

# Urban and Rural School Physical Education Development Status Research Under the Horizon of China Dream

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**Abstract:** Sports has various functions on students' education, it contains profound connotations and huge potentials. Sports course core problem lies in school's physical education; school education results directly affect contemporary youth physical quality and value orientation. For contemporary physical education course, it has bodybuilding, education, entertainment and other functions, but as sports most basic function, it should be inheritance of Chinese excellent sports culture, through transmitting sports cultural achievements to flowers the future of motherland with physical education course, developing students' practical ability and meeting students' body and mind experiences in entertainment and bodybuilding, and then let students to develop in all-around way. The paper carries out comparative analysis of cities and towns as well as villages' teaching conditions targeted at school physical education situation under the horizon of China dream, in towns and villages' primary schools' sports practice course larger frequency are respectively 72.29%, 55.42% and 45.78%. These proportions are obvious higher than that in cities. In junior high schools' sports practice course, rural proportions are obvious more than cities' junior high school physical education course sports activity practice course, but strength quality and speed quality are correspondingly increasing, but compare to cities, there are still some shortage. As senior high school physical education course, villages and towns' sports practice course proportions are nearly the same as that in cities.

**Keywords:** China dream, comparative analysis, development status, physical education.

## 1. INTRODUCTION

China dream, its essence is rejuvenation of a nation, people happiness, realization of national prosperity and strength, and realization of the great rejuvenation of China [1]. School as motherland future talents fostering place, and meanwhile it also is the subject of Chinese fine tradition cultural inheritance foundation and cultural innovation development, which undertakes sacred mission in China dream realization process [2].

In China, physical education course as an important part in contemporary education, it assists exercises, strengthens physique through physical activity and some equipments, teachers pass on exercises basic knowledge and skills in school and then cultivate modern youth morality and willpower, which is a key link in fostering qualified future successor that develop morality, intelligence, physique, aesthetics and labor in all-around way, since China was founded for 65 years, no matter in the period of socialist construction, physical education always is an important part in Chinese basic education [3]. As Table 1 physical education guiding thoughts changes after the foundation of the country [4].

In school, physical education plays multiple roles in students' education; it contains profound connotations and

huge potentials. Physical education course core problem lies in school physical education, school education results directly affect contemporary youth physical quality and value orientation. For contemporary physical education course, it has bodybuilding, education, entertainment and others functions, but as sports most basic function, it should be inheritance of Chinese excellent sports culture, through transmitting sports cultural achievements to flowers the future of motherland with physical education course, developing students' practical ability and meeting students' body and mind experiences in entertainment and bodybuilding, and then let students to develop in all-around way. Chinese long historic, plentiful contents sports culture also lets Chinese physical education course to be colorful, with physical education culture constantly progress and international exchanges, school physical education course constantly injects into new connotation [5].

## 2. URBAN AND RURAL SCHOOL PHYSICAL EDUCATION COMPARISON

Comparative analysis method can also be called as "contrastive analysis", it is a kind of method that makes comparison of objective existed things, analyzes them, achieves recognition of things essence and rules and then makes correct evaluations on them.

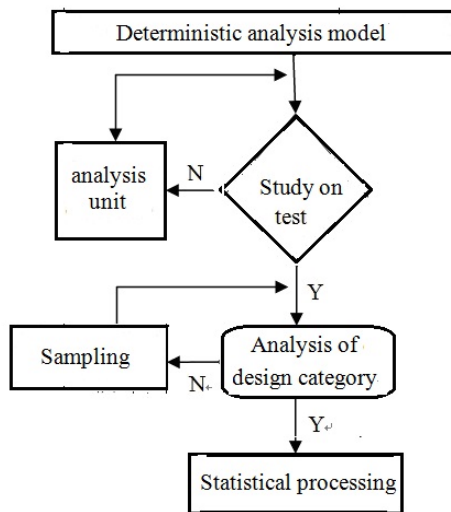
In comparative analysis, in general, it makes comparative analysis of two connected things indicators, exhibits and explains from quantity that researched things scale, levels

