Research on Sunshine Sports Theories and Construction of Guiding Scheme for Extracurricular Activities

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Abstract

The implementation of the “sunshine sports” is to strengthen youth sports in the new period, increase young people's physique strategic measure, to carry out the “health first” guiding ideology, which is also the specific performance of forming a “life-long sports” behavioral habits. Under the sunshine sports background, the author investigates and analyzes the structuring of guidance scheme of extra-curricular sports in secondary schools. The thesis is to provide theories reference for the construction of the guidance scheme of secondary schools extra-curricular sports activities, so students can truly guarantee for an hour’s physical exercise every day to enhance the constitution and promote health.

Key words: Sunshine Sports, Physical Education; Extracurricular Sports Activities

1. The status quo and the principal existing problems of extra-curricular sports activities

Here introduce the paper, and put a nomenclature if necessary, in a box with the same font size as the rest of the paper. The paragraphs continue from here and are only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 10 pt. Here follows further instructions for authors.

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1.1. The Analysis of Status Quo of Morning Exercises and Class-Break Setting-up Exercise

The results of the investigation on the status quo of morning exercises and class-break setting-up exercise in the 303 middle school are as following. The phenomenon is emphasizing class-break setting-up exercises and belittling morning exercises, and the ratio is very high to cancel morning exercises and class-break setting-up exercise when it is rainy. Based on the investigation data, it can be reasoned out that morning exercises and class-break setting-up exercise are not actually carried out in middle school every day, so there is no way to guarantee the quality of the two kinds of exercises. It still needs to strengthen the implementation of the two physical exercises in middle school, especially on the rainy day, physical education teachers or the head teacher have a weak mind to overcome difficulties, usually organize students to carry out the two physical exercises in the classroom, stairs, corridor space.

1.1.1. The analysis of content of morning exercises and class-break setting-up exercise in middle school

Table 1. Content of Morning Exercises and Class-Break Setting-up Exercise in Middle School

The eighth set of broadcast gymnastics eye exercises others

The key to affect the quality of students’ two exercises, except the school organization and the weather, the contents of the two exercises are particularly important. Diagram 1 reflects the status of content settings of morning exercises and class-break setting-up exercise, as the above figure illustrates: in 303 secondary school survey, 70.3% of schools do the eighth set of broadcast gymnastics in morning exercise and class-break setting-up exercise; 19.5% of schools do eye exercises in morning exercise and class-break setting-up exercise, only 10.2% of the schools do other sports activities (including running, a traditional minority national sports event, rhythmic exercise, ball games, free activities, etc.) From the above investigation situation it can be found that middle school morning exercise, the contents of morning exercise and class-break setting-up exercise are too single.

1.2. Analysis of extracurricular physical exercises in middle school

Figure 1. Survey form of the times and time of extracurricular physical exercises in middle school
Table 2. The status quo of the development of extracurricular physical exercises in middle school

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>once or twice</td>
<td>22.6%</td>
</tr>
<tr>
<td>thrice or four times</td>
<td>29.9%</td>
</tr>
<tr>
<td>above four times</td>
<td>14.1%</td>
</tr>
<tr>
<td>optional</td>
<td>33.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 30 minutes</td>
<td>33.6%</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>56.1%</td>
</tr>
<tr>
<td>more than 60 minutes</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

Table 2 and Figure 1 are the whole status quo of developing extracurricular sports exercises in middle schools respectively. Figure 2 shows 76.6% of the 303 middle school carry out extracurricular sports exercises, 24.4% of the 303 middle school don’t carry out extracurricular sports exercises. Figure 2 shows 22.6% of schools organize students to take exercise every week for 1 to 2 times; 29.9% of schools organize students to take exercise every week for 3 to 4 times, 14.1% for 4 times above, optional exercise accounted for 33.4%. 33.6% of schools spend 30 minutes on extracurricular sports exercises; 56.1% of schools spend 30 to 60 minutes 10.3% schools spend above 60 minutes. In addition, the survey, whether schools arrange teachers to instruct extracurricular sports exercises, shows only about 39.49% of the school carry out extracurricular sports exercises in middle school, 60.6% of the schools don't arrange sports tutor. From the above data analysis, most middle schools carry out extracurricular sports exercises, but each school doesn’t form the system of extracurricular sports exercise, also lacks necessary supervision and the activities are spontaneous. According to the survey form of the times and time of extracurricular physical exercises in middle school, extracurricular sports exercises in middle schools are lowly frequent, small Load, short time, so it is difficult to achieve the effect of students fitness.

