



Construction of a Sensory Integration Physical Education Model to Improve Basic Motor Skills in Primary Schools

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Abstract

Background and aims: In the construction of primary schools' basic motor skills sensory integration sports model, the study also entered a new teaching concept model, which is the original physical education curriculum model to deepen the reform, highlighting the health goals of the construction of the curriculum model, the value of which includes physical health, improve mental health, and enhance social resilience of a training model. This paper aims to help Chinese primary school students improve sensory integration disorder and basic motor skills ability in the lower grades of primary school, a physical education model of basic motor skills in primary schools was constructed.

Materials and methods: In this study, the questionnaire method and expert interview method were used to collect data from 50 teachers and 1000 first-grade students, and a sample of 390 students and 50 teachers were selected to study the current status of basic motor skills and sensory integration ability of primary school first-grade students and then used Delphi technology, focus groups, and Connoisseurship to determine the basic motor skills sensory integration physical education teaching model in primary schools.

Results: The study shows that the experts participating in the study recognize the integration of sensory integration teaching mode and basic motor skills teaching mode, and the basic motor skills sensory integration physical education teaching mode in primary schools is consistent with the standard concept of Chinese physical education and health curriculum, which is an expansion and extension of the teaching content of physical education courses to help students' all-round physical and mental development.

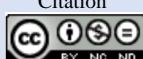
Conclusions: The study underscores experts' validation of integrating sensory and motor skills teaching in Chinese primary school physical education. This innovative approach aligns with holistic curriculum goals, promoting students' comprehensive physical and mental development.

Keywords: Sensory Integration Physical Education Model; Basic Motor Skills; Primary Schools

Introduction

As the world continues to develop and progress, people's living standards continue to improve, and society is more and more concerned about the growth of children's education, but due to the current in China, only child is more, Chinese families usually few adults and a child, because the family of the child birth and growth has more protection, so most of the children born in China in the physical quality of the body, the individual's ability to motor skills are relatively lack of, especially the current social concern more sensory integration ability development, many researchers have also found that children's sensory disorders are closely related to learning and behavioral problems. Especially the development of sensory integration ability which is more concern the current society, many researchers have found that children's sensory disorders are closely related to learning and behavioral problems, and the best time for the development of a person's sensory integration ability is from 0-6 years old, and if they miss it, the stage of 7-10 years old will be the most valuable time for the development of the child's sensory integration ability, so it is essential to incorporate the development of sensory integration ability into the physical education curriculum of the lower grades of the primary school. Therefore, it is essential to integrate the development of sensory integration ability into the physical education curriculum of lower primary schools.

It is pointed out in the 2022 edition of China's compulsory education physical education and health curriculum standard that the compulsory education physical education and health curriculum takes physical practice as the main means, physical education and health knowledge, skills, and methods as the main learning content develops students' core qualities and promotes students' physical and mental health as the main purpose, and has the characteristics of fundamentals, fitness, practicability, and comprehensiveness, which is an important part of school education, and is important for promoting the overall development of students' morality, intelligence, physicality, aesthetics, and labor. It is an





important part of school education and is of great value in promoting the all-round development of students' moral, intellectual, physical, social, aesthetic, and labor skills. The standards about the curriculum firstly strengthen the orientation of curriculum nurturing, secondly, optimize the structure of curriculum content, thirdly develop academic quality standards, fourthly enhance guidance, and fifthly strengthen the articulation of school segments, which, among other things, focuses on the rational design of the curriculum for primary school grades 1 to 2, and pays attention to the design of active, playful, and living-learning. This also provides an important guiding direction for this study to construct the content of the basic motor skills sensory physical education teaching model in primary schools.

However, although the vision is clear, the methods to realize the vision are still in an evolutionary stage. The traditional primary school physical education teaching model, although to some extent it may contribute to students' sensory integration ability, is not necessarily able to comprehensively and fully develop the two-way development of students' basic motor skills and sensory integration ability, which will lead to the loss of students' interest in physical education programs over time, and the development of individuals' sensory integration ability.

