

Research on Extracurricular Training and Competitions in Chinese School Physical Education from the Perspective of Coordinated Development

Zhang Hailin*

School of Physical Education and Health, Nanning Normal University, Nanning China

*Correspondingauthor:2295716616@qq.com

Abstract: Extracurricular training and competitions in school physical education are important components of the school's sports program, having a positive impact on students' physical fitness, athletic skills, psychological qualities, and teamwork abilities. Using research methods such as literature review, interviews, and logical analysis, this study provides an in-depth exploration of the current status, existing problems, and strategies for coordinated development of extracurricular training and competitions in school physical education. Research has found that there are numerous issues in current extracurricular sports training and competitions in schools, such as problems in training systems, competition organization, teacher resources, and resource allocation, including monotonous training content, low competition participation, and a shortage of professional teachers. In response to these issues, strategies have been proposed to build a scientific training system, optimize competition organization models, strengthen teacher development, and improve resource allocation mechanisms, aiming to provide theoretical support and practical guidance for the sustainable development of school extracurricular sports training and competitions, as well as to promote students' overall development and the advancement of school sports.

Keywords: School physical education; extracurricular training; competitions; coordinated development

1. Introduction

On August 31, 2020, the General Administration of Sport of China and the Ministry of Education jointly issued the 'Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Young People', it provides policy support to promote the comprehensive and healthy development of adolescents and the cultivation of talents in competitive sports. School sports are one of the important avenues for students' overall development, while extracurricular training and competitions constitute the core components of school sports. The current status and trends of extracurricular sports training and competitions have significant guiding significance for school sports work, offering theoretical support for students' holistic development and the nurturing of future sports talents (Qu, 1999). However, in actual school physical education practice, there is often a disconnect between extracurricular training and competitions, preventing them from fully realizing their intended role. Therefore, conducting in-depth research on the coordinated development of extracurricular training and competitions in schools holds significant theoretical significance and practical value.

2 Analysis of the Current Situation of Extracurricular Physical Training and Competitions in Schools

2.1 Current Status of Extracurricular Training

2.1.1 Training Content

At present, extracurricular physical education training in schools mainly focuses on traditional sports such as the three major ball games, three minor ball games, and athletics. The training content is relatively monotonous, lacking diversity and innovation, which makes it difficult to

meet the varied physical education needs and interests of students. Moreover, the design of the training content is often oriented towards competitive sports, placing excessive emphasis on the standardization of technical movements and performance improvement, while neglecting the comprehensive development of students' physical fitness and the cultivation of their sports literacy.

2.1.2 Faculty Strength and Training Methods

Extracurricular sports training requires guidance from professional physical education teachers. However, currently, many schools face insufficient teaching staff, which affects the quality of training. Strengthening the training and professional development of sports teachers is key to improving the level of extracurricular training (Yang, 2004). In terms of training methods, traditional training models still dominate, such as repetitive practice and part-practice methods. While these methods can effectively enhance students' athletic skills, they can easily lead to fatigue and boredom, thereby affecting training outcomes. At the same time, the training process often overlooks individual differences among students, failing to fully consider factors such as their physical condition, interests, and learning abilities, which results in some students struggling to keep up and even developing a sense of difficulty or reluctance.

2.1.3 Training Time and Facilities

The time and intensity of extracurricular physical education training in schools vary from one institution to another; however, overall, the training time is generally insufficient and the intensity inadequate. On one hand, due to tight school schedules and heavy academic workloads, students have limited time available for extracurricular training. On the other hand, schools and teachers do not place enough emphasis on extracurricular training, failing to reasonably plan the training time and intensity, resulting in suboptimal training outcomes. A survey of extracurricular athletics training in rural middle schools found that the lack of training venues and facilities is a significant factor limiting the development of extracurricular training, directly affecting students' training effectiveness and participation enthusiasm (Guo & Li, 2017).

2.2 Current Status of the Competition

2.2.1 Competition System

Extracurricular sports training and competitions for middle school students have become an important component of traditional sports programs in schools. However, the current competition system is not yet fully developed, and the organization and management of competitions lack standardization (Long, 2014). Most schools' sports competitions primarily consist of intra-school sports meets and individual events, with a limited scale and impact, making it difficult to stimulate students' enthusiasm and motivation to participate. Education and sports authorities should work together to improve the competition system of schools with a strong sports tradition in order to promote the development of student athletes (Li, 2021). In addition, the organization and management of the competition are not sufficiently standardized, with issues such as unclear competition rules, unfair officiating, and inadequate safety measures, which affect the fairness and impartiality of the competition.

2.2.2 Participation in Competitions

Students show low enthusiasm for participating in sports competitions, resulting in low participation rates. On one hand, a lack of interest in the competition events and insufficient promotion by the school are key factors affecting students' participation in competitions (Wu, 2017); on the other hand, the main motivation for students to participate in competitions is to exercise and improve their athletic abilities, but academic pressure and the lack of preferred events prevent students from participating in competitions (Xie, 2019). In addition, some students experience anxiety toward competitions, fearing that poor performance might subject them to

ridicule and criticism from their peers, leading them to choose to withdraw from participation.

