



IMPLEMENTATION OF RULES AND ROUTINES IN PHYSICAL EDUCATION TEACHING AND LEARNING IN CHINA

HUIMIN ZHANG*

Abstract. Physical education is a significant aspect of the Chinese education system. Moreover, on a regular basis, physical education is an integral part of the Chinese education system. Therefore, the following study looks into different rules and routines for physical education teaching and learning in China. Most of the rules and regulations are formed based on guidelines provided by the Ministry of Education. Therefore, a systematic discussion regarding physical education training in China is conducted in the analysis. The significance of physical education (PE) in the Chinese education system cannot be overstated. It serves a dual purpose by not only promoting physical fitness but also fostering holistic personal development. PE contributes to the physical well-being of students, helping them lead healthier lives, but it also instills essential life skills like teamwork, discipline, and perseverance. In China, the Ministry of Education, as the overarching authority on educational matters, plays a pivotal role in shaping the rules and routines governing physical education. These rules encompass a wide array of aspects related to the curriculum, including the allocation of resources, curriculum design, assessment, and teaching methodologies. By adhering to these regulations, educational institutions across the country can ensure a standardized and comprehensive approach to physical education.

Key words: PE education, the benefit of physical education, Resource allocation of PE education in China

1. Introduction. For Chinese students, it is essential to follow a regular physical education routine along with their regular studies. Moreover, the education ministry of China has provided strict guidelines regarding the physical education system that helped to formulate the base of regular physical training [1]. Therefore, through a secondary analysis, the following study looks into the implementation of rules and routines in physical education teaching and learning in China. At the same time, the study has discussed the problem of the same. Through a secondary analysis, a coherent discussion related to possible solutions is discussed in the study. Additionally, results are formulated based on the information gathered from the secondary data.

Physical education (PE) is an integral and indispensable component of educational systems worldwide. It encompasses a broad spectrum of activities and teachings designed to promote physical fitness, health, and well-being among students. In addition to fostering physical health, physical education plays a significant role in enhancing cognitive, emotional, and social development. This multifaceted approach to education is particularly significant in China, where it has been woven into the fabric of the education system for many years.

The Chinese education system places immense importance on physical education, recognizing that a healthy body is closely linked to a healthy mind. Beyond the benefits of improved fitness, physical education imparts values such as discipline, teamwork, and perseverance, which are integral to a student's holistic development. This system's commitment to physical education has led to the formulation of a set of rules and routines that govern the teaching and learning of physical education in China. These rules, often dictated by the Ministry of Education, provide a framework for curriculum development, resource allocation, and assessment practices within the realm of PE.

2. Objectives. For the development of the empirical analysis and formulation of reliable results following objectives were followed.

1. To discuss the elements impacting the implementation of rules and routines in physical education teaching and learning in China
2. To analyze the impact of physical education and teaching on the Chinese students

*School of Public Teaching and Practice Wuhan Technical College of Communications, Wuhan, 430065, China (huiminzhang21@outlook.com)

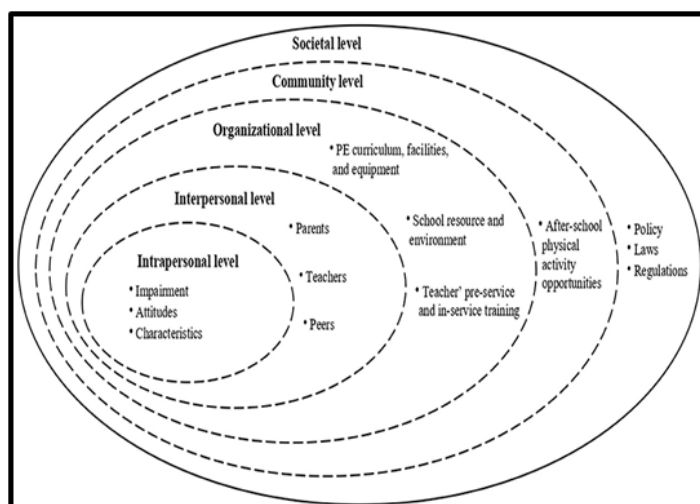


Fig. 1.1: Benefits of physical education in different strata

3. To elaborate on the issues related to the implementation of rules and routines in physical education teaching and learning in China
4. To discuss possible results and solutions in order to improve the physical education teaching and learning for Chinese students

