

# **The Benefits of Functional Task Training in Elementary School Physical Education: An Empirical Study Based on Physical Culture**

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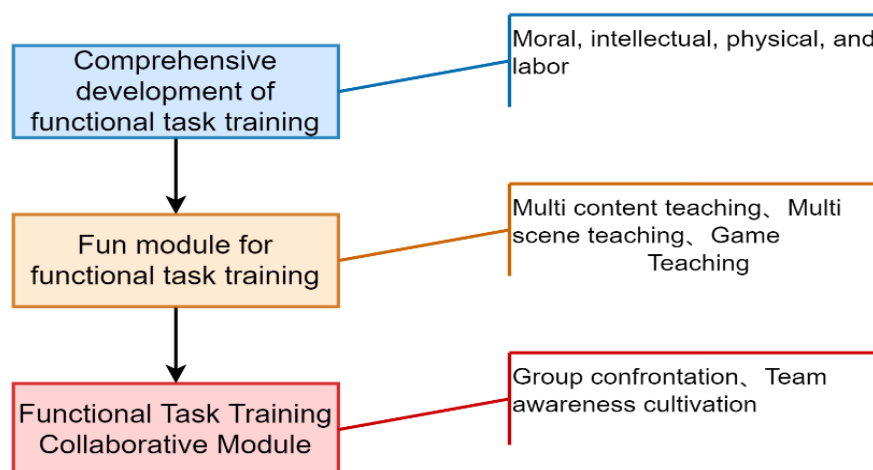
**Abstract:** From the elementary school level, physical education should be taught with vivid teaching resources for students to be inculcated, and the value of diversified curriculum education must be given full play to focus on the overall literacy development of elementary school students. In this regard, this paper proposes the application of functional task training to elementary school physical education, setting up corresponding functional task training according to actual teaching objectives. Functional task training can help students improve their ability to acquire, analyze and summarize information, help them expand their knowledge and learn multidisciplinary content through training, and achieve the goals of elementary school physical education. This paper analyzes the benefits of the functional task training fun module and the functional task training cooperative module for elementary physical education teaching by examining the feasibility of adding fun instruction such as multi-scene instruction and additional group confrontation training from the perspective of focusing on fun and cooperation in elementary physical education teaching. This paper argues that the support and cooperation of functional task training can fully lead students to learn to imitate and communicate their interests.

**Keywords:** Functional, Task Training, Elementary Physical Education, Physical Education

## **1. INTRODUCTION**

With the continuous development of the times, the external environment in which students live is changing, and the channels through which students can access external information are gradually widening. In addition, cell phones, computers, and tablets are widely used (Goodrich et al., 2021). This has led many elementary school students to have different degrees of chest congestion, hunchback, myopia, and obesity. To promote teaching and learning in elementary school, students need to be developed. Functional task training is a training task set to enhance a certain function

based on physical education objectives. Good motor habits should be cultivated from the perspective of all-around education. By comprehensively developing functional task training, fun modules, and cooperative modules, a holistic multifunctional task training model is designed, as shown in Figure 1, to improve the efficiency of elementary school physical education.



**Figure 1:** The Multi-Functional Task Training Model

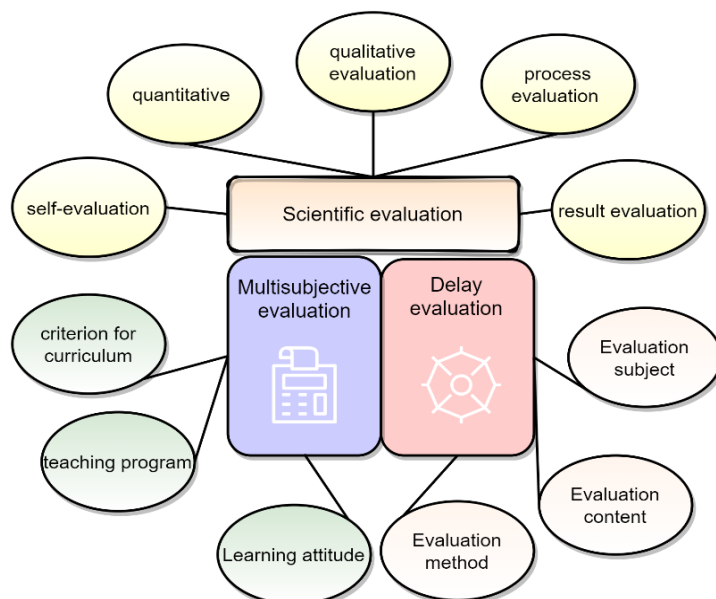
The existing elementary school physical education curriculum is difficult to fully meet the classroom teaching requirements in the context of the reform of the new teaching standards in terms of teaching content and teaching mode. Teachers should not only improve the physical education level of elementary school students in the physical education classroom, but also help them to establish the concept of lifelong knowledge learning, which is very important for the future development of students (Liu et al., 2022). Many elementary school teachers teach only physical exercises in physical education, and the overall physical education curriculum is severely underdeveloped. Complete elementary school physical education should continuously enhance the psychological quality of elementary school students along with physical exercise, stimulate their interest in participating in physical education classes, and achieve all-around development.