Therefore, this study thoroughly explores the current situation of the development of sensory integration ability of primary school students and the teaching methods of primary school physical education classes, combines the development of basic motor skills and sensory integration ability, and constructs the basic motor skills sensory integration physical education teaching model in primary schools. The overall goal is to ensure that students enjoy and persist in participating in such a new model of classroom, to cultivate students' interest in learning, to develop basic motor skills while improving their sensory integration ability, and to lay the foundation of physical fitness for future learning and life.

Through the construction of primary schools' basic motor skills sensory integration sports model, the study also entered a new teaching concept model, which is the original physical education curriculum model to deepen the reform, highlighting the health goals of the construction of the curriculum model, the value of which includes physical health, improve mental health, and enhance social resilience of a training model. The theory of sensory integration and the high degree of coincidence of physical education and health curriculum standards provide a strong theoretical basis for the construction of the reform model. This study hopes to reform and innovate the original teaching mode, stimulate the enthusiasm of physical education teachers, enrich teaching methods, help students learn to exercise and grow more effectively, and also hope to stimulate further innovation in the field of primary school physical education.

Objectives

To build a model of basic motor skills sensory physical education teaching in primary schools and to help primary school students develop their motor skills abilities.

Literature Review

In recent years, there are many research scholars and research empirical evidence found that basic motor skills have important value for children's physical and mental health promotion (Diao, 2018). The latest edition of the compulsory education physical education and health curriculum standard defines basic motor skills, which include mobility skills, non-mobility skills, and manipulative skills, and mainly develops students' physical mobility, and lays a good foundation for students to develop their physical fitness and learn and practice specialized skills. Mobility skills include walking in a straight line, curves, heel walking, running and jumping, tumbling, climbing, etc. Non-mobility skills include bending, stretching, balancing, inverting, hanging, etc. Manipulative skills include a variety of throws, passes, strikes, kicks, swats, and so on. Training and development of this ability focuses on ages 7-8 in the primary school years.

Importance of basic motor skills for primary school students

He believes that motor skills are "out of the body" and "in the body", he believes that the body is the body of the movement, skills are the skills of the body, and that the mastery of motor skills is formed by the integration of the brain, the body, and the environment. (Qiu & Qiu, 2022).

Fundamental motor skills include mobility skills, non-mobility skills, and manipulation skills, and a balance of all three is crucial to the healthy development of primary school students. If basic motor skills are compared to a "carriage" traveling on the road of children's gross motor development, then mobility skills and manipulative skills are the two wheels that carry and ensure the carriage





moves forward smoothly. Only when the forces on both are balanced can the carriage move smoothly and accelerate. (Xu Qinping et al., 2023).

Sensory integration is closely related to children

A review of the literature reveals that sensory integration disorder has gradually become a new problem in children's psychological behavior and is also regarded as a disease of the times in the new era's mode of living, but due to the differences in cultural backgrounds and survey instruments and regions of investigation, sensory integration disorders reported in the literature are slightly different.

In terms of the recovery of the comprehensive function of sensory integration in primary school students, domestic scholars will use medical treatment, music, game therapeutic methods, and sports game training, which has also achieved certain results. (Li Mengyuan et al, 2015)

Sensory integration and children have a close relationship, sensory integration disorders include body balance disorders, visual-auditory-language disorders, and tactile defense disorders, most children and adolescents do not have a single type of sensory integration disorders, but a variety of sensory integration disorders, and thus their manifestation of the symptoms is more complex, and will not disappear with age for no reason, but along with the growth of the age of stimulation exercises constantly. However, as the stimulation exercises continue to intensify with age, coupled with the maturation of the nervous system and the improvement of muscle control after physical development, the sensory integration can be gradually harmonized and the symptoms slowly disappear. (Xiao & Xu, 2012) Therefore, parents, schools, and teachers need to observe and pay attention to primary school students. This is also the reason why I designed the sensory integration training program in this study to address the problem of sensory integration disorder and to improve the basic motor skills of primary school students by designing relevant sports activities.

It can be seen that sensory integration is closely related to primary school students. Firstly, sensory integration occurs between birth and primary school, which is an important stage in the formation of children's abilities. Secondly, the development of all abilities in primary school children

In general, many experts and scholars at home and abroad have done a lot of research on sports skills, basic motor skills, sensory integration, sensory integration training, primary school physical education courses, etc., and have also achieved rich results in the development of basic motor skills of primary school students and the improvement of sensory integration disorders, which provides a theoretical reference for the basic principles and significance of my paper.

