



Research Article

Research on the New Era’s Road for Reforming School Sports Instruction

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ABSTRACT



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Background: The emphasis on holistic development in school has significantly changed in recent years, placing equal emphasis on academic success and physical and mental well-being. This change has led to a critical analysis of the teaching of sports in schools, which has historically placed a strong emphasis on competitive and performance-oriented goals. Growing worries about the health, involvement, and general development of students highlight the need for reform in school sports instruction.

Purpose: The purpose of this study is to examine and assess current reform efforts in school Sports instruction in light of the emerging educational paradigm. Finding workable solutions to raise the standard of sports instruction, increase student engagement, and promote a more inclusive and comprehensive approach to physical education are the goals.

Method: Using a mixed-methods approach, the study combines qualitative interviews with quantitative surveys. Information was gathered from a wide range of educational institutions' instructors, students, and policy officials. Analyzing survey data on existing sports curriculum, instructional strategies, and student attitudes toward physical education comprised the quantitative component. In-depth interviews were a part of the qualitative component, which aimed to provide insights into the difficulties and achievements faced by reforming schools.

Findings: The study presents a number of important conclusions: First, the necessity of switching from conventional, competition-focused models to more inclusive and diversified sports programs that accommodate a range of interests and ability levels is becoming increasingly apparent. Second, the incorporation of contemporary pedagogical strategies that encourage higher levels of engagement and enjoyment—like cooperative learning and student-centered activities—marks effective reforms. Third, there are still issues like scarce resources and opposition to change, but creative solutions and helpful legislation have made progress toward getting past these obstacles. Overall, the study emphasizes how crucial it is for educators to continue their professional development and how systemic support is required to maintain successful reforms in the teaching of sports in schools. This study offers insightful information to stakeholders, educators, and policymakers that want to improve.

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Introduction

As an important part of school education, the reform and development of physical education affects the development direction of young people in the new era. "School sports should help students enjoy physical exercise, strengthen their physical fitness, improve their personality, and temper their will." This requirement is a new coordinate for the reform and development of school sports, provides an action guide for the development of school sports in the new era, and is the fundamental principle for the development of education.

In the process of school sports development, it is necessary to establish the educational concept of health first. Not only

should we offer a full range of physical education classes, but we should also focus on improving students' athletic ability and the application of sports knowledge; enhance students' awareness of conscious exercise, improve the quality of learning and life, strictly follow the four-in-one goal orientation, and continuously deepen school physical education reform in development (Ennis, 2011).

Research Purpose: Examining and outlining options for modernizing sports education in schools is the main goal of this study. The goal of the project is to find practical ways to bring sports education up to date, increase student involvement, and

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support a comprehensive strategy that fits with current educational objectives.

Research Questions

1. What are the present issues and trends in school sports education that call for change?
2. In what ways may curricula for school sports be modified to promote increased student participation and wellness?
3. What are the most successful strategies and cutting-edge tactics for bringing about positive changes in school sports education?

Significance of Research

This study is important for a number of reasons. It starts by addressing the necessity of moving away from conventional, competitive sports programs and toward inclusive, student-centered ones that better promote the development of the whole student. Secondly, it offers valuable perspectives on efficacious reform approaches that can augment physical education results and student well-being. Third, the research provides educators and legislators with workable strategies to overcome implementation difficulties, resulting in a more productive and interesting school sports environment. The study's ultimate goal is to assist in the establishment of a well-rounded educational framework that incorporates creative sports training with the integration of mental, emotional, and physical development.

1. Problems faced by the development of school physical education in the new era

School physical education reform is a comprehensive project involving multiple aspects. It aims to better meet the needs of students' all-round development and improve their physical fitness and comprehensive quality by improving the concepts, content, methods and management mechanisms of physical education (Gu et al., 2024).

Physical Education (PE) faces several challenges that hinder its effectiveness in schools and communities. Below are some detailed examples of these challenges, along with potential solutions.

2. Scarce Resources

Example: Many schools, particularly in underfunded areas, lack basic equipment such as balls, nets, and even safe spaces for physical activities. In some cases, facilities like gyms and fields are in disrepair, making it difficult to conduct classes effectively.