## 2. FUNCTIONAL TASK TRAINING

### 2.1 Judgment of the Practicality of Functional Task Training

The specific learning effect is assessed by scientifically evaluating the primary physical education teaching situation and thus the specific learning effect. When evaluating the learning effectiveness of primary school

students, functional task training should pay attention to the following issues, as shown in Figure 2.



**Figure 2:** Considerations for Functional Task Training

(1) Multidisciplinary assessment: Teachers are the single subject of evaluating the learning effectiveness of elementary school students, which easily leads to low authenticity of evaluation results due to personal subjective thoughts, which is due to the limitation of perspective leading to the lack of comprehensiveness of evaluation results. Elementary school teachers can involve elementary school students' parents and community administrators in the evaluation of elementary school students' learning outcomes, focus on individual assessment of elementary students, and construct a teacher-student-parent-elementary school community manage (Heemskerk et al., 2023). To do this well, elementary school leaders need to unblock the communication channels between teachers and students, their parents, and the administrators of the student community, as well as establish relevant communication platforms. Evaluators should take elementary school students and use learning attitudes, collectivism, mutual help behavior, imitation ability, creativity, physical fitness, motor skill level, exercise habits, aesthetic sensibilities, work ethic, and workability as the main evaluation indicators. Then, the evaluators set the weights of each evaluation index reasonably according to the elementary school syllabus and curriculum standards.

(2) Delayed Assessment is a way of rating the situation of teaching physical education in elementary school. In this paper, positive feedback, encouragement, and control are provided utilizing assessment, thus

promoting the smooth development of students and demonstrating that active exercise does have a positive impact on students. Through the change in assessment, functional task training is adjusted promptly to measure the actual effectiveness of physical education learning in elementary school students and to promote the growth of students' bodies and minds and the establishment of lifelong values (Moon & Park, 2022). In the curriculum standards, assessment in education and teaching is comprehensively discussed in three aspects: assessment subjects, assessment contents, and assessment methods. The physical education abilities and progress of elementary school students derived from the delayed assessment are a visual reflection of the common progress of all students.

(3) Scientific evaluation: When evaluating the effectiveness of elementary school students' learning, elementary school teachers should pay special attention to the subject position of elementary school students' evaluation and encourage them to conduct self-evaluation. Through scientific data reflections, like the presentation of their learning by primary school pupils, students can simply recognize the ways and means of their learning and their progress in all aspects of physical education learning, and develop the ability of elementary school pupils to reflect and develop in physical education learning (Claudia, 2022). The role of learning assessment is to target teaching and learning based on the results of the assessment, based on scientific evaluation results that demonstrate the benefits of the developed functional task training in primary physical education.

## 2.2 Exploring the Feasibility of Functional Task Training

### 2.2.1 The Advantages of Functional Task Training in the Goal of Comprehensive Development

At present, the living environment of elementary school students is gradually improving, and their nutritional absorption is getting better and better, but the lack of exercise and poor health awareness affect the smooth teaching and learning. Relying on the effective application of functional task training, teachers can present students with knowledge closely related to their learning and growth from multiple perspectives, and effectively inspire students to develop morally, intellectually, physically, aesthetically, and professionally in many aspects, such as concepts, behavioral habits, and motor practices. In the process of teaching implementation, the implementation of targeted instruction through functional task training

planned with comprehensive developmental goals can specifically foster the creativity of each elementary school student in physical education learning (Li et al., 2023). In this paper, setting up comprehensive developmental functional task training can better develop the overall quality of elementary school students and allow them to break through in the path of physical exercise. Teachers rely on holistic developmental functional task training to develop students. Students can also achieve effective mutual supervision and better respect for each other. The personalized experience of comprehensive developmental functional task training can intelligently teach different personalities and types of elementary school students to better complete elementary school physical education.