**Table 1. Physical education guiding thoughts changes after the foundation of the country.**

Development Stage	Time	Course Guiding Thoughts	School Physical Education Thoughts
Introduction and transformation	1949-1956	Enhance health, strengthen physique to provide qualified talents reserve for national defense construction and production construction, as well as focusing on “three-bases” imparting thoughts	Physique education, sports skill education, economic physical education
Change and development	1957-1965	Regard strengthening student physique as main ideas	System education, economic physical education
Ten years frustration	1966-1976	Labor, military sports education thoughts and anarchic thoughts	Theory of physical education useless, use military to replace physical education
Recovery and adjustment	1977-1985	Here highlights “three bases” imparting and focuses on strengthening physique thought	System education, sports skill education, subject education
Reform and exploration	1986-1999	Thought that highlights propelling to students’ personality development	Theme education, quality education, lifelong education, system education
Deepen reform	2000- now	Thoughts of “people oriented” and “health first”	Health first, lifelong education, quality education

and speed, as well as each kind of mutual relations whether they have mutual impacts and coordination relations or not. In comparative analysis, select appropriate comparison criterion is very crucial. If selected one is proper, and then it can make correct and objective evaluation; if selected one is improper, its evaluation may get wrong conclusions.

Comparative analysis flow chart is as following Fig. (1).



**Fig. (1).** Comparative analysis flow chart.

For Chinese physical education status under the horizon of China dream, it carries out comparative analysis from urban and rural primary school, junior high school, and senior high school physical education course teaching contents.

Physical education course as subordinate conception of teaching course is an important part in current course. As Chinese curriculum reform constantly goes deeper, physical education course is also constantly moving toward normalization, systematization and materialization. For concrete targets of physical education course, it has also

gone through long time discussion, scholars respectively designate physical education course from the perspective of pedagogy, sociology, biology, sports science and so on, they have come to terms that suppose physical education course cultivated targets are enhancing physique and impelling health, as well as the demands on mastering basic sports skills.

**2.1. Primary School Physical Education Course Teaching Contents Comparison**

As primary school’s physical education course, it should mainly work on fostering students’ sports interests and developing students’ basic activity capacity, teaching contents also should base on all kinds of activity skills and games, so primary school’s physical education course contents mostly equip with sports games, such teaching contents basically conform to the requirement of physical education course in primary school stage. With regard to this, it makes statistics of city primary school sports practice course contents as Table 2 city primary schools’ sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (2).

From above statistical analysis, it is clear frequency of event 1, walking and jumping, 2, leaping, 3, rope skipping in city primary school sports practice course is bigger that is respectively 53%, 43% and 35%.

Then analyze rural primary school sports practice course teaching contents as Table 3 rural primary school sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (3).

From above statistical analysis, it is clear frequency of event 1, game, 2, walking and running, 3, free-hand exercises in rural primary school sports practice course is bigger that is respectively 72.29%, 55.42% and 45.78%. These proportions are obvious higher than that in cities.

Table 2. City primary school sports practice course teaching contents situation.

Rank	1	2	3	4	5
Event	Walking and jumping	Leaping	Rope skipping	Free-hand exercises	Procession and formation
Frequency	74	60	50	44	36
Percentage	53.24%	43.17%	35.97%	31.65%	25.90%
Rank	6	7	8	9	10
Event	Game	Throwing	Football	Endurance quality	Flexibility quality
Frequency	36	36	31	24	24
Percentage	25.90%	25.90%	22.30%	17.27%	17.27%
Rank	11	12	13	14	15
Event	Table tennis	Basketball	Strength quality	Volleyball	Speed quality
Frequency	24	22	22	20	20
Percentage	17.27%	15.83%	15.83%	14.39%	14.39%
Rank	16	17	18	19	20
Event	Sensitivity quality	Horizontal bar	Martial Arts	Ascending	Techniques
Frequency	20	18	18	18	17
Percentage	14.39%	12.95%	12.95%	12.95%	12.23%

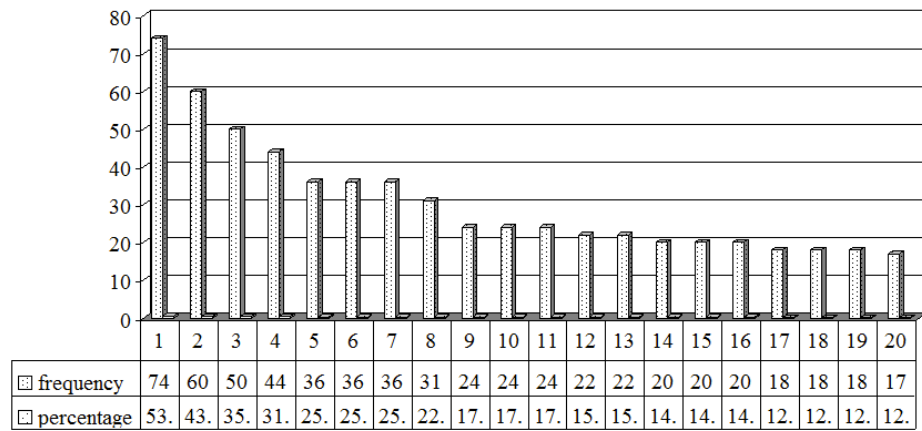


Fig. (2). City primary school sports practice teaching content.