1.3. Analysis of the content setting of extracurricular physical exercises in middle school

Table 3. The extracurricular physical training content

Table 3 reflects the whole situation of the contents of extracurricular physical exercises in middle schools. As the above figure illustrates that 25.7% of 303 middle schools carry out the track and field events as the main content of the school, 49.1% of the schools set ball games as the main content; 4.1% set martial arts as the main content, 21.1% of the schools have no fixed extracurricular physical exercises. From the results of the survey, the number of the middle schools which set ball games as the main exercise program is more than the number of schools which set track and field as the main exercise programs, because ball games have
certain confrontation, interest and collaboration, which accords with high school students' overly competitive psychology. No fixed sports reflect the harsh reality that the middle schools in Guizhou generally lack sports ground and equipment. With no teachers' guide, no disposable equipment and with so much freedom, how many students participate in sports exercise consciously, how many students can insist for a long time? This research thinks that under the background that in middle schools extracurricular physical exercises can't implement the modern sports physical location equipment of middle school, it is essential to find some other ways to carry out extracurricular physical exercises which don't require high equipment, rich contents and various forms of sports, which is a good form to further promote the smooth development of extracurricular physical exercises.

1.4. The analysis of competition extracurricular physical exercises in middle school

Table 4. The status quo of the competition of extracurricular physical exercises in middle school

Table 4 reflects the status quo of the competition of extracurricular physical exercises in middle school. Through the sampling survey to the 303 secondary school, 70.6% of the 303 middle school launch the competition of extracurricular physical exercises in middle school, of which 80.8% of extracurricular sports competition in middle school annually and regularly hold school sports meeting as the main form, only 19.2% of secondary schools participate higher level competition than school level, and 29.4% of secondary schools never conducted any form extracurricular sports competition. From the survey results, it can be found that the competitions forms of extracurricular physical exercises in middle school are single, most school sports contest only take sports meeting as the main form; there are less external expansion of extracurricular sports competition activities, which may be relevant with less sports funds and less extracurricular sports competition in middle school.

1.4.1. The analysis of extracurricular physical exercises training in middle school

Table 5. Extracurricular sports training motivation in middle school

The following results can be found through the investigation on extracurricular sports training in the 303 middle schools. Only 49.3% of schools carry out extracurricular sports training, up to 50.7% of middle schools don’t carry out extracurricular sports training, that is to say that more than half of the middle school students can't enjoy the country’s regulation of extracurricular sports training. In addition, the purpose of extracurricular physical exercises training in middle school is very clear. (Figure 5) 66.2% of the schools carry out extracurricular physical exercises training for advancing to a higher school; 17.9% of the school is
based on the need of the students' health; 15.9% of the high school is based on the needs of the game. From the survey results, it can be seen that the utilitarianism of extracurricular sports training is very strong; more than half is to improve the school graduation rates for the main starting point, less schools really carry out the targeted sports training from student physical health.