### 2.2.2 The Advantages of the Fun Module in Functional Task Training

Education should be geared to motivate students to learn on their own. Interest is the best teacher, and when students are interested in sports, they will exercise spontaneously. The interest and motivation of primary school students depend on the novelty and uniqueness of things. In elementary school physical education, the fun module of functional task training is developed through information technology to create fun situations by using fun teaching not only as a carrier of educational information but also as a tool for information dissemination to stimulate learning interest (Yuan & Li, 2022). Knowledge does not only come from teachers, there are many ways to learn physical education in life that can help elementary school students learn physical education. Fun teaching presents physical education knowledge to students in the form of games and makes students more interested in learning physical education while explaining physical education knowledge (Brinkmann & Giese, 2023). The fun module of functional task training is educational, entertaining, and competitive, in line with the lifelike, contextual, interactive, and communicative nature of teaching and learning. It is also the intersection of teaching function, task, and developing interest modules with teaching and learning. Adding interesting functional task training to elementary school physical education can attract elementary school students through interesting physical education teaching methods such as game teaching and multi-scene teaching to achieve specific teaching goals. Such a teaching mode makes elementary school students more interested in learning physical education knowledge and skills and willing to actively participate in physical education. In the selection of sports competition content, we will break

through the previous competition rules and pay more attention to the competition content that adapts to students' characteristics. Focus on the effectiveness, science, and fun of the competition to stimulate students' interest in sports and promote physical and mental development. Therefore, it is feasible and effective to reasonably integrate functional task training interest modules into teaching.

### 2.2.3 Advantages of the Teamwork Module of Functional Task Training

The teamwork module of functional task training refers to the teacher's initiative to change the classroom role orientation, the use of functional task training to improve the sense of teamwork among elementary school students, not only to promote teacher-student cooperation but also to promote the development of students and teachers but also to improve the efficiency of student learning, so that students can achieve the level of physical education and core quality curriculum. The implementation of the teamwork model, following the laws of physical education suitable for elementary school students, will stimulate teamwork consciousness and functional training tasks in the physical education classroom. Such a teamwork module teaching model of functional task training allows elementary school students to feel the great advantage of helping each other in physical education training, allowing them to spontaneously seek teamwork and achieve a one-plus-one effect (Rico-González, 2023). This is a reflection of the fact that elementary school students have more freedom and choice in the teamwork model of functional task training, which can fully mobilize their interest in physical education and encourage them to participate in sports, and motivate them to learn.

## 3. THE APPLICATION OF FUNCTIONAL TASK TRAINING IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

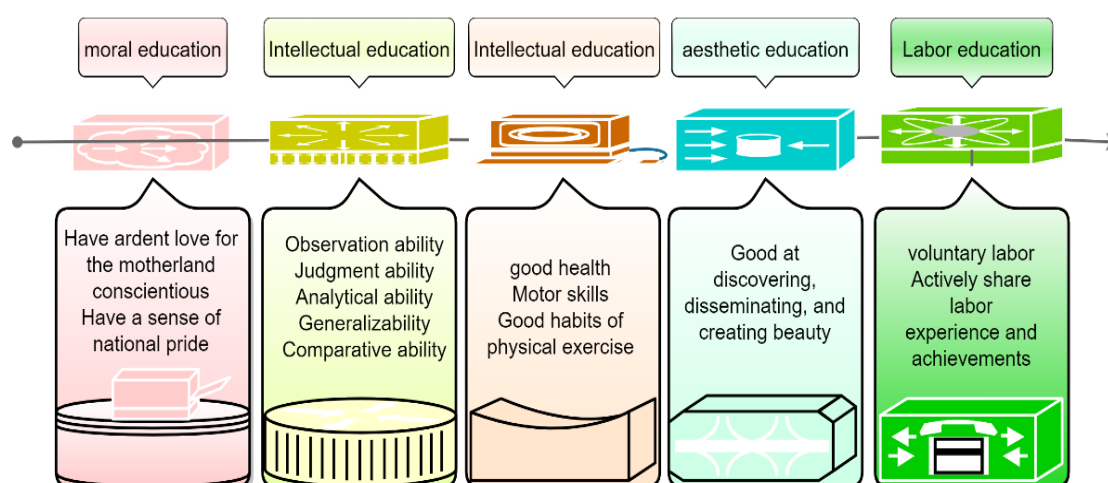
### 3.1 Aiming at All-Round Development

In elementary physical education, elementary school teachers need to develop a holistic educational philosophy that promotes the overall development of elementary school students (Volshøj & Jensen, 2024). At present, elementary school teaching in China still has problems such as emphasis on physical quality and neglect of moral, intellectual, physical, and aesthetic aspects, which leads to incomplete development of elementary school students and a decline in teaching quality. In this regard, this paper explores the teaching strategies of elementary schools under the

