

Exploration of the Development Model of the Second Classroom of Physical Education at Shanxi Datong University after the Pandemic

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Abstract: Against the backdrop of widespread societal concern about the physical fitness of students, this paper takes the School of Physical Education at Datong University in Shanxi Province as a case study to explore the "Secondary Physical Education Curriculum" activities launched during the school closure period due to the pandemic, and conducts in-depth research on its implementation model. The aim of this paper is to address the impact of the pandemic and ensure the continuous implementation of secondary curriculum activities. The study found that through comprehensive consideration and optimization of the organizational form, site planning, evaluation system, and systematic coordination of the secondary curriculum, a more perfect model system of the secondary curriculum can be constructed. This research provides theoretical support and practical guidance for the smooth implementation of the secondary curriculum at Datong University, and also provides reference and inspiration for similar activities in other universities.

Keywords: Shanxi Datong University, secondary curriculum, implementation model

Introduction

In 'On Physical Education,' emphasized sports' importance, stating, "To civilize the mind, one must first cultivate the body." Today, Party and state leaders prioritize sports development, aiming to foster a sports powerhouse. However, physical education in universities faces challenges like traditional methods hindering innovation and student motivation. Establishing a second physical education classroom is crucial for shaping students' personalities and addressing declining physical fitness, exacerbated by factors like academic pressure and the COVID-19 pandemic."

During school closures, Datong University initiated "Second Physical Education Classroom" activities. Despite initial enthusiasm, post-pandemic challenges hindered sustained implementation.^[1] To ensure continuity, this paper proposes a streamlined model system encompassing organizational structure, site planning, evaluation mechanisms, and support coordination for the seamless execution of the secondary curriculum at Datong University.

1. Sports second classroom implementation model

1.1 The necessity of the university sports second classroom

Over the years, the university sports curriculum (first classroom) has played a leading role in school physical education, positively contributing to improving students' physical health and cultivating their tenacious character.^[2] However, with the progress of the times, the connotation of university sports continues to enrich, and the shortcomings of the first classroom are gradually revealed. The first classroom is universal but limited by teaching content, time, and

teaching methods, making it difficult to meet individual student needs and enjoy sports. With limited class hours and intensity, it is challenging to significantly improve students' physical fitness. Additionally, the lack of a strong sports atmosphere in the first classroom fails to fully conduct university sports education, leading to a deficiency in shaping students' personalities. Therefore, constructing the university sports second classroom helps promote the reform of university sports courses and comprehensively realize their educational value.

1.2 Guaranteeing mechanism for the operation of the University sports second classroom

Effective implementation of the university sports secondary classroom requires school leadership, departmental collaboration, and a comprehensive support mechanism.

The school integrates the secondary classroom into its teaching schedule, with departments cooperating to ensure smooth execution. The School of Sports develops specific plans, arranges instructors, secures venues, and provides equipment. The Academic Affairs Office tracks performance and establishes sports clubs, organizing activities to boost student engagement. The campus medical facility stands ready for emergencies.

Critical analysis is vital throughout the promotion of the secondary classroom, evaluating effectiveness, resource allocation, student involvement, cultural enrichment, and societal impact. Regular assessment facilitates adjustments to activity quality, while judicious resource allocation optimizes efficiency. Attention to student participation fosters a positive sports culture. Successful implementation benefits individuals and society by promoting social sports development, enhancing health, and bolstering sports influence. Collaborative engagement with societal sectors is essential for advancing university sports collectively.

1.3 Implementation model of the second classroom

1.3.1 Coordination between clubs, sports associations, and the first classroom

Sports clubs and the first classroom of physical education should work closely together to optimize students' sports learning experience and promote holistic development^[3]. This collaboration involves joint formulation of teaching plans, integrating club training content with physical education class teachings to ensure comprehensive skill enhancement. For example, a university basketball club aligned with physical education courses to enhance students' basketball proficiency through combined theoretical lessons and practical training.

Additionally, sharing resources such as venues and equipment enhances efficiency and teaching effectiveness. Clubs can present their objectives during physical education classes to attract student participation, while utilizing physical education facilities for training. Scheduled access to sports facilities ensures effective student engagement in physical exercise during leisure time.

Moreover, jointly organizing activities such as sports competitions fosters student interest and participation. For instance, hosting campus basketball leagues encourages skill refinement, mutual progress, and friendship among students.

Furthermore, reciprocal support enhances the quality of both club activities and physical education teaching. For instance, clubs can provide professional coaches to support physical education courses, while physical education classes offer teaching resources for club use. This collaborative relationship promotes students' comprehensive development and cultivates a vibrant campus sports culture.