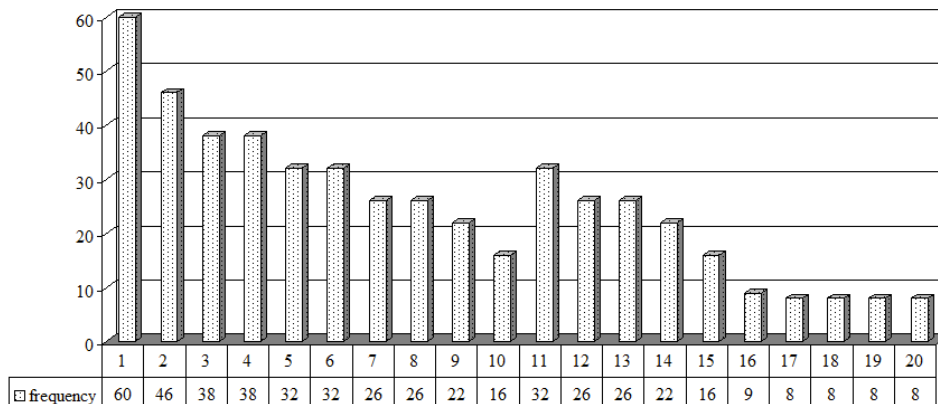


Fig. (3). Township and village elementary school sports teaching practice.

**Table 3. Rural primary school sports practice course teaching.**

Rank	1	2	3	4	5
Event	Game	Walking and running	Free-hand exercises	Basketball	Leaping
Frequency	60	46	38	38	32
Percentage	72.29%	55.42%	45.78	45.78%	38.55%
Rank	6	7	8	9	10
Event	Rope skipping	Throwing	Procession and formation	Table tennis	Martial Arts
Frequency	32	26	26	22	16
Percentage	38.55%	31.33	31.33%	26.51%	19.28%
Rank	11	12	13	14	15
Event	Speed quality	Flexibility quality	Endurance quality	Strength quality	Sensitivity quality
Frequency	16	14	12	10	10
Percentage	19.28%	16.87%	14.46%	12.05%	12.05%
Rank	16	17	18	19	20
Event	Football	Badminton	Ascending	Balance	Volleyball
Frequency	9	8	8	8	8
Percentage	10.84%	9.64%	9.64%	9.64%	9.64%

**Table 4. City' junior high school sports practice course teaching.**

Rank	1	2	3	4	5
Event	Walking and running	Throwing	Leaping	Strength quality	Basketball
Frequency	72	61	59	51	50
Percentage	67.92%	57.55%	55.66%	48.11%	47.17%
Rank	6	7	8	9	10
Event	Rope skipping	Speed quality	Free-standing exercises	Endurance quality	Procession and formation
Frequency	45	44	42	41	40
Percentage	42.45%	41.51%	39.62%	38.68%	37.74%
Rank	11	12	13	14	15
Event	Flexibility quality	Sensitivity quality	Table tennis	Badminton	Game
Frequency	35	33	30	25	25
Percentage	33.02%	31.13%	28.30%	23.58%	23.58%
Rank	16	17	18	19	20
Event	Techniques	Martial Arts	Volleyball	Football	Horizontal bar
Frequency	24	23	22	18	13
Percentage	22.64%	21.70%	20.75%	16.98%	12.26%