guidance of functional task training.

### 3.1.1 Goal Setting of Functional Task Training Oriented to All-Round Development

The goal is the direction of action, elementary school teachers should integrate the elementary school physical education syllabus and the law of elementary school students' characteristics to set the teaching goals of functional task training, focusing on elementary school students' physical and mental development, as shown in Figure 3.



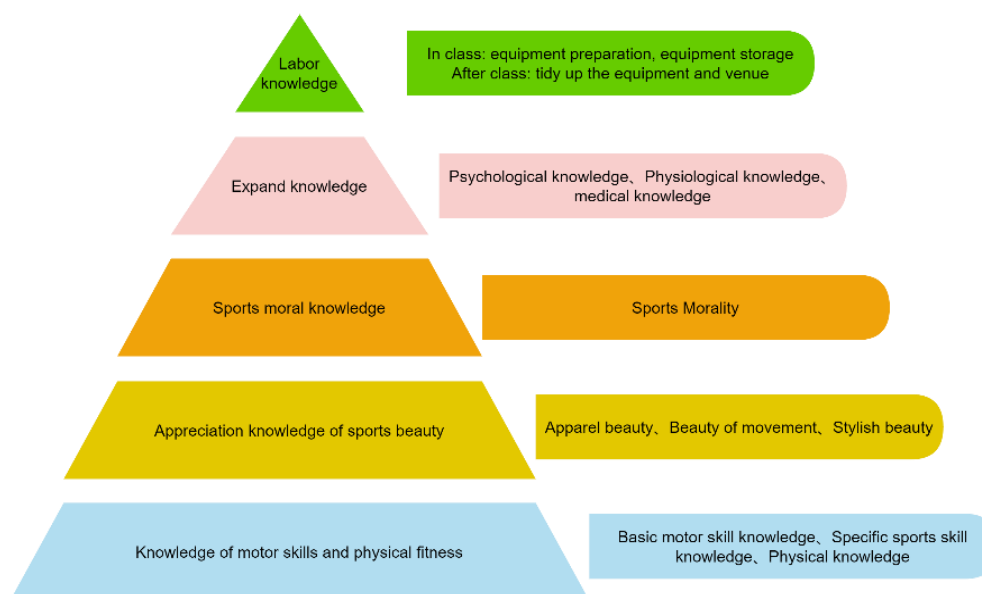
**Figure 3:** Teaching Objectives of Functional Task Training

The teaching goal of comprehensive development includes five sub-goals, and each sub-goal includes many specific goals. In teaching practice, many elementary school teachers tend to use the social adaptation goal to interpret the moral education goal, the motor skill goal to interpret the intellectual development goal, and the labor participation goal to interpret the aesthetic education goal (Zurita-Ortega et al., 2023). There are important connections among the five sub-goals, and the achievement of each sub-goal affects the accomplishment of the other sub-goals. The goal of intellectual education, for example, is to make elementary school students more accurate in their knowledge and understanding of the content of the rules of competition, which will help them develop a sense of compliance with the rules as soon as possible.

### 3.1.2 Functional Task Training Content Oriented to Comprehensive Development

In the process of teacher-student interaction, focus on the teaching content while paying attention to the suitability of the teaching content and

students. In learning, the main information transmitted by the teacher to the students is the teaching content, which is an important carrier of the teaching content (Ricci et al., 2023). In this paper, based on traditional physical education, relevant functional task training contents for overall development are added, as shown in Figure 4.