1.3.2 Organizing diverse competition projects to enrich the second classroom

Organizing diverse competition projects can meet the needs of different students, reduce the repetitiveness and monotony of sports, and increase attractiveness and appeal. For example, organizing traditional sports events such as basketball and soccer matches, as well as introducing novel competition projects such as tug-of-war and fancy skipping competitions, to attract more student participation. At a certain university, in addition to traditional track and field events, the annual campus sports festival also includes entertaining competitions such as three-person basketball matches and hula hoop contests, which are well received by students.

1.3.3 Establishing campus fitness squares to enrich the second classroom

Campus fitness squares offer convenient and comfortable environments for various sports activities like running, basketball, and calisthenics, enriching campus life and promoting physical health. Organized activities such as morning running clubs and yoga attract faculty and students, fostering a vibrant sports culture.

These squares serve as hubs for fitness competitions, fostering teamwork and competitiveness while promoting campus sports development. Annual events like fitness days feature professional coaching, competitions, and performances, garnering widespread participation. Moreover, fitness squares facilitate social interaction, enabling students to forge friendships, exchange skills, and strengthen interpersonal relationships. Participation in fitness activities fosters mutual understanding and communication among faculty and students.

Beyond physical benefits, engagement in fitness activities enhances psychological well-being, aiding in stress relief, confidence building, and overall happiness. Thus, establishing campus fitness squares is a vital step in promoting school sports development.

1.3.4 Combining on-campus and off-campus activities for outdoor sports challenges and stimulation

Outdoor sports significantly boost students' physical fitness and endurance compared to traditional classroom activities.^[4] Outdoor environments provide ample space for various exercises like hiking, rock climbing, and orienteering, enhancing muscle strength, cardiopulmonary function, and overall fitness.

Moreover, outdoor activities cultivate practical skills and teamwork. Facing challenges such as route planning and emergencies, students hone problem-solving abilities and teamwork, fostering a sense of collective achievement.

Outdoor pursuits also foster innovation and exploration. Encountering new environments prompts creative thinking and deeper understanding of natural laws and ecosystems, promoting environmental awareness.

These activities diversify physical education by adding dynamic, engaging elements. Unlike indoor classes, outdoor sessions offer novel experiences, enriching the educational landscape. For instance, universities organize outdoor expeditions each semester, providing students with opportunities to surpass limits, build camaraderie, and achieve educational goals effectively.

1.3.5 Overcoming time and space constraints through online fitness tutorial series

Schools can enhance student participation in fitness activities by offering online tutorials tailored to individual preferences. These tutorials, such as online yoga courses, provide personalized fitness plans, fostering greater engagement.^[5] Additionally, they promote health concepts and fitness knowledge, covering topics like fitness theory and dietary guidance, instilling scientific fitness concepts and healthy habits. The flexibility of online tutorials allows students to participate at their own pace, attracting more involvement and promoting a healthier lifestyle.

Moreover, schools can leverage online platforms to broaden the reach of fitness education. By promoting tutorials through official websites and social media platforms like WeChat, schools raise awareness and encourage participation. These initiatives contribute to students' holistic development, fostering a positive campus sports culture and enhancing the quality of physical education.

1.4 Exemplary case of university physical education extracurricular activities

Harvard University's Physical Education Extracurricular Activities project serves as a notable example deserving thorough exploration. By integrating internal and external resources, the project offers diverse sports activities, including elective courses, club activities, and fitness facility access. This comprehensive approach respects individualized student needs and preferences, providing ample opportunities for participation.

Emphasizing holistic physical education, the project aims to enhance both physical and mental well-being while improving fitness levels. Participation across courses, clubs, and facilities promotes comprehensive development, fostering

a balanced approach to physical literacy.

Harvard's success has spurred other universities to consider similar reforms, serving as a catalyst for innovative directions in university physical education. Its impact transcends mere effectiveness, setting a benchmark for advancing the entire industry.

2. Conclusion

In the educational system, the establishment and development of extracurricular physical education activities are of great significance. This supplementary educational platform provides students with broader and more diverse learning opportunities, helping them engage in deeper learning, broaden their horizons, and enhance their capabilities beyond the classroom. Reasonable organizational forms, venue planning, as well as a comprehensive evaluation system and guarantee mechanism, are the basic conditions for the sustainable development of extracurricular physical education activities. Its open course settings break through the restrictions of time and types of courses, prioritizing learning freedom and interest, thus maintaining the vitality of extracurricular activities. The incentive mechanism also greatly motivates students, as schools link extracurricular activity performance with course credits, allowing students to improve their physical education performance while enjoying the fun of sports, resulting in tangible and data-driven rewards, thereby enhancing students' sense of achievement in physical activities. This scientific incentive mechanism provides strong support for the development of extracurricular physical education activities and lays a solid foundation for students' comprehensive development.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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