Possible Solutions: Grants and Funding: Schools can seek grants from organizations focused on physical health and education. For instance, the Carol M. White Physical Education Program offers funding to improve PE programs.

Community Partnerships: Collaborating with local businesses or sports organizations can help secure donations of equipment or financial support. Schools could host fundraisers or community events to raise awareness and funds for their PE programs.

3. Resistance to Change

Example: Traditional views of PE often focus on competitive sports, which can alienate students who may not excel in athletics. This resistance can lead to a lack of engagement among students who prefer alternative forms of physical activity, such as dance or yoga.

Possible Solutions:

Curriculum Reformed programs can integrate a broader range of activities that appeal to diverse interests. By offering

choices, such as dance, martial arts, or fitness training, schools can engage more students.

Professional Development: Providing training for PE teachers on modern pedagogical approaches can help them adopt inclusive teaching methods that address various skill levels and interests.

4. Lack of Time in the Curriculum

Example: In many schools, PE is often one of the first subjects to be cut when academic pressures mount. This results in inadequate time allocated for physical activity, contributing to rising obesity rates and declining physical fitness among children.

Possible Solutions:

Integrating PE Across Subjects: Schools can find ways to integrate physical activity into other subjects. For example, using movement-based learning in math or science classes can reinforce the importance of physical activity while maintaining academic rigor.

Advocacy: Educators and parents can advocate for the importance of PE by presenting data that highlights its benefits on academic performance, mental health, and overall well-being.

5. Inequity in Access

Example: There can be a stark disparity in the quality of PE programs based on socioeconomic status. Wealthier districts may offer robust programs with numerous activities, while less affluent areas might struggle to provide even basic PE classes.

Possible Solutions:

Equitable Funding Models: Policymakers can work towards more equitable funding for schools, ensuring that all students have access to quality PE programs regardless of their background.

After-School Programs: Community organizations can create after-school programs that offer free or low-cost physical activities for students in underserved areas, promoting equal access to fitness opportunities.

Community Engagement: Schools can involve parents and community leaders in discussions about the benefits of physical activity, fostering a culture that values health and fitness.

By addressing these challenges with targeted solutions, schools and communities can enhance the effectiveness of Physical Education, ensuring that all students have the opportunity to engage in meaningful physical activity.

2.1 Teaching content is too single

In traditional physical education, the teaching content is often limited to some fixed sports, which have been tested by long-term teaching practice and are regarded as "classics" and "essence". However, with the development of the times and the deepening of education reform, this single teaching content setting has gradually revealed its limitations and cannot meet the diversified needs of modern education. Modern physical education curriculum reform emphasizes the cultivation of students' comprehensive qualities and sports awareness of lifelong sports, which means that we should not only pay attention to students' mastery of sports skills and improvement of physical fitness, but also focus on stimulating their interest in sports and cultivating their ability and habit of independent exercise. Therefore, the teaching content should be more diversified and personalized to meet the interests and needs of different students (Bahir & Wang, 2023).

Reforming physical education (PE) in schools has been a topic of extensive research and discussion. Here are some key findings from existing literature:

1. **Holistic Development:** PE promotes not only physical health but also social, emotional, and cognitive development. Integrating these aspects into the curriculum can enhance student engagement and overall well-being.
2. **Inclusive Practices:** Effective reform emphasizes inclusivity, ensuring that all students, regardless of ability, can participate meaningfully. Adopting adaptive PE programs can help achieve this goal.
3. **Curriculum Diversity:** A varied curriculum that includes non-traditional sports, dance, and fitness activities can cater to diverse interests and help retain students who might otherwise disengage.
4. **Assessment and Accountability:** Implementing effective assessment tools that measure skill development, fitness levels, and personal growth can help educators adjust teaching strategies and provide better support to students.
5. **Teacher Training and Professional Development:** Continuous professional development for PE teachers is essential to keep them updated on best practices, innovative teaching strategies, and new physical activities.
6. **Collaboration with Health Education:** Integrating health education with physical education can provide a comprehensive approach to student health, addressing both physical fitness and nutritional knowledge.
7. **Community Engagement:** Involving parents and the community in PE initiatives can enhance support for school programs and encourage active lifestyles outside of school.
8. **Policy Support:** Strong support from school administration and adherence to state and national standards for physical education can help ensure that reforms are effectively implemented.