**Figure 4:** Functional Task Training Content

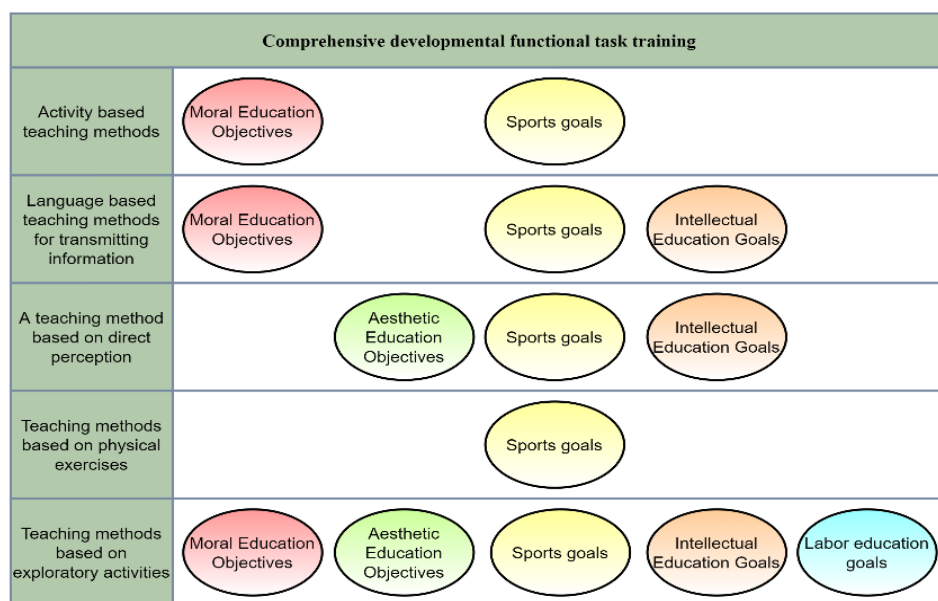
Moral education is the fundamental task of education, and this paper takes moral knowledge in the field of physical education as important teaching content and constructs relevant functional task training, such as fair competition, compliance with rules, respect for opponents, unity and cooperation, and hard training. In teaching practice, elementary school teachers can collect pictures and short stories containing morals on the Internet, and then process them into moral knowledge to be taught to elementary school students in the classroom. In the teaching process, teachers make students' independent learning more adequate by changing the form of functional task training. At the same time, teachers explain motor skills and physical fitness in detail through changes in language, gestures, and eyes, making the classroom more harmonious and effectively promoting multiple interactions between teachers and students. Elementary school teachers should include motor-related knowledge in functional task training. For example, when you teach front tumbling, you can draw on the blackboard a breakdown of the movements of human tumbling at different times (Liu & Yang, 2023). Expanding knowledge can effectively stimulate elementary school student's interest in learning. At the same time, the content of functional task training adds aesthetic education and labor education in the form of multimedia presentations and task-



specific essays, respectively, to develop elementary school students' aesthetic awareness and related labor consciousness.

### 3.1.3 Functional Task Training Method Oriented to Comprehensive Development

The teaching method is a general term for the methods, means, and measures to achieve teaching objectives. In the process of teaching and training in elementary school, the functional task training method oriented to comprehensive development is shown in Figure 5.



**Figure 5:** Comprehensive Developmental Functional Task Training

(1) Verbal transmission of information includes explanation, question and answer, discussion, etc. The essence is the linguistic communication between teachers and students and between students. Compared to other subjects, this subject is practical, but it is still inseparable from theoretical education. Primary school students need to acquire systematic and comprehensive theoretical knowledge in a short period through lectures. It is also possible to introduce the development of sports at home and abroad and the growth experiences of sports celebrities to elementary school students. In terms of virtue and wisdom, elementary school teachers can effectively develop elementary school students' abilities of analysis, judgment, comparison, and imagination by using the language transfer method.

(2) Direct perception includes action demonstration and physical display. Through movement demonstration and physical display, elementary school teachers enable elementary school students to see more visually how

various sports skills are implemented and promote their understanding of these sports skills. At the same time, showing elementary students various sports costumes, beautiful technical movements, and shapes allows them to experience the beauty of sports more directly. Elementary school students will involuntarily judge, compare, analyze, imagine, and imitate during the demonstration process of elementary school teachers, and such subtle teaching is conducive to the cultivation of elementary school students' sports aesthetics.

