abilities are adequately challenged, while those with less ability receive sufficient support. This involves differentiated instruction within the classroom, where content is appropriately expanded based on the curriculum. Students' learning should be assessed according to "mandatory content" based on health standards and "elective content" based on achievements in their preferred activities. In the horizontal expansion of various projects, while the content may differ, the core athletic abilities remain consistent, primarily reflected in physical fitness. The quality of teaching is measured by the development of these five key physical qualities across different age groups. A diversified curriculum design ensures high levels of student engagement and noticeable exercise benefits.

Exploring a flexible class structure respects students' choices. By "focusing on students as vibrant individuals and nurturing their interests,"[4] schools can optimize elective courses based on students' athletic interests, offering both teacher-led classes and student-selected options. The "teacher-led class system" leverages teachers' instructional strengths, significantly increasing student engagement and establishing a solid foundation for deeper exploration of chosen sports. Mastery of a sport requires prolonged training, while regular physical education classes ensure the development of foundational athletic skills. Elective courses systematically enhance performance in specific sports, emphasizing vertical integration within the curriculum to break away from conventional content and evolve towards a more organized approach. For example, schools can form teams for soccer, basketball, volleyball, track and field, martial arts, gymnastics, jump rope, cheerleading, and Latin dance, categorized by student skill levels into "beginner," "intermediate," and "school representative teams," providing more structured instructional content for better performance in local, regional, and national competitions.

2. The Pathways for Constructing "Physical Education": Integration of Sports and Education Through Classroom Engagement, Core

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Competency Implementation, and School-Family Collaboration

2.1 The Practical Dimension of "Physical Education": Foundation in the Classroom

Focusing on the physical education classroom is essential for solidifying students' health foundations. The overarching goal of school sports programs should be to coordinate various elements and comprehensively deepen curriculum reforms, with the physical education classroom serving as the cornerstone of these efforts. It is the primary venue for fostering students' development through physical education and plays a leading role in promoting their health. Guided by the objectives set forth in the 2022 edition of the New Curriculum Standards[5], a curriculum goal system should be established that emphasizes core competencies and allows for coherent progression across educational levels.[6] This can be achieved through an integrated approach to physical education and the implementation of large unit teaching methods, which focus on improving students' physical fitness indicators and athletic skills. The practice of large unit teaching in physical education requires a comprehensive understanding of the learning process, ensuring that each step is interconnected, skills are built progressively, and learning outcomes can be effectively applied. Large unit teaching represents an effective strategy to realize the goals of "teaching, practicing, and competing regularly." It enables students to acquire a systematic set of athletic skills within a concentrated timeframe, while various forms of competition not only enhance skill development but also significantly boost students' enthusiasm for learning.

In addition, optimizing teaching strategies within the physical education classroom is crucial. The refinement of teaching methods involves recognizing individual differences among students and setting achievable goals to ensure effective learning outcomes. Based on the principle of "teaching according to students' needs," educators must acknowledge that students have varying foundational knowledge, leading to differences in developmental goals and expectations. This necessitates a tiered approach to teaching organization. Furthermore, optimizing assessment practices is vital for concentrating on the cultivation of core competencies, promoting holistic development, and ensuring high-quality physical education. Teachers should observe students' performances in class and provide timely affirmations, guidance, and assistance, allowing each student to feel valued and supported. The 2022 edition of the New Curriculum Standards emphasizes "interdisciplinary thematic learning," which requires us to enhance the structure of the physical education curriculum and address the diverse learning needs of students. By integrating specialized athletic skills or physical fitness training with knowledge, skills, and methods from other subjects, students can achieve more comprehensive development through interdisciplinary learning.

2.2 The Experiential Dimension of Constructing "Physical Education": Implementing Core Competencies

Implementing "Physical Education" represents a holistic experience that integrates knowledge and action. Through the synergy of physical and psychological engagement, sports shape students' values, enhance their physical fitness, and develop their character. The three dimensions of core health competencies—health knowledge, athletic skills, and sports ethics—are organically intertwined within sports practice. While improving students' athletic skills and imparting health knowledge, the cultivation of sports ethics is always present. During sports activities, students apply learned techniques and adapt strategies to outsmart opponents, effectively linking thought with action and objectives with outcomes, ultimately showcasing their

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sportsmanship through competitive results. In the face of victory, students celebrate; in the face of defeat, they may feel disheartened. At such moments, sports educators guide students to maintain a positive attitude toward competition outcomes, emphasizing humility in victory and resilience in defeat. This mirrors life lessons, where acknowledging and correcting mistakes leads to eventual triumph.

Implementing "Physical Education" also fosters a practice that emphasizes both physical and mental wellness. Students' excellent physical attributes—such as agility, muscular endurance, and refined skills—reflect their vitality, confidence, and positive attitudes. Moreover, through sports, students develop perseverance and resilience, shaping their characters into determined individuals. As the saying goes, "To cultivate one's spirit, one must first strengthen the body. A robust physique fosters a civilized spirit."[7] There exists a causal relationship between the two: physically fit students are more likely to engage in sports, discover joy and confidence through participation, and sustain their training, gaining invaluable experiences along the way. The spirit of sports not only manifests in individual determination but is also crucial in fostering teamwork. While showcasing individual talents in collective sports, close cooperation among teammates is paramount. Each member must understand their role within the team and work with others under the guidance of established rules, striving towards a shared objective and collectively facing the outcomes.

2.3 The Exploratory Dimension of Constructing "Physical Education": Collaborative School-Family Education

Legally mandated school-family collaboration is essential. General Secretary Xi Jinping emphasized during the 32nd collective study session of the Political Bureau of the Communist Party of China the importance of strengthening family structures, encouraging individuals to take on family responsibilities, and fostering good family traditions.[8] The enactment of the Family Education Promotion Law of the People's Republic of China[9] on October 23, 2021, reflects the longstanding tradition of valuing family influence and provides a legal foundation for school-family collaboration. Article 17 of this law outlines nine methods for family education, including direct parenting and enhancing parent-child interaction. This legal framework guides parents and guardians in actively and appropriately conducting family education. The shared goal of school-family collaboration is to cultivate well-rounded socialist builders and successors. Therefore, establishing a cooperative relationship between schools and families to promote students' healthy development is a responsibility entrusted to educators and parents in our times.

Building both online and offline platforms for collaboration is vital. Effective school-family cooperation requires leveraging the internet to facilitate communication, establishing platforms for interaction, and creating a supportive learning community. This can include regular parent workshops (both online and in-person), communication platforms for parent committees, and home study platforms for students. In the context of home-based physical education, teachers can utilize various online methods—such as live-streamed classes, instructional videos, and home exercise cards—while also addressing parental inquiries through consolidated feedback sessions, effectively serving as a form of parental training. During students' home exercise routines, schools can provide home workout plans and micro-courses, alleviating some of the challenges posed by limited learning environments. Encouragingly, some parents have actively participated in home exercises, which has inadvertently enhanced both parents' and students' understanding of physical fitness and health, gradually fostering long-term exercise habits. Through continuous practice, we recognize that student education should

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be the result of collaborative efforts between home and school, particularly in physical education. Only through beneficial interactions between families and schools can both students and parents cultivate healthy exercise habits and overall well-being.

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