These findings suggest that reforming physical education requires a multifaceted approach, focusing on inclusivity, curriculum diversity, assessment, teacher training, and community involvement.

However, the teaching content of physical education courses in many schools is still too single. This singleness not only limits students' choice space, making it difficult for them to find their interests in a variety of sports, but also may cause students to feel bored and resistant to sports activities. At the same time, it also limits teachers' teaching innovation, making teaching methods and means lack diversity and flexibility, and it is difficult to stimulate students' interest and enthusiasm in learning. In addition, too single teaching content may also affect students' all-round development. The goal of physical education is to cultivate students with healthy bodies and good physical literacy, but a single teaching content is often difficult to achieve this goal. Students need to exercise different body parts and skills through a variety of sports to promote the overall development of the body. At the same time, diversified teaching content can also help cultivate students' teamwork spirit, innovative thinking and problem-solving skills, and improve their comprehensive quality (Bahir & Huanghe, 2021).

2.1 Lack of innovation in teaching methods

In traditional physical education, teachers often rely on fixed teaching models such as demonstration and explanation and student imitation exercises. Although these methods are classic and effective to a certain extent, they lack innovation and diversity and are difficult to adapt to the diversified needs of

modern education. With the continuous deepening of physical education curriculum reform, we urgently need to introduce more innovative teaching methods to stimulate students' enthusiasm for learning and cultivate their independent exercise ability and innovative thinking (Madani, 2019). The problem of lack of innovation in teaching methods is mainly manifested in the dull classroom atmosphere. Teachers often occupy a dominant position, while students are in a state of passive acceptance, resulting in students' lack of opportunities for active participation and exploration, and poor learning experience; secondly, a single teaching method cannot meet the needs of different students. Each student has different interests and learning abilities. Therefore, they need different teaching methods and strategies to support their learning (Botan & Taylor, 2004).

2.1 Insufficient attention to health education

Health education is an important part of physical education, which involves students' physical health, mental health and social adaptation. By integrating health education content, students can have a more comprehensive understanding of health knowledge, master health skills, form a healthy lifestyle, and thus improve their overall health level. Traditional physical education mainly focuses on the training of skills and physical fitness, while health education pays more attention to the cultivation of health knowledge and healthy behaviors. The organic combination of the two can make physical education more in line with the concept of modern education, closer to the actual needs of students, enrich the connotation and extension of physical education, and help improve the actual effect of physical education. Through health education, students can have a deeper understanding of the principles and methods of exercise, master scientific exercise methods, and avoid sports injuries and adverse consequences. Health education can help students establish correct health concepts, improve their self-care ability, and lay a solid foundation for lifelong health. However, some schools do not pay enough attention to health education in physical education classes, and students lack health awareness, which leads to students developing many bad living habits, such as staying up late, not liking to exercise, and not paying attention to diet matching. The method of classroom health education is single and the content is not rich enough, which leads to low interest in learning among students (Keating et al., 2012).

2.1 The scientific nature of classroom evaluation needs to be improved

As an important means to measure teaching effectiveness and students' learning outcomes, classroom evaluation has a direct impact on the improvement of teaching quality and the realization of students' all-round development. At present, there are some problems in classroom evaluation in physical education, which leads to its lack of scientificity. First, the evaluation criteria are too single, focusing only on the mastery of skills, while ignoring students' performance in terms of emotions, attitudes and values. This single evaluation method cannot fully reflect students' physical literacy and comprehensive abilities, nor can it meet the requirements of modern education for students' all-round development. Secondly, the evaluation process lacks objectivity and fairness. In actual operation, classroom evaluation is often affected by teachers' subjective factors, and there is ambiguity and inconsistency in evaluation criteria. This may affect the accuracy and objectivity of the evaluation results, and the evaluation results cannot reflect the students' real learning situation. In addition, classroom evaluation lacks attention to individual

differences among students. Each student's physical condition, interests and hobbies, and learning ability are different, so personalized evaluation plans are needed to support their growth. However, existing classroom evaluation methods often ignore individual differences among students and cannot meet their personalized needs (Chen, 2018).