1.5. Analysis of the current situation of sports fields, equipment and teachers' team in Guizhou's middle schools

1.5.1. Analysis of the current situation of sports fields and equipment in urban middle schools

Statistical data shows that more than 60% of the urban middle schools aren't equipped with high jump frame, rib wood, flat ladder, football gate, overhead volley, dumbbell and other equipments; 70% of schools do not have board rule, gymnastics rods, softball, climbing pole, soft volleyball and other equipment; 80% of urban middle school can't provide the springboard, the stick, sword, cane ring and other equipment, but other sports equipment is professionally equipped on the whole, more than 80% of the urban middle school are equipped with basketball, baton, short rope, the rope, table tennis rackets, badminton racquet sports equipment, etc. The equipment of school sports activities in use is usually contracted, universal, mixed-use. Therefore, from this angle, the urban middle school in Guizhou can completely develop extracurricular sports activities according to existing sports equipment.

1.5.2. Analysis of the current situation of sports fields and equipment in rural middle schools

Compared with the urban middle school, the equipment condition of rural middle school is not optimistic, and most rural middle school sports seriously lack equipment. Analysis showed that more than 90% of rural middle schools have no column frame, rib wood, flat, box horse, sword and ladder equipment; More than 80% of schools do not have a high jump, climbing pole, springboard, stick, volleyball frame, football gate; more than 70% of the schools have no softball, soft volleyball, football, dumbbell etc; more than 60% of the schools do not have low parallel bars, high uneven bars and parallel bars and volleyball; more than 50% of the schools have no basketball, badminton, table tennis and common sports equipment. 70% of rural schools have the sports equipment are most simple and most economic such as rope, long rope, short rope and baton. Through the above number it can be concluded that the rural middle school's sports equipment far fall behind the urban middle school, it is very difficult to run extracurricular sports activities only by just relying on existing simple sports equipment in rural middle schools. Each rural middle school should open or find a new path to solve practical difficulties through homemade equipment.

1.6. The status quo of physical education teachers in middle school

Table6. The status quo of physical education teachers in middle school

Physical education teachers are the important human resources to ensure that the school sports education can normally develop, which is shown in Table6. In the 303 middle schools, 8.9% of middle schools don't have the physical education teachers; Lack of physical teachers' schools account for 17.8%; 68.4% of middle schools just have the right schools teacher; 4.9% of middle schools have more school physical education teachers.
Above data show that with the development of education, although sports teachers team continues to expand, but part of the schools still have no or lack sports teacher, the lack of physical education teachers can only be replaced by part-time sports teacher, which may affect the normalization of middle school sports in Guizhou.

2. Author Artwork

2.1 Guiding ideology and purpose

"Health first" thoughts serve as the guiding ideology to comprehensively promote quality education. The extracurricular sports and sunshine sports should be combined and extracurricular sports activities should be taken into the education plan and form system. The extensive implementation of rich extracurricular sports activities can ensure that students take an hour's exercise every day to strengthen students' physique, improve students' health purpose.

2.2 Establish organization and supervision mechanism

Organization: The school leadership will bring extracurricular sports activities into the overall planning of school construction. Each school should set up a special sunshine sports studio affiliated to Youth League Committee, form a good situation where the principal is the commander, the Communist Youth League and the school leader are leading, the physical education teachers are in charge, head teachers and the teachers assist to implement, the student body is involved. In addition, the sunshine sports studio should set up the sunshine sports research and development team and also the school often change the sport games to ensure campus sports life and vitality.

Supervision mechanism. With the school principal’s direct leadership, school should establish the inspection team of extracurricular sports activities, team members must make records every time, regularly report the situation of extracurricular sports activities to the school leadership and timely send feedback to the teachers, the organization and supervision should constantly improve the efficiency of extracurricular sports activities on the basis of summary and regard it as the guidance basis to direct school extracurricular sports innovation development.

2.3 Reasonable arrangement of activity form, duration and intensity

According to the development characteristics of middle school students' age, body and mind, grades as the unit are the main development form of extracurricular sports activities in Guizhou middle school. The weekly activity time is the big class break after the first period and second period from Monday to Friday.
morning and the big class break after the third period and fourth period in the afternoon. Strength moderate intensity is appropriate. The students who take the P.E. lessons shouldn’t be forced to take part in.