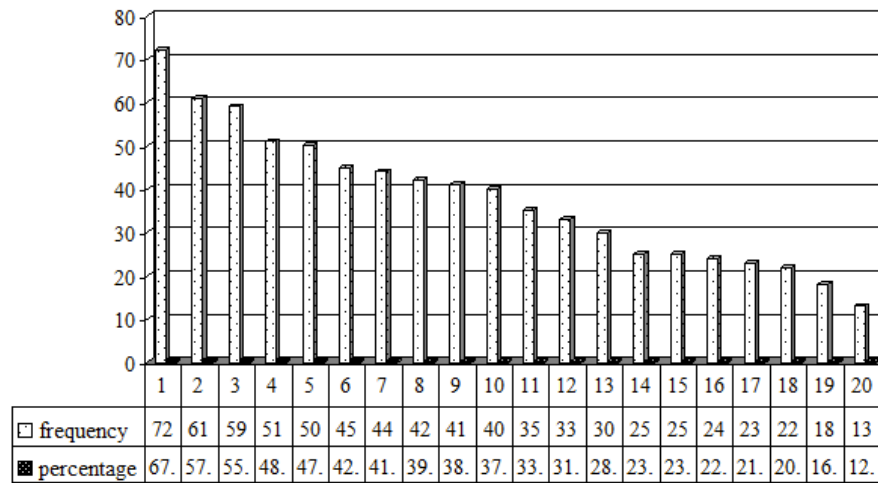


Fig. (4). City middle school sports teaching practice.

Table 5. Rural junior high school sports practice course teaching.

Rank	1	2	3	4	5
Event	Walking and running	Leaping	Throwing	Basketball	Endurance quality
Frequency	91	93	84	69	67
Percentage	72.22%	73.81%	66.67%	54.76%	53.17%
Rank	6	7	8	9	10
Event	Speed quality	Free-standing exercises	Procession and formation	Strength quality	Rope skipping
Frequency	62	59	54	54	52
Percentage	49.21%	46.83%	42.86%	42.86%	41.27%
Rank	11	12	13	14	15
Event	Game	Table Tennis	Martial Arts	Sensitivity quality	Flexibility quality
Frequency	52	38	37	34	30
Percentage	41.27%	30.16%	29.37%	26.98%	23.81%
Rank	16	17	18	19	20
Event	Techniques	Horizontal bar	Football	Badminton	Volleyball
Frequency	30	26	25	23	21
Percentage	23.81%	20.63%	19.84%	18.25%	16.67%

**2.2. Junior High School Physical Education Course Teaching Contents Comparison**

As junior high school physical education course, it should also mainly work on fostering students’ sports interests and developing students’ basic activity capacity, teaching contents also should base on all kinds of activity skills and games, but it needs to properly add some physical education professional knowledge to improve junior high school students’ physical health, so junior high school physical education course contents mostly equip with sports games and properly add some professional physical education knowledge, and then such teaching contents can basic conform to the requirements of physical education

course in junior high school stage. Here, it makes statistics of city’ junior high school sports practice course contents as Table 4 city junior high school sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (4).

From above statistical analysis, as junior high school physical education course, it also should mainly work on fostering students’ sports interests and developing students’ basic activity capacity, it is clear that frequency of event 1, walking and running, 2, throwing, 3, leaping in city junior high school sports practice course is larger that is respectively 76%, 57% and 55%. The proportions are

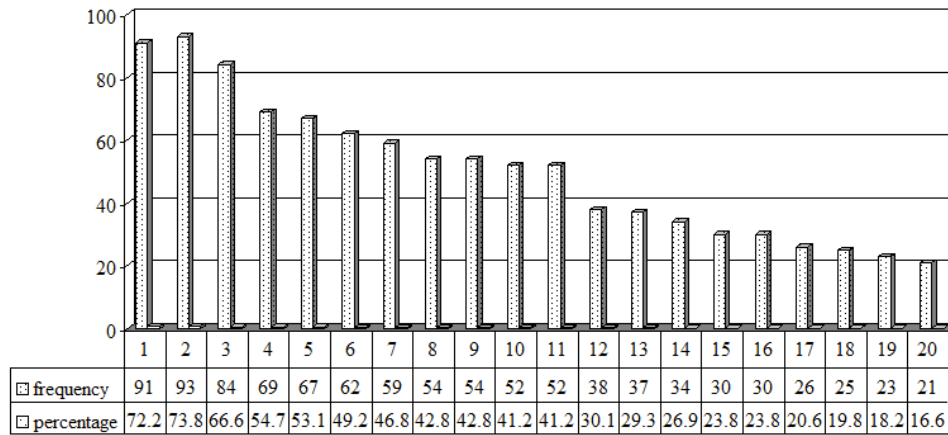


Fig. (5). The villages and towns junior middle school sports teaching practice.