Conceptual Framework

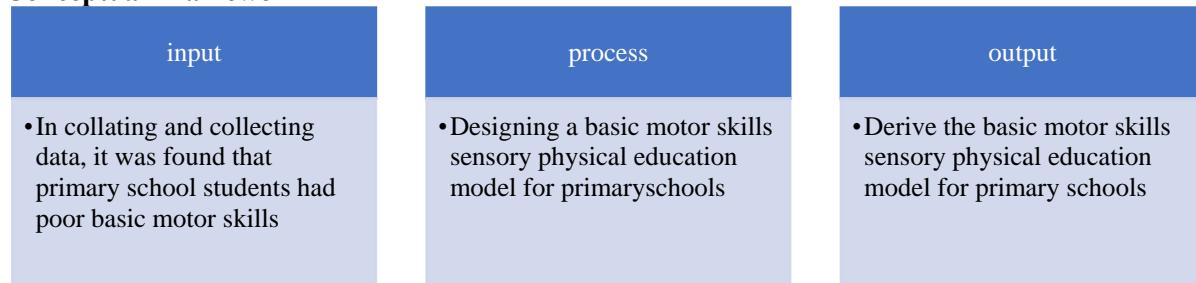


Figure 1 Research Conceptual Framework

Methodology

Population and sample

Population: This study was conducted on a sample of 1,000 first-grade students at Kaiyuan School in Huangpu District, Guangzhou City, Guangdong Province, China, and 50 physical education teachers in Guangzhou City, China.

Sample: 1000 students were sampled according to the Taro Yamane method, and 390 students were sampled to keep the sampling error of the sample within the 95% confidence level. 50 primary school physical education teachers, 5 experts were invited to carry out face-to-face interviews, 5 experts were invited to carry out face-to-face interviews on the Delphi method, 5 IOC experts checked the validity of the questionnaire, 17 Delphi experts, 9 focus group experts, 7 Connoisseurs experts, 5 IOC experts checked the validity of the questionnaire, 17 Delphi experts, 9 focus group experts, 7





Connoisseurs experts, and 5 IOC experts checked the questionnaire. validity, 17 Delphi experts, 9 focus group experts, 7 Connoisseurship experts

Research tools

- (1) Interview form
- (2) Questionnaire

Collecting data process

(1) Data collection on the current status of basic motor skills sensory physical education teaching mode in primary schools

A questionnaire was used to survey 50 teachers and 390 students, and the questionnaire was distributed and collected using Questionstar software around the issue of basic motor skills sensory physical education teaching mode setting in primary schools.

(2) Relevant literature on the basic motor skills physical education curriculum in primary schools was collected and screened, and an in-depth literature analysis was conducted.

- (3) Data collection by Delphi method

Step 1: Firstly, five experts (three professors and two associate professors) were invited to conduct face-to-face interviews to preliminarily formulate the framework of the basic motor skills sensory integration physical education model for primary schools, and then five IOC experts (four professors and one associate professor) were invited to

To check the validity of the questionnaire, the questionnaire was set to bit -1, 0, and +1, and then the questionnaire was collected to calculate the mean value. (Validity of questionnaire = 1.00)

Step 2: Delphi Consensus Revision Experts

A total of two rounds of Delphi Consensus modification were conducted, each round of expert consultation questionnaires was emailed to 17 experts (4 professors, 2 associate professors, 2 special teachers, 8 senior teachers, and 1 intermediate teacher) and the deadline for receiving the questionnaires was emphasized, and then data were collected on the results of each round of consultation.

- (4) Focus group expert opinion collection

Nine experts (3 professors, 3 associate professors, 3 senior teachers) conducted a face-to-face focus group to discuss the basic motor skills sensory physical education teaching model program for primary schools, and the discussion opinions of the nine experts were collected and further modifications were made.

