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Research on the Construction of Preschool Physical Education Curriculum for Preschool Education Majors

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Abstract

Early childhood physical education plays an important role in preschool education, not only affecting the physical health of young children, but also influencing their psychological and emotional development. However, current early childhood physical education in China still faces problems such as vague goals, outdated content, and insufficient innovation, which restrict the professional development of teachers and the optimization of teaching methods. This study constructed a systematic curriculum system for early childhood physical education, covering core elements such as educational philosophy, teaching objectives, curriculum content, implementation strategies, and evaluation mechanisms. The study emphasizes the concepts of "integration of sports and education" and "holistic education", aiming to promote the comprehensive development of young children and achieve continuous optimization of the curriculum through a dynamic cycle model. This study mainly used Delphi method, teaching experiments, and empirical analysis to construct a scientific and systematic curriculum system for early childhood physical education, filling the gap in the combination of theory and practice. This study proposes both the "integration of physical education and education" and the "dynamic cycle model" to promote the sustainable development of early childhood physical education. Through innovative curriculum systems, methodologies, and practical models, it provides theoretical support and practical paths for improving the quality of early childhood physical education in China, which is of great significance for cultivating composite early childhood teachers and promoting the development of early childhood education.

Keywords: Preschool Education Major, Children's Physical Education Course, Curriculum Construction

Introduction

In the development process of preschool education, the importance of preschool physical education has become increasingly prominent, and "how to scientifically and rationally construct the preschool education professional preschool physical education curriculum" has become a key issue that needs to be explored urgently. Based on the

current situation of early childhood physical education in China and the actual curriculum setting of preschool education in colleges and universities, this study deeply combines the characteristics and development laws of children's physiological development, psychological development and intellectual growth, and takes the preschool education majors of Beijing Normal University, East China Normal University, Southwest University, Shaanxi Normal University, Central China Normal University and Northeast Normal University as research samples. It is committed to constructing an undergraduate course that meets the needs of preschool education and aims to improve children's physical education ability. This research result can not only provide an important reference for the training of "all-subject" preschool education skills, but also have practical application value for improving the quality of preschool education talent training, and can also provide reference for colleges and universities that offer preschool education majors, and help college graduates find employment. In order to solve the research problem, the research is carried out from five dimensions.

- *Investigate the Current Sate of Curriculum Development*

Preschool education is a basic major in normal colleges and universities. This study selects six preschool education majors in normal universities directly under the Ministry of Education, and deeply analyzes the current situation and causes of preschool education ability cultivation from three dimensions: training objectives, curriculum content setting, and physical education curriculum content setting, so as to lay a realistic foundation for follow-up research.

- *Build A Theoretical Foundation*

Based on the existing theories such as curriculum construction and teacher ability training, combined with the characteristics of preschool education in China and the needs of preschool physical education in early childhood, this paper innovatively creates the concept of early childhood physical education courses suitable for preschool education majors in colleges and universities, so as to provide solid theoretical support for curriculum construction.

- *Construct A Basic Model of The Curriculum*

Guided by the theoretical foundation, a closed-loop curriculum model is constructed around the updating of curriculum concepts, accurate determination of goals, scientific setting of content, effective implementation of the system and timely feedback of evaluation, so as to ensure that the construction of preschool education curriculum for early childhood physical education is feasible.

- *Implement and Test the Course Content*

The early childhood physical education curriculum suitable for the preschool education major is carefully designed, and the experimental method is used as the core research method to test the rationality and effectiveness of the curriculum through practice to ensure the quality of the curriculum.

- *Clarify the Practice Path*

From the four aspects of curriculum education concept innovation, physical education teacher team construction, curriculum implementation plan optimization, and interactive integration of theory and practice, the practical path of preschool education

curriculum construction for preschool education was deeply explored, and the implementation of the curriculum was promoted.

Literature Review: Analysis of the current situation of preschool education professional early childhood physical education curriculum.