(3) Practical training because sports are about practicality, to achieve good physical education must pay attention to exercise, and practice instruction in front of primary school students so that elementary school students have a more intuitive impression of sports action. For example, in hurdle teaching, primary school students are required to practice running aid, then stride, and then swing their legs over the bar, and finally land. The complete practice method corresponds to the decomposition practice method, which is a method for elementary school students to practice technical movements completely. For example, in the high jump, elementary school students practice the three technical movements of running, jumping, and landing continuously (Liu & Jiang, 2022). The cycle practice method is a way for elementary schools to form a cycle of several complete movements in a certain order, and then have elementary students practice multiple cycles. For example, elementary schools have elementary school students practice cycles of chest expansion, long jump, stepping, and jumping in place in that order. Repetition is a practice in which elementary school teachers ask elementary school students to repeat a certain technical action. For example, basketball shooting instruction requires elementary school students to practice their shooting skills for 3 minutes.

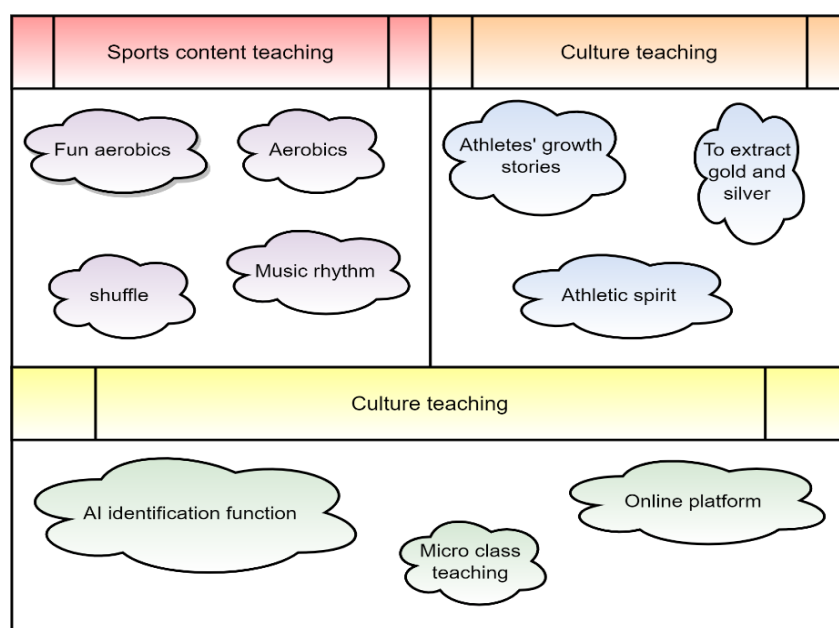
(4) The main activities are the game method and competition method. Focus on the multifaceted development of elementary school students and line development, and can quickly attract their attention and enhance their motivation to learn. Because elementary schools can incorporate the technical movements of one or more sports into games and competitions, these teaching methods can also serve their purpose. It also allows elementary school students to feel a sense of collective honor more directly, so these teaching methods also contribute to the achievement of moral education goals.

(5) The most typical approach to inquiry activities is to guide students' desire to explore. Elementary school teachers can ask elementary school students different inquiry-based questions based on specific teaching

objectives. For example, ask students what different techniques soccer players in different positions need to master. Elementary students will gain a deeper understanding of soccer techniques through exploration, which will help achieve the goal. Either inquiry question is a big leap forward in physical education learning for elementary school students, which also contributes to the goal of intellectual education (Hou & Dong, 2022).

### 3.2 Model Creation of Fun Modules For Functional Task Training

Elementary school physical education also requires students to be able to learn movements, movement methods abilities, and physical education knowledge. Competencies and knowledge in elementary school curriculum instruction include three parts: content instruction, knowledge instruction, and hybrid instruction, as shown in Figure 6, which creates a teaching model that incorporates fun modules of instructional functions and task training into instruction. Therefore, educators should allow students to integrate the fun modules of functional task training with knowledge in learning for their development.



**Figure 6:** Fun Modules for Teaching Physical Education In Elementary School

(1) Content teaching of functional task training fun modules: Guiding students to learn and master the process of physical education in elementary school, but also close to the students' living environment. Content instruction should be student-oriented, and functional task training implemented to promote the joint physical and mental development of elementary school students under the guidance of relevant legal regulations (Dereb et al., 2023). Current and future growth requires

engaging students to actively participate in fun sports, such as the rich categories of aerobics, shuffleboard dance, and fun aerobics that are now popular on the Internet, which contribute to the fun nature of training. Add to this the rise of short videos with lots of laid-back melodies and people are experimenting with rhythms. This provides a good demonstration value for students to participate in the exercise. In addition to boring students running and jumping, students can be taught physical fitness and team awareness under the guidance of fun dance, fully utilizing the educational value of the richness of the curriculum in the internet age.