2. Development path of school physical education

2.1 "Students as the main body", supplement teaching content

First, introduce diversified sports. The compulsory education physical education and health curriculum standards have added traditional Chinese sports and emerging sports to the special sports, which provides a direction for enriching the teaching content. Schools can appropriately add traditional Chinese sports such as Tai Chi, Wuqinxi, martial arts, dance, wrestling, and emerging sports such as rock climbing, roller skating, quality development, orienteering, Sanda, and Taekwondo according to the school's venues and facilities, teacher capabilities, and student development. This will not only help cultivate students' cultural confidence and cultural identity, but also keep school sports in line with the times, increase students' interest in sports, and cultivate students' independent exercise habits (Blanck et al., 2007).

Secondly, use modern technology to assist teaching. With the help of modern technology, such as smart wearable devices and sports analysis software, students' sports data can be monitored and analyzed in real time to provide data support for personalized teaching. For example, in basketball classes, the learning of the "one-handed shoulder shot" technique can use multimedia teaching software to make relevant courseware, and use animation or video to display it, including key links such as preparation posture, power transmission, and finger control. Students can intuitively understand the details of shooting skills by watching animations or videos, and deepen their understanding of the essentials of the action. If conditions permit, VR technology can also be used to simulate basketball shooting scenes, and smart wearable devices can be used to monitor students' sports data, such as shooting accuracy, power output, etc., so as to more accurately evaluate students' performance and provide personalized guidance. At the same time, we can also use the network platform to build an online learning community so that students can continue to learn and communicate after class (Bryman, 2007).

Finally, strengthen the ideological and political education effect of physical education classes. Teachers can inspire students' patriotism and national pride by explaining the historical origins, cultural connotations and national spirit of sports events. It is necessary to combine sports competitions and team activities to cultivate students' teamwork spirit and competitive awareness, and guide them to form a positive attitude and correct competitive concept. You can also try to use various forms of ideological and political education methods, such as case teaching, role-playing, group discussion, etc. to enrich the content of physical education classes, guide students to establish a correct world outlook, outlook on life and values, cultivate their patriotism, and enhance their collective sense of honor and responsibility (Suomi et al., 2003).

2.2 Take advantage of the convenience of the times and innovate teaching methods

Innovation in physical education teaching methods is the key to improving the effectiveness of physical education, stimulating students' interest, and promoting students' all-round development. In teaching design, novel teaching methods can be adopted. First, game elements can be strengthened and

integrated into physical education teaching. By designing interesting and challenging sports games, students can learn and exercise in a relaxed and pleasant atmosphere. Secondly, focus on practical teaching, so that students can learn and master sports skills in practice. By organizing rich practical activities, such as sports games and sports competitions, students can exercise themselves in practice and improve their sports ability. Thirdly, advocate cooperative learning, organize students to conduct group cooperative learning, let them complete tasks together in the team, and cultivate teamwork spirit and communication skills. At the same time, cooperative learning can also enable students to learn from each other, help each other, and make progress together. Finally, we should actively apply new media technology to enrich the form of physical education classes. For example, some abstract knowledge that is difficult to tell through language in teaching can be conveyed to students intuitively and vividly through new media technology, so that students can understand the relevant content more deeply and improve teaching efficiency. In teaching practice, we can use technological products such as smart wearable devices, VR technology, smart tablets, smart sports equipment, AI sports products, etc., which can not only pay attention to students' exercise status in a timely manner, but also help students standardize their practice and provide personalized guidance and suggestions (Marshall, 1936).

2.3 Strengthen health education and promote the integrated development of sports and health

The goals of health education include promoting health awareness, enhancing health literacy, cultivating healthy behaviors, promoting social health, cultivating a positive mental state, and promoting the protection of health rights and interests. The achievement of these goals will help individuals establish a positive and healthy attitude and behavioral habits, improve the quality of life, and prevent and reduce the occurrence of diseases (Bryman, 2007).