- (5) Validation of the model by Connoisseurship experts

Connoisseurship experts, 7 experts (3 professors, 3 associate professors, 1 senior teacher) finally validated the model, using the 5-point Likert method to set 1-5 points for each element of the basic motor skills sensory physical education teaching model in primary schools, which was distributed to the experts, and completed the collection of opinions, and ultimately determined the basic skills sensory physical education teaching model in primary schools.

Data Analysis

(1) Analyzing the results of student and teacher questionnaires using SPSS26.0 statistical software.

- (2) Calculate the values of IOC checking expert results using EXCEL 2019 software.

(3) Calculate the values of Delphi consensus modification results in terms of mean (MN), standard deviation (SD), and coefficient of variation (CV) using SPSS26.0 statistical soft.

Results

Using the Children's Sensory Integration Capacity Development Scale Rating to investigate the current status of the sensory integration ability of the first grade 7-8-year-old students, and the Motor Teacher Questionnaire to investigate the current status of 50 teachers with more than ten years of work experience to find out the problems that need to be solved. In the construction of primary school's basic motor skills sensory integration sports teaching model, in addition to the basic curriculum, should also be studied from the cognitive law of the students' learning ability, the law of physical development, the



law of motor development, the interest in learning, to make the students in the improvement of the basic motor skills at the same time, the sensory integration ability to get the full development of the students, complement each other. According to the problems reflected in the current survey of sensory integration ability and teachers' questionnaires, as well as the suggestions of experts on the basic motor skills sensory integration teaching model in the expert interviews, the framework of the elements for constructing the basic motor skills sensory integration physical education teaching model in primary schools was extracted, and six experts were invited to discuss and formulate the first draft of the basic motor skills sensory integration physical education teaching model framework in primary schools, and 18 experts were invited to discuss and formulate the first draft of the basic motor skills sensory integration physical education teaching model framework in primary schools. Motor Skills Sensory Physical Education Teaching Model Framework for two rounds of Delphi Consensus revision, then invited a focus group of 9 experts to discuss and agree on the Basic Motor Skills Sensory Physical Education Teaching Model Framework for Elementary Schools through brainstorming discussions and finally invited 7 experts to validate and confirm the Basic Motor Skills Sensory Physical Education Teaching Model Framework for Elementary Schools, which consists of 4 Level 1 Element, 11 Level 2 Elements, and 32 Level 3 elements, and the experts were not invited repeatedly in each round of this study.