3. Methodology. The methodology of an empirical analysis looks into the factors that aided in the development of the analysis. Therefore, a secondary method for collating the information was chosen. Moreover, all the information was collected from secondary resources such as past articles and research papers [2]. The collection of secondary information aids in collecting reliable information thus a reliable result can be formulated [3]. Furthermore, for analysing the secondary information a qualitative method of analysis was followed. The process of analysing physical education teaching and learning for Chinese students is required to analyse sociological factors. Moreover, physical qualitative methods aid in establishing reliable relations that are routed in society [4]. Therefore, the method of quantitative analysis and the use of a secondary qualitative method is justified for analysing physical education teaching and learning in China.

3.1. Rules and Routine for PE in China. At the time of past analysis, it was noted that there are certain rules and related reasons for the rules for PE education in China. For instance, mandatory PE education is one of the major rules that enforce PE education for everyone. In addition, the implication of PE education needs to be safe and diversified for each of the students [5].

From the figure 3.1, the implication process of PE education for Chinese students is described. Moreover, the implication of PE training is described in the process [6]. It is seen that the educational process of PE is dedicated to the development of interest in sports activity.

3.2. Factors impacting the implementation of rules and routines in PE teaching and learning in China. To establish a coherent understanding related to the implementation of rules and routines in PE teaching in China understanding the related factors is essential [7]. Moreover, the factors of PE education are subjective and can vary based on situations [8]. Following are some of the essential elements that contribute to the personal nature of PE education.

Priorities of the education system. For PE training, the emphasis on academic success and another curriculum can result in less time and funding being allotted for physical education. This may affect how rules and procedures are established and followed in physical education classrooms.

Chinese Culture and Beliefs. China's social norms, such as amenability to authority and self-control, can affect the implication of rules for physical education settings [9]. Further, Students' conduct and attitudes