(2) Fun module knowledge teaching of functional task training: In the implementation of elementary school teaching, teachers in the classroom teach students sports skills at the same time pay more attention to pre-practice physical training, and intelligent better physical fitness to allow students to complete sports movements without injury as much as possible. And more fully protecting the students' principle of sports brought about by injury will have to strengthen the student's knowledge of sports-related learning. While mastering skills and physical development, it is also important to infiltrate students from the perspective of developing a lifelong awareness that surrounds and promotes students to become a better masters of physical education. Not only can infiltration be achieved through teachers, but mutual learning among students can also contribute to guiding students' spontaneous learning of physical education knowledge. More peer-to-peer discussions will bring different learning effects and facilitate elementary school students' initiative to integrate rich and vivid educational resources for learning. More vivid cognition, for example, in the classroom, can be integrated for students with some famous athletes' growth stories and also moments of Chinese athletes' efforts to win gold and silver medals in the Olympic Games, which can better penetrate students and develop their sense of home and country, promote active learning and exercise, and effectively look up to celebrities (Salters & Scharoun Benson, 2022) Showing rich and diverse content during instructional implementation can also nurture students, stabilize their interest in sports, help them find some of their favorite and outstanding people, and encourage them to be active in exercise.

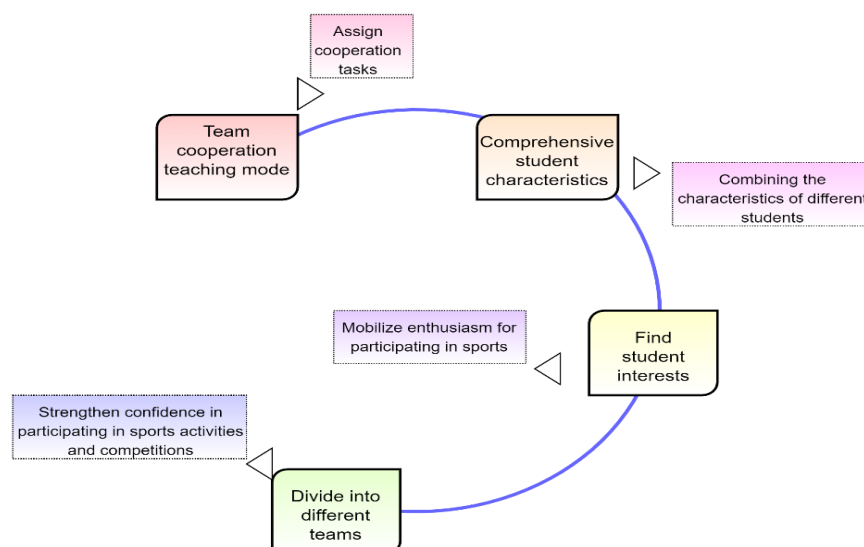
(3) Mixed teaching of functional task training fun modules: In elementary physical education, instructional guidance is primarily based on lessons. Because of the limited time, many resources will be left unused. The implementation of elementary school instruction is not only based on classroom development but also can effectively use online teaching models to expand the teaching space and serve students (Chen et al., 2013).

Combined with personal learning experiences, for example, some fun games and parent-child interactive games can be explored to share for students through online platforms such as WeChat and pegging to increase the physical interaction between students and family and friends who are in a position to do so. In addition, with the help of some intelligent recognition features of online software, students are free to clock in and out, such as jumping rope, jumping, push-ups, etc. These interesting exercise methods are beneficial to students. It can also be close to the interests of elementary school students and explain the knowledge in depth so that students can understand their body functions and guide them to actively exercise so that they can have tall and graceful bodies. The implementation of online teaching can also be combined with some topics that students care about, such as why frogs are good at jumping on land and swimming fast in water. Combine with interesting ways such as lower limb strength training and teaching swimming skills to further enhance the attractiveness of the course teaching.

### 3.3 Teamwork Module of Functional Task Training

#### 3.3.1 Teamwork Functional Task Training

The current educational environment determines that elementary school physical education should better ensure that students learn basic physical education knowledge and skills on the premise of increasing the depth of learning in other areas. In elementary school physical education, functional task training can be set to promote elementary school students' awareness of the importance of teamwork. To better accomplish such elementary school physical education goals, this paper developed functional task training in teamwork mode, as shown in Figure 7.