2.4. Enrich the content settings according to the school’s own situation

Urban and rural schools can carry out the rich content of morning exercises and class-break setting-up exercises, big class break activities, class competition, school competition, at the same time, the school may also develop some projects according to the region characteristics, so as to solve problems of lack of equipment and enrich extracurricular sports activities. Such as:

2.4.1. Make full use of the natural resource: go to nature to do aerobic yoga, climbing, cross-country race, around the obstacle, collecting animal and plant specimens, hiking, a picnic, fly a kite.

2.4.2. Adopt folk feature and resource integration project as activity contents: rope skipping, boxing, money shot, bamboo dance, Lusheng dance project (the rope, money shot brought by students, bamboo pole provided by schools, if school have no such project talents, school sports teacher first have unified training).

2.4.3. Develop equipment value, enrich activity content: Developing equipment value reflects the multi-purpose of one thing, such as skip, rope, rope pulling, rope throwing, catching tail, etc. which can solve the problem of little equipment and still can arouse the students’ interest to take part in the development of the game mechanics.

2.4.4. Homemade simple equipment for equipment shortage: for example cans and plastic tube fitness can be made into bouncing balls; straw can be woven into the high jump mat; waste bamboo pole and rubber band can be made into high jump frame; waste tire can be placed into various obstacles, etc. In addition, life and learning appliances still can be used to replace equipment, such as bag which can be used as weights, obstacles, markers; Coat, handkerchief, red scarf used as a marker, transfer object, etc.

2.4.5. Students' health and safety is the primary consideration factors if the school holds any extracurricular activities. Schools avoid students’ accidents, often inspect and repair sports equipment, it is forbidden to send unqualified and potential risk factors equipment to students for activities in the school, eliminate accidents caused by fitness equipment quality problem. If schools have school doctors, school doctors take part in extracurricular sports activities; if there are accidents, the harm will be minimized. In rural middle schools where there are no doctors, sports teacher and the teacher in charge should study the basic knowledge of the sports injury, master basic knowledge of the bandage, first aid skills, improve the emergency ability to deal with unexpected events.

2.5. Build up reasonable ways of evaluation

2.5.1. Combine comprehensive evaluation with single evaluation

Comprehensive evaluation is the total evaluation of the school extracurricular sports activities once in each semester. The contents of the comprehensive evaluation include: the teachers, system, mechanism of leadership, funds, equipment, the subjectivity and independence of student activities, and field observation, etc. Single assessment is a single evaluation of some individual event once a month, taking the class as the unit. The content of the evaluation standard is new content, new form, activity process, high interest of students.

2.5.2. Combine overall evaluation with individual evaluation
Overall evaluation is comprehensive evaluation to all students’ body quality once in each semester, the content of assessment refer to National Student Physique Healthy Standard. Individual evaluation is to evaluate the individual student who engages in some of the event's sports skills and personal physical quality.

2.5.3. Combine process evaluation and result evaluation

Process evaluation is an important basis for class activities in attendance. Result Evaluation is the result show of creating features activities and the activities of the school.

3. Conclusion

The data analysis shows that because middle schools don’t have extracurricular sports activities form system, thus lack necessary supervision and the randomness of activities is strong; Contents are single. The class break exercises mainly focus on the original eye exercises and broadcast gymnastics. [3]Few schools create characteristic projects according to their own features; just complain about lack of space, equipment and other related factors, which makes it limited to carry out extracurricular sports activities. It is very difficult to guarantee students to exercise an hour every day.

Based on the above factors, the construction of the extracurricular sports scheme is imperative. Firstly make clear the guiding ideology and purpose, secondly, establish the corresponding organization and regulatory agencies in each high school, form system, stimulate the students' active consciousness in sports exercise and ensure that students take an hour exercise every day to strengthen students' physique, promote extracurricular sports activities of the middle school, by developing a wide collective project competition, theme sports activities with local characteristics and national features and establishing evaluation mechanism and guarantee mechanism.

References