Table 6. City senior high school sports practice course teaching.

Rank	1	2	3	4	5
Event	Basketball	Walking and jumping	Leaping	Football	Volleyball
Frequency	235	209	168	159	157
Percentage	69.32%	61.65%	49.56%	46.90%	46.31%
Rank	6	7	8	9	10
Event	Procession and formation	Free-standing exercises	Throwing	Strength quality	Game
Frequency	144	141	135	134	132
Percentage	42.48%	41.59%	39.82%	39.53%	38.94%
Rank	11	12	13	14	15
Event	Table tennis	Speed quality	Rope skipping	Sensitivity quality	Endurance quality
Frequency	127	126	122	109	106
Percentage	37.46%	37.17	35.99%	32.15%	31.27%
Rank	16	17	18	19	20
Event	Badminton	Martial Arts	Aerobics	Flexibility quality	Techniques
Frequency	106	106	106	88	66
Percentage	31.27%	31.27%	30.97%	25.96%	19.47%

obvious less than city primary school sports practice course, but the strength quality and speed quality obvious increase.

Then analyze rural junior high school sports practice course teaching contents as Table 5 rural junior high school sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (5).

From above statistical analysis, as junior high school physical education course, it also should mainly work on fostering students’ sports interests and developing students’ basic activity capacity, it is clear that frequency of event 1, walking and running, 2, leaping, 3, throwing in rural junior high school sports practice course is larger that is respectively 72.2%, 73.8% and 66.6%. The proportions are

obvious more than city junior high school sports course’s sports activity practice course, but strength quality and speed quality also corresponding increase while still has deficiency with regard to city.

### 2.3. Senior High School Physical Education Course Teaching Contents Comparison

As senior high school physical education course, it should mainly work on fostering students’ sports skills and developing students’ activity capacity, teaching contents also should base on all kinds of activity skills and corresponding sports event to teach, so senior high school’s physical education course contents mostly equip with sports specific events as basketball, football, volleyball and so on, such teaching contents basically conform to requirements of

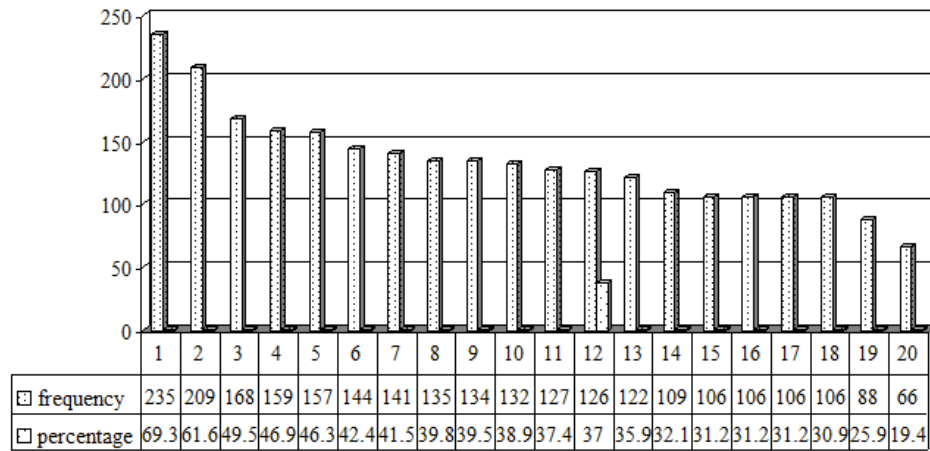


Fig. (6). City high school sports teaching practice.

Table 7. Rural senior high school sports practice course teaching.

Rank	1	2	3	4	5
Event	Basketball	Walking and running	Speed quality	Endurance quality	Throwing
Frequency	43	38	30	29	25
Percentage	66.15%	58.46%	46.15%	44.62%	38.46%
Rank	6	7	8	9	10
Event	Free-standing exercises	Strength quality	Leaping	Game	Volleyball
Frequency	25	22	22	18	16
Percentage	38.46%	33.85%	33.85%	27.69%	24.62%
Rank	11	12	13	14	15
Event	Flexibility quality	Procession and formation	Rope skipping	Football	Sensitivity quality
Frequency	13	13	13	13	10
Percentage	20%	20%	20%	20%	15.38%
Rank	16	17	18	19	20
Event	Badminton	Table tennis	Martial Arts	Techniques	Ascending
Frequency	10	6	6	5	5
Percentage	15.38%	9.23%	9.23%	7.69%	7.69%

physical education course in senior high school stage. Here, it makes statistics of city senior high school sports practice course contents as Table 6 city senior high school sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (6).