Through the analysis of the training programs of preschool education professionals in six undergraduate colleges, supplemented by interviews and questionnaires, it is found that there are many problems in the current curriculum.

The Concept of The Course is Vague

There are deficiencies in the curriculum of preschool education in the six subordinate normal universities, and the curriculum concept of early childhood physical education is not clear. The concept mostly follows the general preschool education curriculum, and does not highlight the characteristics of preschool physical education, which leads to the teaching focusing on students' sports skills training, ignoring the cultivation of teaching skills and the improvement of self-learning ability, and then reducing the efficiency of preschool education resource allocation.

Generalization of Course Objectives

The generalization of course goal positioning is a prominent problem. Most of the existing curriculum objectives are equivalent to the professional objectives of preschool education, which do not reflect the uniqueness of early childhood physical education courses and lack vocational relevance. The curriculum content only follows the preschool curriculum standards of colleges and universities, ignores the needs of sports development, and replaces sports game courses with children's dance and game creation courses, fails to implement the requirements for physical literacy training, does not highlight the characteristics of traditional Chinese sports, and provides insufficient guidance for lifelong sports, and the proportion of related content is small.

Improper Course Content

At this stage, although the preschool education major has undergraduate physical education courses, the curriculum structure is unreasonable and fails to reflect the particularity and pertinence of the major. There are defects in the arrangement of teaching content, which cannot meet the basic requirements of students' physical education teaching. The training course of preschool physical education teachers should properly deal with the three pairs of relationships between physical education attributes and educational attributes, teacher nature and professionalism, and training needs and actual conditions.

Practical Difficulties in the Course

Practice is the key to test the training level of preschool education professionals in colleges and universities. Through analysis, it is found that the teaching content of physical education courses in the curriculum system of preschool education in the six colleges is out of touch with the actual needs of preschool training and education institutions for preschool teachers, which makes it difficult to effectively carry out the practical operation of the curriculum.

Lack of Course Evaluation

The curriculum evaluation of the six subordinate normal universities mostly focused on the general content of preschool education talent training, and less involved in the evaluation of early childhood physical education-related courses. Although there is a description of the evaluation method and content of preschool education courses, the evaluation system of preschool physical education courses is missing.

In the new era, the teaching design of children's physical education should take the basic technical actions of sports as the core, give full play to the role of emerging technologies and infrastructure, and simultaneously exercise children's physical fitness and intelligence in teaching, and cultivate sports awareness. With the help of diversified teaching and evaluation methods, it ensures that children can safely learn physical education knowledge, skills and methods under the premise of following the laws of physical and mental development. Through the scientific creation of teaching content, it meets the actual needs of children's physical education and education, and lays a solid foundation for children's future sports development.

Methods

Set up Conceptual Framework

This paper focuses on the construction of physical education courses for preschool children in early childhood education programs. Based on the current status of physical education for young children in China and the actual situation of curriculum settings in preschool education programs at teacher training universities, this study combines the characteristics and development patterns of young children's physical, psychological, and intellectual development. Through surveys of six directly affiliated normal universities' preschool education programs and an analysis of the basic conditions of physical education-related courses in foreign teacher training programs, this paper conducts an exploratory study on the current curriculum settings in preschool education programs, aiming to construct a suitable physical education course for preschool children.

Practice is the sole criterion for testing theory. This study adheres to the principle of linking theory with practice overall, transforming the constructed preschool physical education curriculum system into an operational classroom teaching practice. The feasibility and effectiveness of this curriculum system are verified through practical testing over one teaching cycle.

Theoretical Preparation

According to the needs of this study, relevant literature is systematically sorted out to lay a foundation for problem awareness and theoretical construction.

Problem Awareness

In combination with the social needs of the era and the research theme, the overall grasp of the reality of physical education courses in preschool education majors is formed to form problem awareness.

Theoretical Construction
Based on the problem orientation and combined with the previous literature, this study forms the theoretical basis and constructs the index system of preschool physical education curriculum for preschool children.