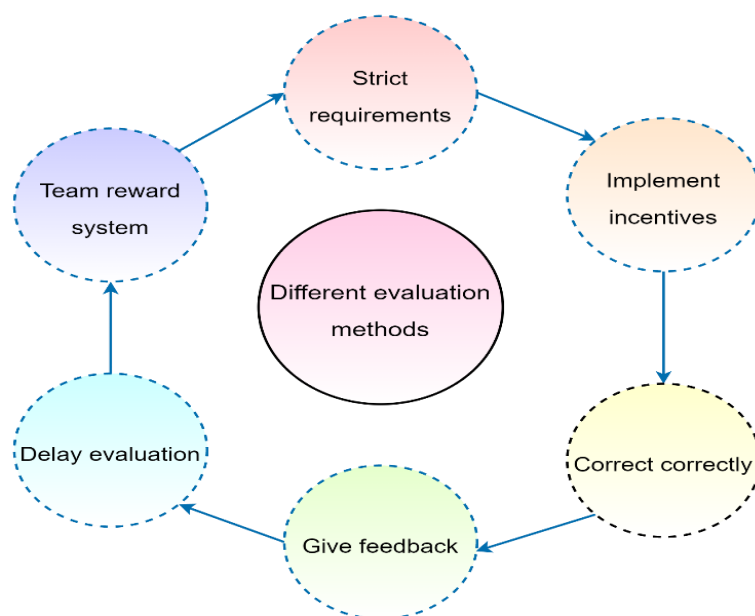


**Figure 7:** Cooperative Functional Task Training

By setting up teamwork functional task training, the overall quality of elementary school students is improved comprehensively. In the functional task training of teamwork, elementary school students' sports level is also an important factor to make their teams complete cooperative tasks in a cooperative and competitive atmosphere, but more tasks still need to be completed by elementary school students through cooperation, and such functional task training can make elementary school students experience the power of teamwork (Chong-gao & Polap, 2022).

### 3.3.2 Teamwork Awareness Training

To ensure the effectiveness of elementary school physical education, teachers should develop cooperative practices in student groups, as shown in Figure 8.



**Figure 8:** Cooperation Model

When teaching elementary school students to learn sports movements, attention should be paid to setting functional task training for teamwork, starting from students' interest to developing their sense of teamwork. Set up group confrontation games, so that elementary school students can personally experience a sense of collective honor from the process of the game. However, attention should be paid to controlling the degree of friction between the two sides during group confrontations to avoid conflicts between groups of elementary school students. The grouping is done visually through role-playing, but of course, this grouping can be kept secret among the students first. When some students play the rabbit style in the forest, they may suddenly find other students playing the wolf. The

bunnies keep using various tools to prevent the wolves from catching themselves when they are scattered around, and they can even gather other bunnies to catch the wolves in return. The wolves may also cooperate and make plans to catch the bunnies while preventing themselves from falling into the trap of the bunnies catching the wolves. Each round will compare the winners and losers between the wolf camp and the bunny camp. In the next round, the elementary school students will get the identity cards again, which may be rabbits or wolves, and various props and traps will be rearranged. Through more similar game settings, it can effectively promote elementary school students' awareness of teamwork and develop their sense of teamwork (Tsangaridou et al., 2023). Creating a story scenario to stimulate students and enliven the atmosphere of the live activity, enriches the teaching content of functional task training for teamwork awareness in elementary school physical education.

#### 4. CONCLUSION

Elementary school physical education must develop a functional task training pedagogy based on the healthy developmental needs of elementary school students. Functional task training pedagogy must first ensure that it can promote the physical development of elementary school students to ensure the effectiveness of the curriculum. And while functional task training focuses on overall development, it also focuses on developing relevant interest and cooperation modules. This paper sets up functional task training for the comprehensive development of elementary school physical education from five sub-aspects to complete the guidance of all aspects of physical education learning for elementary school students. At the same time, this paper proposes the use of a reasonable interest module for functional task training, which can achieve twice the result with half the effort by organically combining physical education with elementary school students and fun with functional training. The cooperative module of functional task training proposed in this paper can tap into the sense of teamwork of elementary school students in physical education learning as much as possible to achieve effective physical education. In conclusion, the functional task training proposed in this paper is helpful to promote the teaching of physical education in elementary schools in China.

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