2.2.3 Effects of Competitions

The role of competitions in promoting students' physical fitness, sports skills, and psychological qualities has not been fully realized. Competitions are a primary means of assessing the training outcomes of student athletes; however, the current number of competitions is insufficient, and in some regions, the management systems for competitions need improvement (Li, 2018). Additionally, post-competition summaries and feedback are inadequate, failing to promptly identify and address issues that arise during competitions, and also failing to translate competition experiences into improvements in extracurricular training, which affects the sustainable development of competitions.

3 Problems in the Coordinated Development of Extracurricular Physical Training and Competitions in Schools

3.1 Inconsistency between Training and Competition Goals

The primary goal of extracurricular training is to improve students' athletic skills and physical fitness, whereas the goal of competitions focuses more on achieving results and gaining honors. This inconsistency in objectives leads to a lack of effective connection between training and competitions. As a result, the content and methods of training may not meet the demands of competitions, and competition outcomes are difficult to reflect back onto training, thereby affecting the coordinated development of training and competitive performance.

3.2 Insufficient Teaching Staff

The Ministry of Education's 2025 "Notice on Several Measures to Strengthen the Construction of Primary and Secondary School Physical Education Teachers in the New Era" points out that both the quantity and quality of primary and secondary school PE teachers need to be further improved to meet the requirements for high-quality development of basic education. Currently, the number and quality of school PE teachers are insufficient to meet the demands of extracurricular training and competitions. On one hand, the shortage of PE teachers makes it difficult to comprehensively carry out training and competition guidance; on the other hand, some PE teachers need to improve their professional competence and skills, as they lack systematic training methods and experience in organizing competitions, making it challenging to effectively guide students in extracurricular training and participation in competitions.

3.3 Unreasonable Resource Allocation

There is an imbalance in the allocation of school sports resources, mainly reflected in the shortage of training venues and equipment, as well as insufficient financial investment. The lack of training venues and equipment limits the diversity of training programs and the enhancement of training intensity, while inadequate funding affects the organization and execution of competitions, such as the purchase of competition equipment, the hiring of referees, and the arrangements for participants' transportation, meals, and accommodation.

3.4 Insufficient Collaboration Among Family, School, and Society

The implementation of extracurricular sports training and competitions in schools requires the joint support and participation of families, schools, and society. However, the current mechanism for collaboration among these three parties has not yet been fully established. Families do not provide sufficient support for students' participation in sports training and competitions, and social sports resources have not been fully integrated and utilized, resulting in certain limitations on the development of school extracurricular sports training and competitions.

4 Strategies for the Coordinated Development of School Physical Education Extracurricular Training and Competitions

4.1 Establishing a Scientific Training System

4.1.1 Optimizing Training Content

Training content should be reasonably set according to students' age characteristics, physical fitness, and personal interests, enhancing both the diversity and appeal of the training. On the basis of traditional sports training, emerging sports and modern fitness activities, such as aerobics, roller skating, and rock climbing, should be introduced to meet students' individualized needs. At the same time, attention should be paid to the systematization and continuity of the training content, organically combining physical fitness training, technical skills practice, and tactical cooperation practice to improve students' overall athletic ability.

4.1.2 Innovative Training Methods

Actively explore and apply new training methods and technologies to improve training effectiveness. For example, using gamified training methods or situational teaching methods can stimulate students' interest and motivation in training; employing information technology, such as sports video analysis and motion sensors, allows real-time monitoring and feedback on students' training processes, enabling timely adjustments to training programs and methods. In addition, enhance individualized guidance by creating personalized training plans based on students' individual differences, fully tapping into their potential.

4.1.3 Reasonable Arrangement of Training Time and Intensity

Arrange training time and intensity reasonably based on students' physical capacity and learning tasks. Follow the principle of gradual progression, gradually increasing training intensity and difficulty to avoid overtraining and fatigue accumulation. At the same time, establish a scientific training monitoring system, regularly test and evaluate students' physical fitness and sports skills, and adjust the training plan timely to ensure training effectiveness.

4.2 Optimization of Competition Organization Model

4.2.1 Improving the Competition System

Establish a three-tier school sports competition system of "district-city-province" from primary school to university, catering to students at different levels. In addition to traditional intramural sports meets and single-event competitions, include competitions such as class leagues, grade-level contests, and inter-school invitationals to enhance participation and coverage. At the same time, strengthen cooperation with social sports organizations and actively encourage students to participate in various youth sports events, broadening their competition perspectives and experience.