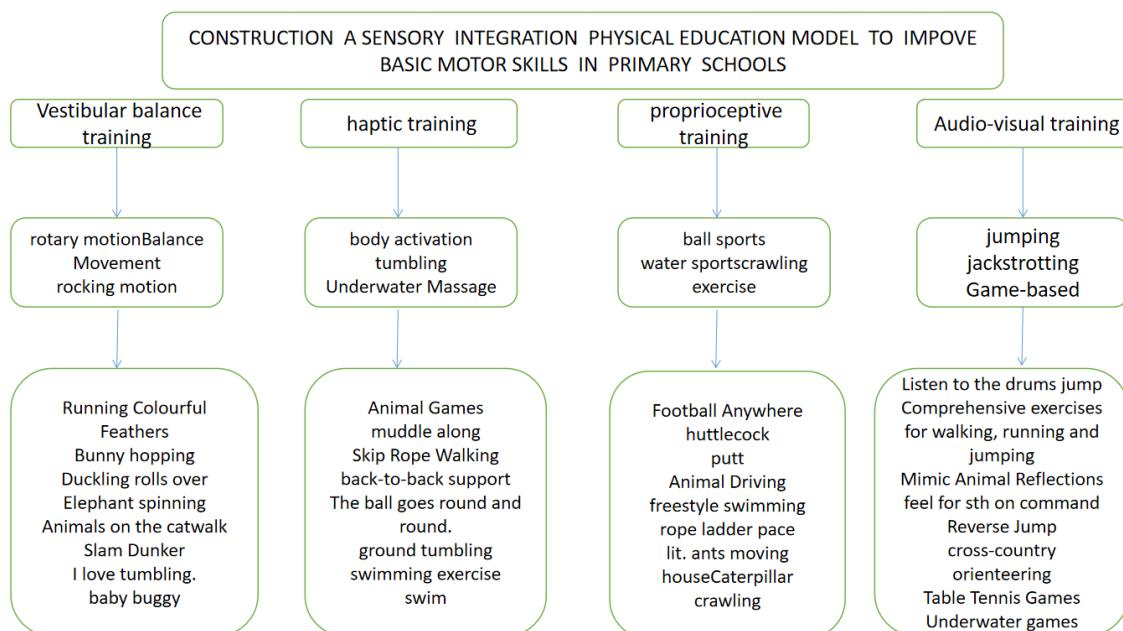


Figure 2 Sensory Physical Education Teaching Model for Basic Motor Skills in Primary Schools

Conclusion

First, using student questionnaires, teacher questionnaires, and teacher interviews to investigate the current situation of primary school students' sensory integration and basic motor skills, it is found that experts are very much in agreement that in the first grade of primary school, students can design and develop physical education activities based on their sensory integration so that students can help their own body, mind, and soul develop more purposefully in physical exercise. The construction of the sensory integration physical education teaching model will also enrich the teaching methods of teachers to a certain extent, and help teachers better and more fully organize and arrange course content. The construction of the third-sensory integration physical education teaching model can also promote students' interest in physical exercise, so the rationality of the construction content of the teaching mode is very important.



Second, according to the current situation, the problems that need to be solved and the requirements of the basic motor skills of primary school students to integrate the physical education teaching model, five experts were invited to discuss the purpose of constructing the basic motor skills sensory integration physical education teaching model of primary schools, and proposed that the teaching model should revolve around the vestibular balance exercise, tactile sensory exercise, proprioceptive exercise, audiovisual sensory practice four plate framework, and discussed and developed the first draft. Seventeen experts were invited to revise the Delphi Consensus model of sensory integration physical education teaching of basic motor skills in primary schools. Fourth, nine experts were invited to conduct focus group discussions to revalidate the model. Fifth, seven experts were invited to summarize and determine the basic motor skills sensory integration physical education teaching model in primary schools.

Discussion

1. The primary school basic motor skills sensory integration physical education teaching model matches the concept of the Chinese physical education and health curriculum standards.

Sensory integration training is essential in primary school physical education. Primary school education is a major part of a child's life and should take on the task of sensory integration training. Sensory integration training is homogeneous and compatible with the whole school education and has a natural integration in terms of educational and teaching resources, educational and teaching time, and teaching staff. It is conducive to meeting the standards of the physical education curriculum, and it can also provide sensory integration training for children with special needs and help them develop comprehensively physically and mentally. (Gao, 2015)

Physical education classes in Chinese primary and secondary schools are taught according to the concepts, ideas, contents, and syllabus of the Chinese Physical Education and Health Curriculum Standard, which is an important part of the Chinese primary and secondary school curriculum system, and an indispensable guide to achieving the overall development of students' moral, intellectual, physical, social, and aesthetic skills. Primary school basic motor skills rooted in the unity of the physical education teaching model also aim to improve students' physical health, improve physical fitness, master basic motor skills, improve students' spirit of cooperation, and enhance social resilience of a line of training course model, it is very consistent with the concept of physical education and health curriculum standards, but also provides a strong theoretical basis for the construction of the model.

It is pointed out in the Physical Education and Health Curriculum Standard 2022 that the selection and design of teaching content should fully consider the learning foundation, physical condition, psychological characteristics, and motor skills of students in different school years, and that everything should be based on the actual situation of the children, and that the teaching should be tailored to the needs of the students, especially in the primary school stage. This study develops the basic motor skills sensory integration sports teaching model in primary school according to this principle, hoping that the sensory integration sports teaching model can enter the primary school, combined with the teaching of basic motor skills in physical education, to supplement the current physical education and health curriculum inside this section of the blank, this research operation is in line with the implementation of the operation of physical education and the curriculum. In addition, according to the requirements of the curriculum standards, the construction of this research model is also in line with the principles of teaching purpose, feasibility, scientific, hierarchy, fun, and teaching culture, in the construction of the model of the design of the content in line with the requirements of the physical practice of primary school students, the construction of this model is the process of transforming the existing primary school basic motor skills physical education sports programs so that the sports programs can be targeted towards children's sensory integration ability and basic motor skills ability. integration ability and the improvement of basic motor skills ability, therefore, the primary school basic motor skills sensory integration physical education teaching model coincides with the concept of China's physical education and health curriculum standard, and it is also the specific operation of the implementation of China's physical education and health curriculum.