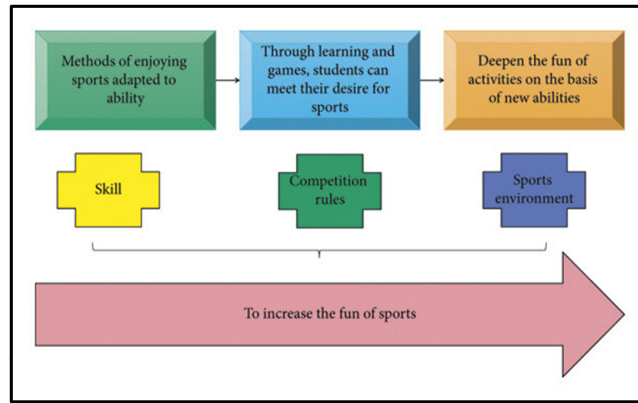


Fig. 3.1: PE education system implication process for Chinese students

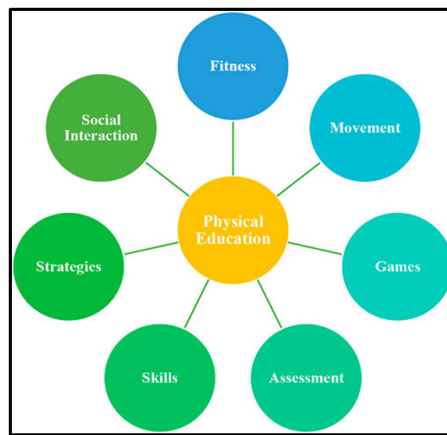


Fig. 3.2: Impact of PE on students

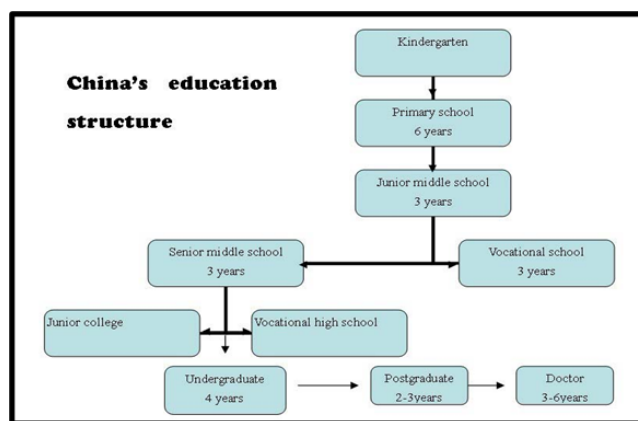


Fig. 3.3: Illustration of the Chinese education system

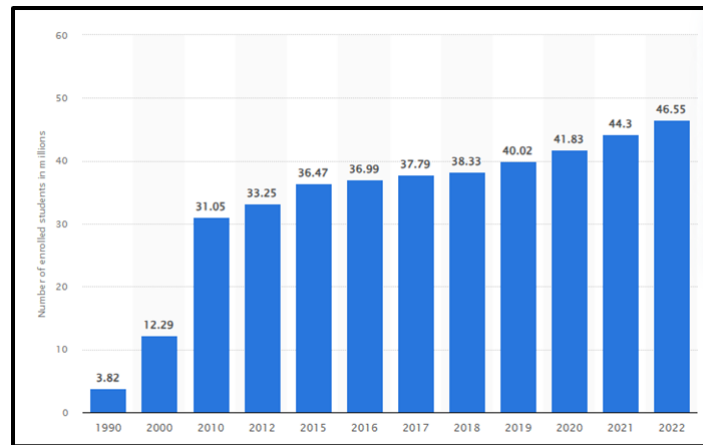


Fig. 3.4: Number of students in tertiary education in China

toward following regulations might be influenced by cultural norms. Thus, it can be contemplated that cultural norms impact the implication of PE teaching in China.

Availability of resources. In order to carry out some routines and activities, sports facilities and equipment must be available and adequate. The range of physical education exercises may be limited by a lack of adequate facilities [10].

Policies made by the government. Government-imposed educational policies have an impact on how much focus is given to physical education in the curriculum [11]. Rules and procedures can be implemented more successfully with the help of supportive policies.

Education leadership. After the government leadership in educational institutions has the authority to implement the rules and regulations for students. Therefore, effective implementation of rules for PE Education can be greatly influenced by the school leadership [12]. Moreover, the dedication to promoting physical education and fostering a supportive atmosphere for rules and routines have a direct relation with educational leaders.

3.3. Issues related to the rules and regulations for physical education teaching and learning in China. During the analysis of secondary information related to the rules and regulations related to PE education for Chinese students, some problems were noted. Some of the problems are the following:

Scarceness of the faculty and resource. China is one of the majorly populated counties in the world that have a more number of students in schools and colleges. As per the information for 2022 around 59.6% growth in the number of students enrolled in the tertiary education system was recorded [13].

However, from the figure 3.4, it can be seen that in 2021 the number of students was 44.3 billion and it grew to 46.5 billion. On the other hand, a 1.69% in resource allocation was observed in the Chinese education system, thus appropriate allocation of resources is a major issue in maintaining rules and regulations regarding PE education [14].

Massive class size and limited teachers. It is difficult for teachers to successfully manage and provide each student with individualized attention during PE courses in Chinese schools due to the prevalence of large class numbers [15]. Such factors can impact the effectiveness of education and the growth of personal skills.

Gender Inequalities. In PE classes, there may be a gender imbalance in the activities available, with some activities having a stronger male or female bias. As a result, there may be fewer possibilities for skill development between genders, and gender stereotypes are reinforced [16].

From the figure 3.5, it can be contemplated that there is a growth in the number of students per teacher. It can be noted that the average has gone to 18.5 students per teacher. Considering the large population of China even a growth of 1 on average can be challenging for teachers [17]. Thus, it can be comprehended that there is an issue in human resources that impacts the implications of rules and regulations in physical education teaching and training.