4.2.2 Improving Competition Quality

Strengthen the organization and management of competitions to enhance their quality and level. Formulate clear competition rules and regulations to ensure fairness and impartiality; strengthen the development of the referee team to improve referees' professional skills and enforcement capabilities; improve safety measures to ensure competitions proceed safely and smoothly; focus on promoting competitions and mobilizing participation to increase students' enthusiasm and engagement.

4.2.3 Strengthening the Educational Function of Competitions

Fully leverage the educational function of competitions, integrating the cultivation of sportsmanship, teamwork, and willpower throughout the entire competition process. Before the

competition, enhance education and guidance for students so that they understand the purpose and significance of the competition; during the competition, emphasize fostering students' good qualities such as rule compliance, respect for opponents, and teamwork; after the competition, conduct timely summarization and feedback, guiding students to correctly interpret the results, learn from experiences and lessons, and continuously improve their overall abilities.

4.3 Strengthening the Construction of the Teaching Staff

4.3.1 Increasing the Number of Physical Education Teachers

Increase the number of physical education teachers through recruitment and introduction to meet the needs of schools for extracurricular training and competitions. At the same time, reasonably allocate PE teacher resources based on the characteristics of school sports programs and the needs of students, assigning professional physical education teachers to enhance the level of guidance in training and competitions.

4.3.2 Improving the Quality of Physical Education Teachers

Enhance the training and professional development of PE teachers to improve their professional competence and skills. Organize regular training activities for PE teachers, such as training in coaching methods, competition organization, and sports rehabilitation, continuously updating their educational philosophy and knowledge structure. Encourage PE teachers to engage in teaching research and scientific research activities to raise their educational and instructional standards as well as their capacity for innovation. In addition, establish a teacher incentive mechanism to recognize and reward teachers who perform exceptionally in extracurricular training and competition work, thereby stimulating their enthusiasm and initiative.

4.4 Improve the Resource Allocation Mechanism

4.4.1 Increase Funding

Schools should increase financial investment in extracurricular sports training and competitions, ensuring the procurement and renewal of training venues and equipment, as well as the organization and implementation of competitions. At the same time, actively seek social funding and donations to broaden funding sources, providing adequate financial support for school sports activities.

4.4.2 Optimize Venue and Equipment Allocation

Based on the needs of extracurricular sports training and competitions, schools should reasonably plan and build training venues to enhance their utilization and functionality. Purchase advanced training equipment and competition facilities to meet the requirements of students' training and competitions, and strengthen the management and maintenance of venues and equipment to ensure their safety and suitability.

4.4.3 Integrate Social Sports Resources

Strengthen cooperation with social sports venues, sports clubs, sports associations, and other organizations to integrate social sports resources, providing support and guarantees for extracurricular sports training and competitions. For example, utilize social sports venues for training and competition activities; hire professional personnel from the sports community as part-time coaches for the school; organize students to participate in training and competitions at social sports clubs, enriching their sports experience and exposure.

4.5 Improving the Collaboration Mechanism Among Family, School, and Community

4.5.1 Strengthening Guidance on Family Education

Through parent meetings, parent schools, home visits, and other forms, enhance the publicity and education for parents, improving their awareness and understanding of students' participation in extracurricular sports training and competitions. Guide parents to establish correct educational concepts, support and encourage their children to actively engage in sports activities, and create a favorable family environment for the growth and development of children.

4.5.2 Deepening School–Family Cooperation

Establish platforms for school–family collaboration to strengthen communication and exchange between schools and parents. Regularly provide parents with feedback on students' performances and progress in extracurricular training and competitions, listen to parents' opinions and suggestions, and jointly formulate students' training plans and competition goals. Encourage parents to participate in organizing and managing school sports activities, such as serving as volunteers or referees, to enhance parents' sense of recognition and involvement in school sports initiatives.

4.5.3 Promoting School–Community Joint Development

Strengthen cooperation and exchange between schools, social sports organizations, and communities to promote the implementation of school–community joint activities. Social sports organizations can provide schools with professional training guidance, competition organization, and talent development services; communities can provide schools with sports venues and resource support, and organize diverse community sports activities to attract active student participation. Through school–community collaboration, resources can be shared, advantages complemented, and the development of extracurricular sports training and competitions in schools can be jointly promoted.

5 Conclusion

The coordinated development of extracurricular sports training and competitions in schools is of great significance for promoting students' overall development and advancing school sports programs. Through an analysis of the current situation of extracurricular training and competitions in schools, it has been found that there are issues such as inconsistent goals between training and competitions, insufficient teaching staff, unreasonable resource allocation, and a lack of coordination among family, school, and community. In response to these problems, strategies for coordinated development are proposed, including building a scientific training system, optimizing the organization of competitions, strengthening the construction of teaching staff, improving the resource allocation mechanism, and establishing a sound family–school–community coordination mechanism. In future school sports work, the roles of schools, families, and society should be fully utilized to enhance cooperation and communication, continuously explore innovations, and promote the sustainable development of extracurricular sports training and competitions, thereby laying a solid foundation for students' lifelong development.

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