Research Investigation
Through methods such as questionnaires and in-depth interviews, the current status of physical education courses for preschool children in early childhood education programs is examined. Based on this, drawing from the actual situation of our country and learning from the excellent practices abroad, a feasible path for constructing a curriculum system for physical education courses for preschool children in early childhood education programs is formed according to the established curriculum indicator system.

Empirical Test
The preschool physical education curriculum system of preschool education major is formed by relying on theoretical basis and investigation and research, and the empirical test is carried out in the form of curriculum teaching.

In summary, the construction of physical education courses for preschool children in our country should be systematically built around objectives. At the same time, attention should be paid to building a diversified and dynamic system of physical education goals, enriching and unique content of physical education courses, and constructing a new type of teacher-student relationship characterized by equality, cooperation, and tolerance. This will promote the improvement of both the theory and practice of physical education courses for preschool children.

Sampling
To better study the current status and existing problems of physical education capability cultivation for preschool teachers in our country, this research adopted a subjective sampling method. Six universities directly under the Ministry of Education—Northeast Normal University, Southwest University, Central China Normal University, Shaanxi Normal University, East China Normal University, and Beijing Normal University—were selected as field investigation subjects. The research was based on the training programs for preschool education professionals at these six undergraduate institutions. By interviewing leaders (4 people), teachers (16 people), and students (20 people) from relevant departments, the study analyzed and compared documents related to the curriculum system construction of preschool education programs, aiming to understand the current state of course system development in these programs.

Results
In order to improve the guiding power of theoretical guidance for the construction of preschool physical education curriculum, we should constantly improve the construction of preschool physical education curriculum in the interactive generation of relevant theories and current preschool education practice in China.

Continuously Improve the Ability to Refine Theory and Practice

Pay Attention to the Integration of Sports Knowledge and Educational Knowledge

The basic knowledge of children's development is essential for early childhood educators to master. Early childhood educators primarily focus on the physical and mental health of children, as well as individual differences among children, which are all relevant to early childhood education. The laws of children's development do not change according to human will; they exist as a regular phenomenon. During the growth and development stage, children's understanding of society and their surroundings is also continuously evolving.

Early childhood physical education helps children develop a lifelong love for sports. Cultivating a habit of loving sports during the early years allows children to continuously discover the joy of movement through games and experience the happiness that comes with it. In this process, it is crucial to keep the game rules simple and clear, offer diverse ways of participation, and encourage active interaction between teachers and children, creating a pleasant learning atmosphere. Only by allowing children to feel joy in sports activities from a young age can we foster their lifelong commitment to exercise. Therefore, teachers should constantly observe children's interests in sports activities, innovate existing teaching methods, and continuously inspire children's enthusiasm for sports, so that they can develop a lasting love for physical activity.

Pay Attention to the Integration of Sports Health Knowledge and Sports Skills

Due to the special status of young children in the education system, it is essential to emphasize the importance of care in the educational process. Early childhood educators need to have some basic knowledge about protecting young children. The level of knowledge they possess determines whether they can effectively fulfill their role as early childhood educators and indirectly affects the healthy growth of young children. Therefore, mastering knowledge related to care is a prerequisite for early childhood educators.

Due to the lack of experience in some basic life knowledge, young children require attention from teachers in self-care and independent living. Therefore, physical education teachers for young children should acquire knowledge related to safety education for young children. Only then can they respond calmly and orderly when emergencies occur. In real life, due to the lack of social experience, young children may face many dangers. In such situations, our teachers should continuously provide safety and health education to young children, fostering their awareness of self-protection. At the same time, teaching different children from various family backgrounds presents both challenges and tests for teachers. Teachers should constantly observe and understand their students, communicate with parents, and provide targeted instruction in a timely manner. By designing personalized training programs that meet the movement needs of young children and the expectations of parents, creating safe, efficient, and enjoyable physical fitness courses, and scientifically integrating elements such as brain fitness and educational psychology, we can promote the coordinated development of children's emotions, cognition, and motor skills. Additionally, scientifically categorizing aspects of physical health and learning life, effective practices in physical education for young children can lead to new concepts in physical training.