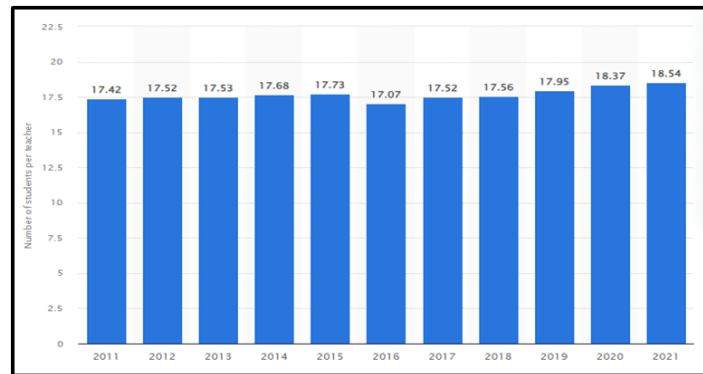


Fig. 3.5: Number of students per teacher in China

4. Possible solution for countering Issues in the implementation of rules and routines in PE teaching in China. At the time of analysing past literature for comprehending the implementation of rules and regulations, it was noted that there are certain impacts on the students. Thus, all of the issues need to be countered effectively in order to achieve optimal results for the students. In order to counter the issues following aspects can be followed:

Allocating appropriate resources for PE. During the systemic analysis of the issues related to PE education, it was noted that resource allocation is a major problem. Activist related to PE aids to meet the physical as well as mental needs of the students [18]. Thus, allocating resources can benefit the process of implementing rules and routines for students.

Setting two-tier enforcement. It was noted that government and school administration are primarily responsible for the implication of PE for students [19]. Therefore, it can be contemplated that with a tow tire administration for the PE teaching basic issues of the system can be resolved. Moreover, resource allocation can be done effectively.

Diversifying the PE programs. For the effective implication of the PE programs for student's diversification can be beneficial. Moreover, each student are different in nature and each class has different requirements regarding PE education [20]. Therefore, with the implication of a diversified system, students can be benefited and the shortage of teachers can be countered.

5. Results and Discussion. At the time of analysing past literature related to PE education in China, it was noted that there are some rout benefits for the students [21]. Moreover, implementing certain rules and making them an integral part of the education system can aid students in the long term [22]. Additionally, it was noted that there are some central issues such as resource selection and availability of teachers. The issue of location resources in an effective manner hinders the implementation of mandatory rules for the students [23].

The figure 5.1 illustrates the budget allocation per student in China. It can be seen that there are 40% of students receive 1000 to 3000 Yuan per student. Therefore, it can be said that there with such an increase in the budget a better PE education.

On the other hand, it was noted that there are issues related to teachers' availability. It was contemplated that there in order to appropriately understand student needs an increasing number of students was noted [24]. Considering the benefits of PE education for students it can be said that increasing human resources can be beneficial for the quality implication of rules and regulations human resource is an essential factor. Furthermore, it was noted that rules and regulations are essential for the holistic development of the students [25]. Additionally, the rules and routines are set by the education ministry of the government and school authorities [26]. Therefore, it was found that establishing a two-tier regulation can benefit the process of implementing rules and ruins for the students. In such a manner, individual needs of the students can be catted in a systematic manner [27].