2 Primary school basic motor skills sensory integration physical education teaching mode is the expansion and extension of the teaching content of the physical education curriculum.

According to the type of sensory integration disorder, sensory integration training can be divided into visual integration training based on light stimulation, auditory integration training based on sound stimulation, tactile integration training based on touch stimulation, vestibular integration training based on balance stimulation, and proprioception training based on muscle and joint stimulation. Currently, balance, touch, and proprioception are the main disorders in schoolchildren, so most of the children's sensory integration training is based on these three types of integration training, i.e., play-based physical training. (Xiao & Xu, 2012).

In the process of constructing the basic motor skills sensory integration sports teaching mode in primary school, the curriculum content design includes the vestibular sense, touch, proprioception, audio-visual, etc. of primary school students to be stimulated, and at the same time, the basic motor skills, including mobility skills, non-mobility skills, and manipulative skills are constantly and repeatedly practiced and strengthened, so that the students' comprehensive physical fitness and learning ability can be improved to some extent. The sports and games content designed for sensory integration training is an expansion and extension of the teaching content of the physical education curriculum. Its essence is to enrich the child's sensory stimulation in the form of music, games, activities, and other forms of sensory integration activities for the student's sensory integration development level and the student's basic skills and motor ability, and carefully designed sensory integration activity mode, students in the game activities, make appropriate responses to promote the perfection of the brain function, prevention or correction of sensory dysfunctions, to stimulate the development of the development of sensory integration ability.

The construction of the basic motor skills sensory integration physical education teaching model in primary schools lays the foundation for integrating sensory integration practice methods into the physical education and health curriculum. It further enriches the method of primary school physical education and health curriculum content, enriches the primary school physical education curriculum system, is an innovation of primary school physical education and health curriculum, and also provides practical operation methods for the popularization of sensory integration training methods in China.

This study adapts the children's sensory integration game combined with the basic motor skills of primary school to be called physical education classroom teaching materials and adapts the sensory integration training method to be used as a primary school physical activity game, which is directly used in the construction of the model, so that the construction of the model effectively expands the content of the primary school physical education and health curriculum, so that the physical education teachers who see the model are guided by it at a glance, such as to be able to use the model in their teaching, and enriches the physical education teachers' teaching methods and means so that primary school physical education and health curriculum will be more popular. Teaching methods and means, so that the teaching methods of primary school physical education and health are more diversified.

3.3 Primary School Basic Motor Skills Sensory Integration Physical Education Teaching Model Helps Students' Comprehensive Physical and Mental Development

Some scholars believe that sensory integration can be cured by the age of 13, but through observation and research, it is found that a part of some people will not innocently disappear as they grow older, but as they grow older, their ability to control their bodies increases, and the symptoms of the disorder gradually decrease, but the psychological and physiological impact is accompanied by a lifetime. (Gao, 2015)

Sensory integration training can not only help children's motor skills but also improve their coordination ability, which can help improve gross and fine motor movements and bilateral coordination in sports. Sensory integration training can help children improve their motor skills by adjusting the co-ordination ability of body muscles to make the various organs of the body such as the hands, the eyes, and the brain co-ordinate with each other, which can help children improve their motor skills better, and the improvement of motor skills can in turn improve the children's motor skills. The





improvement of motor ability in turn improves the child's sensory integration function. (Guo, et al. 2022).