From above statistical analysis, it is clear that frequency of event 1, basketball, 2, walking and jumping, 3, leaping in city senior high school sports practice course is larger that is respectively 69.3%, 61.6% and 49.5%.

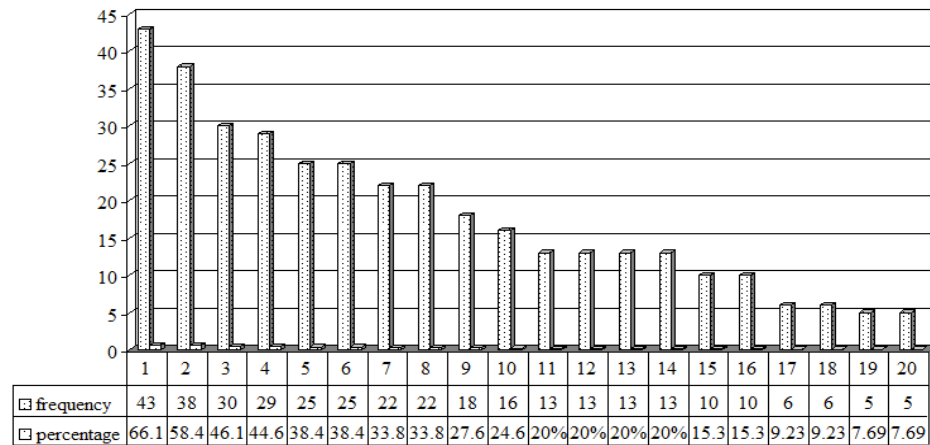
Then analyze rural senior high school sports practice course teaching contents as Table 7 rural senior high school sports practice course teaching.

Corresponding to above data, it draws “black-white bar figure” as Fig. (7).

From above statistical analysis, it is clear that frequency of event 1, basketball, 2, walking and running, 3, speed quality in rural senior high school sports practice course is larger that is respectively 66.1%, 58.4% and 46.1%. The proportions are nearly the same as that in city.

**CONCLUSION**

As an important part in modern education, physical education uses body activity and some equipments to assist exercising, enhancing physique and developing body, teachers impart exercises’ basic knowledge and skills in school and



**Fig. (7).** Township high school sports teaching practice.

then cultivate modern youth morality and willpower, which is an important link in fostering qualified future successors that develop in all-around way in morality, intelligence, physique, aesthetics and labour.

Respectively carry out comparative analysis of rural and urban primary school, junior high school, senior high school physical education course teaching contents, results are as following: As primary school's physical education course, it should mainly work on fostering students' sports interests and developing students' basic activity capacity, teaching contents also should base on all kinds of activity skills and games, through comparison between towns and cities, it is clear frequency of event 1, game, 2, walking and running, 3, free-hand exercises in rural primary school sports practice course is bigger that is respectively 72.29%, 55.42% and 45.78%. These proportions are obvious higher than that in cities. As junior high school physical education course, it should also mainly work on fostering students' sports interests and developing students' basic activity capacity, teaching contents also should base on all kinds of activity skills and games, but it needs to properly add some physical education professional knowledge to improve junior high school students' physical health, through comparison between towns and cities, it is clear frequency of event 1, walking and running, 2, leaping, 3, throwing in rural junior high school sports practice course is larger that is respectively 72.2%, 73.8% and 66.6%. The proportions are obvious more than city junior high school sports course's sports activity practice course, but strength quality and speed quality also corresponding increase while still has deficiency with regard to city. As senior high school physical education course, it should mainly work on fostering students' sports skills and developing students' activity capacity, teaching contents also

should base on all kinds of activity skills and corresponding sports event to teach, so senior high school's physical education course contents mostly equip with sports specific events as basketball, football, volleyball and so on, through comparison between towns and cities, it is clear frequency of event 1, basketball, 2, walking and running, 3, speed quality in rural senior high school sports practice course is larger that is respectively 66.1%, 58.4% and 46.1%. The proportions are nearly the same as that in city.

#### CONFLICT OF INTEREST

The authors confirm that this article content has no conflict of interest.

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Declared none.

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