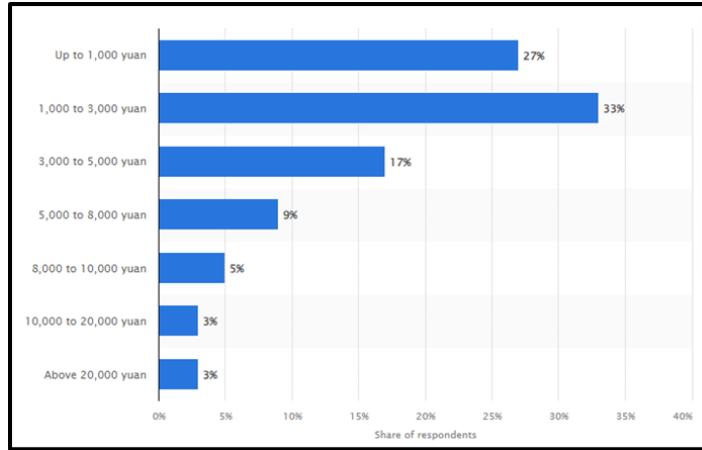


Fig. 5.1: Budget allocation per student in China

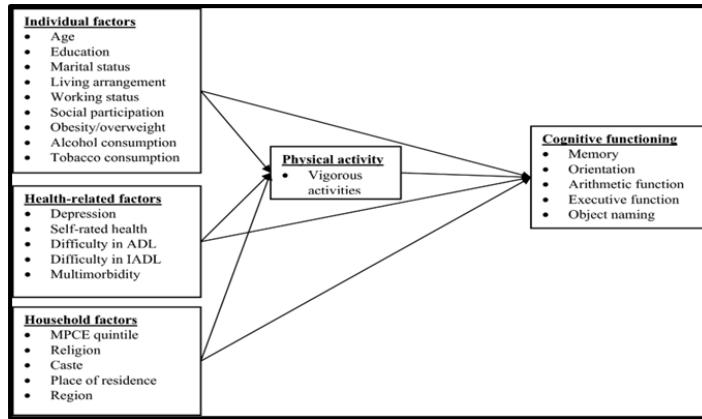


Fig. 5.2: Relation between PE and cognitive ability of students

6. Conclusion. Thus, secondary qualitative research was conducted in order to understand the implication of rules and routines for physical education teaching in China. It was noted that PE aid in the overall development of the students. Furthermore, there are physical and mental benefits to PE. On the other hand, it was noticed that there are some issues that hinder the implication of rules for PE. However, it was noted that the implication of resources and diversification in the activities such issues can be countered. By examining the multifaceted aspects of physical education in China, this research contributes to the broader discourse surrounding the role of PE in shaping well-rounded individuals. It sheds light on how China’s educational system incorporates physical education to promote both physical fitness and character development, nurturing a generation of students equipped not only with academic knowledge but also with the tools for a healthy, balanced life.

REFERENCES

[1] D. BAYANOV, L. NOVITSKAYA, S. PANINA, Z. PAZNIKOVA, E. MARTYNYENKO, K. ILKEVICH, V. KARPENKO, AND R. ALLALYEV, *Digital technology: Risks or benefits in student training?*, Journal of Environmental Treatment Techniques, 7 (2019), pp. 659–663.

[2] F. CAO, M. LEI, S. LIN, AND M. XIANG, *Application of artificial intelligence-based big data ai technology in physical education*