This ensures that young children receive scientific, effective, and interesting systematic exercise while developing their five fundamental physical qualities comprehensively.

Pay Attention to the Integration of Multiple Sports

Many of a person's basic motor skills are developed during early childhood. Only by mastering them at this stage can good exercise habits be formed in later activities, including some sports knowledge, which will have a positive impact on the physical and mental development of young children. Therefore, learning various sports correctly can promote the physical and mental development of young children.

Early childhood education majors must have a foundation in physical education when they become kindergarten teachers. Some physical activities for young children involve simple sports such as walking, running, and jumping, which all contribute to their physical health. There are also ball games that not only strengthen the body but also foster a love for sports in children. Finally, some kindergartens organize ethnic sports activities, which vary from place to place and have different customs. These activities play a positive role in the overall development of children's physical and mental health. In summary, kindergarten teachers need to adjust teaching objectives based on the characteristics of their students and can also arrange local ethnic sports activities to enhance children's physical abilities.

Better Play the Guiding Force of Theory to Practice

Deepen the understanding of the construction of preschool physical education curriculum for preschool children

The construction of physical education courses for young children in early childhood education programs first requires continuous theoretical inquiry. Starting from the Chinese context, combining existing theoretical foundations and traditional Chinese culture, as well as addressing issues such as the premature commercialization and standardization of children's sports, we advocate an educational philosophy of "nurturing through play, embodied participation, and holistic education." Under this philosophy, the construction of physical education courses for young children in early childhood education programs emphasizes the scientific and correct nature of educational concepts and skill acquisition patterns, respects the general laws of children's growth, and provides proper physical education. From the perspective of embodied cognition, it integrates the relationship between sports skills and social cognition, igniting children's enthusiasm for participating in sports activities, reinforcing their motivation and confidence in sports participation. Through the implementation of course design concepts, it balances "society-oriented" and "people-oriented" approaches, forming a holistic education view centered on sports participation. For example, it is important to respect individual differences; when conducting basic motor skills training activities, teachers should arrange different sports teaching activities based on gender differences, fully considering the static talents and physical capabilities of children (Yu Da, et al., 2020).

The theory should undertake the important mission of exploring and highlighting the preschool physical education curriculum with Chinese characteristics and in line with

China's national conditions, so as to truly contribute to the discipline construction of preschool education and the training of related talents in China.

The Core Requirement of Theoretical Research to Have Guiding Power is to Hit the Practice

Only when theory is closely aligned with practice does it gain authenticity, and the national policies formulated become effective. Health is paramount, indirectly highlighting the importance of physical education. Early childhood educators should continuously learn professional knowledge and design appropriate physical activities to enhance their understanding of sports games, rhythmic movement, and child safety. Although in reality, early childhood physical education programs have not been established or are insufficiently effective, the responsibility of prioritizing theory allows us to possess the advantage of "forward-thinking" in theory.

In practice, early childhood physical education courses are living and dynamic, but theory provides us with an "analytical" theoretical perspective. The most typical approach is to consider various elements separately. For example, parents of young children not only hope their children can learn many professional skills but also wish they can acquire life skills at school, engage in various sports activities, improve language abilities through communication with classmates, build strong willpower, and enhance social interaction skills and the ability to quickly adapt to kindergarten life. These goals require students majoring in early childhood education to realize them with their professional capabilities after they start teaching. Kindergartens should also strengthen standards and attract more teachers with high professional qualities.