Strengthening health education in school sports can be carried out from the following aspects. First, organize various sports activities, such as track and field, ball games and competitions, to encourage students to actively participate, exercise and enhance their physical fitness. These activities can not only improve students' physical fitness and physical quality, but also train students' ideological and moral qualities, and enhance their sense of unity, cooperation and competition. Second, impart sports knowledge, including the cultivation of sports skills, the explanation of sports rules, and the imparting of sports ethics and health knowledge. Through systematic sports courses, students can understand and master basic sports knowledge and skills, laying a solid foundation for their future sports activities and life. Third, cultivate students' health awareness. Through health education courses and activities, make students aware of the importance of sports to health and stimulate their enthusiasm for participating in sports activities. At the same time, educate them to pay attention to their physical condition, develop good eating and resting habits, and prevent the occurrence of diseases. Fourth, pay attention to students' mental health education. Sports activities can not only exercise students' bodies, but also relieve students' learning pressure and improve their mental health. By participating in sports activities, students can release pressure, regulate emotions, and enhance self-confidence and adaptability. Through effective school physical and health education, we can promote students' physical and mental health and all-round development, laying a solid foundation for their future study and life (Cohen et al., 2002).

2.4 Improve the evaluation system and make the evaluation more scientific

As the concept of lifelong education has been deeply rooted in people's hearts, the focus of physical education classroom teaching evaluation has changed from a single "focus on results" to a new situation of "unity of process and results". This change is an advancement of educational concepts and a more comprehensive focus on students' learning process and ability development. However, although schools and teachers have gradually realized the importance of the teaching process, there are still some problems in the actual evaluation process. First, construct a multi-dimensional evaluation standard. In addition to traditional skills and physical fitness tests, evaluation contents such as learning attitude, cooperative spirit, and innovative ability should also be included. For example, students' enthusiasm for participation in class, their collaboration with classmates, and their innovative thinking and problem-solving skills in sports activities can be observed. This can more comprehensively reflect students' physical literacy and comprehensive abilities (Gu et al., 2024).

Secondly, adopt a variety of evaluation methods. In addition to traditional quantitative evaluation, qualitative evaluation, process evaluation and self-evaluation can also be introduced. Qualitative evaluation can be carried out by observing, describing and recording students' performance; process evaluation focuses on students' progress and changes in the learning process; self-evaluation allows students to reflect on their own learning and put forward suggestions for improvement. These diverse evaluation methods can complement each other to form a comprehensive evaluation of students' sports ability (Hensley, 2000).

Finally, attention should also be paid to the personalization and differentiation of evaluation standards. Each student has different sports abilities and interests, so the evaluation standards should also be adjusted according to the actual situation of the students. For students with strong sports abilities, higher evaluation standards can be set to stimulate their potential; for students with weaker sports abilities, the standards can be appropriately lowered to focus on their progress and growth. This can better meet the needs of different students and promote their personalized development (Pandey, 2006).

Conclusion

Studies on the path toward modernizing school sports instruction show that the educational system needs to change in a significant and convincing way. Conventional sports programs, which have frequently placed an emphasis on uniformity and competitive achievement, are becoming less and less considered as adequate for achieving modern educational objectives. The results highlight the necessity of moving toward inclusive, student-centered methods in order to create a more stimulating and encouraging physical education environment.

Conduct regular assessments of PE programs to gather data on student engagement, fitness levels, and program effectiveness. Support research initiatives that explore innovative PE practices and their impacts on student health and academic performance.

By implementing these recommendations, schools can create a robust physical education framework that promotes lifelong health and wellness among students.

Recommendations and Future Research

1. Requirement for Inclusivity and Engagement: Instruction in school sports nowadays needs to go beyond a limited emphasis on performance and competitiveness. Programs

are to be created with a variety of activities to suit different interests and ability levels so that all kids are inspired to take part and gain from physical education.

2. Holistic Development: In the modern era, good sports education incorporates cerebral, emotional, and physical growth. A well-rounded educational experience can be enhanced by placing an emphasis on collaboration, personal development, and enjoyment in athletics, all of which can enhance students' general wellbeing.
3. Role of Teachers and Policies: Teachers' professional growth and support are critical components of successful transformation. To promote the development of creative sports programs, schools and legislators must work together to offer the tools, instruction, and supportive policies needed.
4. Innovation and Best Practices: The study identifies a number of innovative and best practices, such as integrating technology and contemporary pedagogical approaches into sports education. These developments can guarantee that physical education fulfills students' changing requirements while also increasing its efficacy.

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