- reform.*, Mobile Information Systems, (2022).
- [3] N. CHEN, C. G. KIM, K. J. J. LEE, J. KIM, N. CHEN, C. G. KIM, K. J. J. LEE, AND J. KIM, *The moderating effect of urbanization on the association between socioeconomic status and physical activity in chinese adults: A cross-sectional study*, Exercise Science, 30 (2021), pp. 288–294.
 - [4] S. M. CHOI, K. W. R. SUM, T. L. WALLHEAD, F. L. E. LEUNG, S. C. A. HA, AND H. P. C. SIT, *Operationalizing physical literacy through sport education in a university physical education program*, Physical Education and Sport Pedagogy, 27 (2022), pp. 591–607.
 - [5] B. DAPENG ET AL., *Research on “smart classroom” teaching mode of public physical education in colleges and universities based on “internet+”*, The Frontiers of Society, Science and Technology, 2 (2020).
 - [6] I. DEMCHENKO, B. MAKSYMCHUK, V. BILAN, I. MAKSYMCHUK, AND I. KALYNOVSKA, *Training future physical education teachers for professional activities under the conditions of inclusive education*, BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 12 (2021), pp. 191–213.
 - [7] X. ERYONG AND J. LI, *What is the ultimate education task in china? exploring “strengthen moral education for cultivating people” (“li de shu ren”)*, Educational Philosophy and Theory, 53 (2021), pp. 128–139.
 - [8] J. A. EZEUGWU, *Computer-based training and web-based learning strategies needed for effective teaching and learning of physical education in secondary schools in nsukka local government*, Journal of Science & Computer Education, 3 (2015).
 - [9] Y. GU, *Deep integration of physical education and multimedia technology using internet of things technology*, Wireless Communications and Mobile Computing, 2022 (2022).
 - [10] Y. GUO, D. WANG, AND X. CHENG, *Integration of information technology and traditional taekwondo curriculum*, International Journal of u-and e-Service, Science and Technology, 7 (2014), pp. 163–172.
 - [11] P. HASTIE, A. HU, H. LIU, AND S. ZHOU, *Incorporating sport education within a physical education sports club in china*, Curriculum Studies in Health and Physical Education, 11 (2020), pp. 129–144.
 - [12] L. HE, Y. CAO, AND J. MAO, *Exploring college students’ fitness and health management based on internet of things technology*, Journal of High Speed Networks, 28 (2022), pp. 65–73.
 - [13] F. J. HINOJO LUCENA, J. LOPEZ BELMONTE, A. FUENTES CABRERA, J. M. TRUJILLO TORRES, AND S. POZO SANCHEZ, *Academic effects of the use of flipped learning in physical education*, International journal of environmental research and public health, 17 (2020), p. 276.
 - [14] T.-C. KANG, C.-H. WEN, S.-W. GUO, W.-Y. CHANG, AND C.-L. CHANG, *The implementation of an iot-based exercise improvement system*, The Journal of Supercomputing, 76 (2020), pp. 6361–6375.
 - [15] M. H. LI, R. K. W. SUM, C. H. P. SIT, S. H. S. WONG, AND A. S. C. HA, *Associations between perceived and actual physical literacy level in chinese primary school children*, BMC Public Health, 20 (2020), pp. 1–9.
 - [16] Y. LIANG, H. GUO, AND H. YI, *Use iot in physical education and sport in china schools*, Wireless Communications and Mobile Computing, 2022 (2022).
 - [17] W. LUO, *Using big data technology to study the countermeasures to improve the teaching ability of pe teachers in applied universities in china*, in Journal of Physics: Conference Series, vol. 1744, IOP Publishing, 2021, p. 042007.
 - [18] C. MANATHUNGA, M. SINGH, J. QI, AND T. BUNDA, *Using chinese and first nations philosophies about time and history to reimagine transcultural doctoral education*, Discourse: Studies in the cultural politics of education, 44 (2023), pp. 121–132.
 - [19] R. MARTIN-SMITH, A. COX, D. S. BUCHAN, J. S. BAKER, F. GRACE, AND N. SCULTHORPE, *High intensity interval training (hiit) improves cardiorespiratory fitness (crf) in healthy, overweight and obese adolescents: a systematic review and meta-analysis of controlled studies*, International journal of environmental research and public health, 17 (2020), p. 2955.
 - [20] G. M. MU, *Chinese education and pierre bourdieu: Power of reproduction and potential for change*, 2020.
 - [21] O. NAFTALI, *Celebrating violence? children, youth, and war education in maoist china (1949–1976)*, The Journal of the History of Childhood and Youth, 14 (2021), pp. 254–273.
 - [22] W. O’BRIEN, M. ADAMAKIS, N. O’BRIEN, M. ONOFRE, J. MARTINS, A. DANIA, K. MAKOPOULOU, F. HEROLD, K. NG, AND J. COSTA, *Implications for european physical education teacher education during the covid-19 pandemic: a cross-institutional swot analysis*, European Journal of Teacher Education, 43 (2020), pp. 503–522.
 - [23] B. PANG, *Engaging bourdieu’s habitus with chinese understandings of embodiment: Knowledge flows in health and physical education in higher education in hong kong*, Educational Philosophy and Theory, 52 (2020), pp. 1256–1265.
 - [24] ———, *The postmonolingual turn: rethinking embodiment with new confucianism in bodily education and research*, Sport, Education and Society, 27 (2022), pp. 893–905.
 - [25] M. SABBAGH, C. SADOWSKY, B. TOUSI, M. E. AGRONIN, G. ALVA, C. ARMON, C. BERNICK, A. P. KEEGAN, S. KARANTZOULIS, E. BAROR, ET AL., *Effects of a combined transcranial magnetic stimulation (tms) and cognitive training intervention in patients with alzheimer’s disease*, Alzheimer’s & Dementia, (2019).
 - [26] B. TU, W. FU, AND Y. TAI, *Implementation of rules and routines in physical education in china through iot systems*, Wireless Communications and Mobile Computing, 2022 (2022).
 - [27] H. YU AND Y. MI, *Application model for innovative sports practice teaching in colleges using internet of things and artificial intelligence*, Electronics, 12 (2023), p. 874.

Edited by: Sathishkumar V E

Special issue on: Scalability and Sustainability in Distributed Sensor Networks

Received: Aug 23, 2023

Accepted: Oct 29, 2023