The Impact of Low-Systematization Level in Physical Education in Primary School

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Abstract : The student's attention during the class is one of the most important indicators for the learning evaluation; the level of attention is directly related to the results of primary education. In recent years, extensive research has been conducted across China on improving primary school students' attention during class. During the specific teaching activities in primary school, students have the characteristics of short concentration periods, high probability of distraction, and difficulty in long-term immersive learning. In physical education teaching, where there are mostly outdoor activities, this characteristic is particularly prominent due to the large changes in the environment and the strong sense of freshness among students. It is imperative to overcome this characteristic in a targeted manner, improve the student's experience in the course, and raise the degree of systematization. There are many ways to improve the systematization of teaching and learning, but most of them lack quantitative indicators, which makes it difficult to evaluate the improvements before and after changing the teaching methods. Based on the situation above, we use the case analysis method, combined with a literature review, to study the negative impact of low systematization levels in primary school physical education teaching, put forward targeted improvement suggestions, and make a quantitative evaluation of the method change.