Continuously Improving the Theoretical Quality is the Fundamental Strategy to Guide the Physical Education Curriculum of Preschool Children

The current preschool education curriculum system is based on Ralph Tyler's classic theory of curriculum development, continuously integrating new content when designing physical education courses for young children in preschool programs. Due to the postmodern turn in epistemology, people have been engaging in innovative thinking and research, which not only changes the research paradigm of curricula but also provides new reference models for physical education courses for young children. Postmodern curriculum theory conducts horizontal thinking about essential factors in curriculum institutions, considering whether goals, content, form, and evaluation are necessary structural components of the curriculum. This has broken the original paradigm, generating new ways of thinking and laying the groundwork for entering a diversified and personalized stage. Vertically, it delves deeper into the structure of the curriculum, considering its internal logic, making meticulous and rigorous improvements to traditional curriculum structures, and continuously adjusting them in line with the development of epistemology and learning theory (Xu Xiangyu 2024).

The course serves as a platform for verifying and practicing knowledge, highlighting the value of epistemology and pedagogy through practical application. The development of epistemology and pedagogy drives the advancement of curriculum theory, generating new curriculum knowledge (Yu Da et al., 2020). Even new knowledge must be tested by previous knowledge, thus continuously updating and validating epistemology, pedagogy,

and curriculum theory. The interaction among these three forms a cyclical process of flow. If we only study the structure of courses from a single perspective, it may be difficult to achieve satisfactory results.

Interdisciplinary comprehensive research not only provides a more comprehensive explanation of scientific research but also makes our research process more reasonable and the results more convincing. Through mutual validation and interaction, they continuously enhance theoretical quality, providing fundamental assurance for guiding early childhood physical education courses.

Conclusion and Suggestion Conclusion

Preschool physical education plays a crucial role in early childhood education, as it not only affects children's physical health, but also profoundly influences their psychological, emotional, and social development. However, there are still many problems in early childhood physical education in China, such as vague curriculum objectives, outdated content, and insufficient innovation, which restrict the professional development of teachers and the optimization of teaching methods. This study constructs a systematic physical education curriculum system for young children, proposes the concepts of "integration of physical education and education" and "holistic education", and explores the feasible path of combining theory and practice through methods such as Delphi method, teaching experiments, and empirical analysis.

Firstly, the study found that the current preschool physical education curriculum has problems such as vague concepts, generalized goals, inappropriate content, difficulties in practice, and lack of evaluation. The preschool education majors of six directly affiliated normal universities under the Ministry of Education generally lack targeted physical education curriculum, and the course content fails to fully reflect the requirements for cultivating physical literacy, and neglects the integration of traditional Chinese sports culture. In addition, the curriculum evaluation system is not perfect, making it difficult to effectively measure the actual effectiveness of preschool physical education.

Secondly, the dynamic cycle model constructed in this study emphasizes the closed-loop optimization of curriculum concepts, objectives, content, implementation, and evaluation, aiming to improve the quality of early childhood physical education through continuous improvement. This model not only focuses on the cultivation of motor skills, but also pays attention to children's psychological development and social adaptation ability, reflecting the idea of "holistic education". The study also suggests that early childhood physical education curriculum should focus on the integration of physical education knowledge and educational knowledge, the integration of sports health knowledge and sports skills, and the combination of diverse forms of exercise to promote children's comprehensive development.

Finally, this study emphasizes the guiding role of theory in practice. By deepening the understanding of the construction of preschool physical education curriculum and combining it with China's national conditions and cultural background, the educational concept of "integrating education with entertainment, embodied participation, and holistic education" is proposed. Meanwhile, research suggests that theory must be

closely aligned with practice in order to exert its guiding value. The introduction of postmodern curriculum theory has provided a new research paradigm for early childhood physical education curriculum, promoting the optimization and innovation of curriculum structure.

Overall, this study provides a systematic theoretical framework and practical path for the construction and optimization of preschool physical education curriculum, which is of great significance for improving the quality of preschool physical education in China and cultivating composite preschool teachers. Future research can further explore the long-term effects of curriculum implementation and optimize curriculum models with more empirical data.

Suggestion

Based on research findings, this article proposes the following suggestions to promote the optimization and development of preschool physical education curriculum:

1.*Clarify the Curriculum Concept and Highlight the Integration of Physical Education*

The physical education curriculum for young children should go beyond simple sports skills training and emphasize the overall goal of "sports education". It is recommended to integrate the concept of "integration of sports and education" into curriculum design, focusing on the coordinated development of children's physical, psychological, and social adaptability. At the same time, the curriculum should reflect the characteristics of traditional Chinese sports culture, such as martial arts, folk games, etc., to enhance cultural identity.

2. *Optimize Course Objectives, Enhance Targeting and Operability*

The current goals of preschool physical education curriculum are too generalized and fail to reflect the uniqueness of physical education. It is recommended to establish hierarchical goals, such as basic goals (motor skills), development goals (psychological resilience), and expansion goals (social adaptability), and refine specific requirements in conjunction with the "Guidelines for Learning and Development of Children Aged 3-6" to ensure the measurability and accessibility of the goals.

3. *Enrich Course Content, Enhance Scientificity and Fun*

Combining Sports Skills with Health Education

integrating safety education and health knowledge into the curriculum, such as sports injury prevention, nutrition and health, to cultivate children's self-protection awareness.

Diversified Forms of Exercise

In addition to basic running, jumping, and throwing, various activities such as ball games, gymnastics, and dance can be added, and outdoor exploration courses can be designed based on seasonal characteristics.

Integration of Traditional Culture
Introducing traditional sports games (such as kicking shuttlecock and jumping house) to enhance cultural heritage awareness.

Improve Curriculum Implementation Strategies and Enhance Teachers' Professional Abilities

Strengthen Teacher Training
Normal universities should add courses on early childhood physical education teaching methods and organize in-service teacher training to enhance their physical education teaching abilities and innovative consciousness.

Innovative Teaching Methods
Adopting gamified and situational teaching methods such as role-playing and story guidance to stimulate children's interest in participation.

Home School Co-education
Encourage parents to participate in sports activities, such as parent-child sports games, to form an educational synergy.

Improve the Curriculum Evaluation System, Focusing on Process and Developmental Evaluation

Diversified Evaluation Subjects
Combining teacher evaluation, parent feedback, and children's self-evaluation to comprehensively measure learning outcomes.

Dynamic Evaluation Mechanism
Using a growth portfolio to record children's motor abilities, social performance, etc., focusing on individual progress rather than a single outcome.

Feedback Optimization Mechanism
Regularly analyze and evaluate data, adjust course content and teaching methods, and form a closed loop of "design implementation evaluation improvement".

Strengthen the Integration of Theory and Practice, and Promote Continuous Research

Encourage Action Research
Support teachers to conduct teaching experiments and explore suitable local sports teaching models.

Interdisciplinary Collaboration
Collaborate with experts in sports science, psychology, education, and other fields to jointly optimize the curriculum system.

Policy Support

The education department should introduce standards for early childhood physical education curriculum and provide funding and resources to support the curriculum reform of pilot kindergartens. In short, the optimization of preschool physical education curriculum requires multi-party collaboration, from conceptual updates to practical innovation, gradually building a scientific, systematic, and sustainable curriculum system, and ultimately achieving the educational goal of comprehensive development of preschool children.

Future Research and Limitations

Limitations

Sample scope is limited: the study focuses on six ministry-affiliated normal universities, but does not cover local colleges and technical schools, and its universality needs to be verified. Short empirical cycle: the teaching experiment is only completed within one teaching cycle, and the long-term effect needs to be further tracked. Insufficient technical means: the multidimensional analysis of course effects is not fully combined with brain science or big data technology.

Future Research Directions

Interdisciplinary collaborative innovation: set up a virtual teaching and research office covering preschool education, physical education, psychology and other fields to deepen the interaction between theory and practice. Course iteration and promotion: expand the empirical scope to different levels of colleges and regions, and optimize the adaptability of the course model. Technology integration exploration: introduce brain electricity, eye movement tracking and other technologies to quantify the impact of courses on students' ability development. Policy convergence research: Explore the synergistic path between curriculum system and policy orientation based on the national preschool education policy dynamics.

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