In modern society, due to the influence of the times, changes in the living environment, changes in human reproductive organs, changes in maternal production factors, and other factors, more and more primary school children with sensory integration disorders, at the same time, many primary school students do not have adequate training of the sensory integration system also lead to behavioral problems and illnesses of the students and their lives, and from the data of different scholars' researches, the ratio of sensory integration disorders in children is about one-third of the normal children, especially in the primary school. The proportion of children with sensory integration disorders is about one-third of normal children, especially in the lower primary school years, where children's sensory disorders are more common. Currently in China, the main means of treatment for children with sensory integration disorders is medical treatment, but it is mainly for children with severe disorders. For the treatment of mild children or the prevention of normal children, most parents and teachers in China still have insufficient knowledge, and there are even some children with severe sensory integration disorders, but parents and teachers have not found out, which leads to learning disabilities and behavioral disorders of students, which will affect the healthy development of young people's bodies. Therefore, it is very important to integrate the exercises of sensory integration training into the primary school physical education and health teaching curriculum.

The construction of primary school skills motor skills sensory integration physical education teaching model is the most important way to prevent and heavenly students' sensory integration problems. In China, four physical education classes are held every week in the first and second grades of primary school, and primary school students can get four opportunities to exercise every week. The teaching mode construction of this study is divided into four sections of vestibular, tactile, proprioceptive, and audio-visual senses, and the four classes every week can be arranged one content at a time for eight consecutive weeks of the basic motor skills sensory integration course, which can help students to learn and exercise more systematically, and is the best way to prevent and Helping students with sensory integration disorder a stable guarantee, generally improve students' sensory integration ability, popularize students' knowledge of sensory integration disorder, help students improve their ability to improve their basic motor skills and promote the implementation of the standard development of primary school physical education and health curriculum.

Recommendation

In China, the children's sensory integration training integration of primary school physical education teaching curriculum is still in the basic stage, although there have been many sports workers to invested a lot of energy in researching children's sensory integration education, most of them are still in the formal stage, about the construction and implementation of the curriculum is less, so we put forward the specific implementation of the model of the curriculum to build the principles and recommendations.

1. Science, safety, and fun is the key to stimulating the basic motor skills sensory integration physical education teaching model for primary school students.

In the first grade of primary school to carry out basic motor skills sensory integration education should follow the age characteristics of primary school students Scientific and reasonable low arrangement of the content of the sports game, to meet the needs of the overall development of students. We must first take into account the activities can make the various parts of the body of primary school students, organ system body of all qualities to exercise, and second attention to the arrangement of the density and intensity of the course, the whole activity of the compact smooth articulation, pay attention to the safe and sustainable development, to avoid the activity of overload. The design of the course activities must be interesting, because the lower grades students often repeat an exercise or activity, easy to causes them to feel bored, you can use different equipment, change different environments, the use different music, to meet the child's curiosity and interest in things to explore, to continue to guide the students to participate in the sports activities in the active low actively.





2. Pay attention to the individual differences of primary school students and promote the development of students with different quality levels

Constructed the basic motor skills of primary school sensory integration sports teaching model, but in practice, physical education teachers must note that there are individual differences between primary school students, they have different interests, hobbies, and personal abilities, and their physical condition is not the same, physical education teachers how to do to pay attention to the individual differences of primary school students, to meet the needs of different primary school students to design the content of the game is also a very critical issue. It is also critical for physical education teachers to design the content of the game activities to meet the needs of different primary school students. Therefore, physical education teachers should pay attention to the use of this model to observe the students' feelings and changes in the course at any time and make timely adjustments to ensure better optimization of the games, activities, or exercises to help students experience learning better.

3. Constructing basic motor skills sensory sports teaching model needs sports workers to popularize and develop

The combination of sensory integration exercises and basic motor skills in the Chinese physical education classroom is still in its infancy, so we need to promote, popularize, and develop the sports workers in the physical education classroom, through the scientific and reasonable design of the curriculum, so that the sensory games combined with the basic motor skills exercise in the popularity of the students, so that each student is willing to participate in the easy to learn, so that the students are easy to learn due to the feeling of fun, and more easily and eagerly participate in the learning. fun and are more likely and eager to participate. In addition, changing the mode is also to follow the principle of sustainable development, from easy to difficult, from understanding to in-depth, and then can carry out some more complex content, so that students progress step by step. On the surface, students seem to be playing, but it is in this kind of purposeful play that students unknowingly achieve the intended teaching objectives. Therefore, teachers need to observe and learn from the classroom and make continuous improvements.

4. Home-school co-operation to jointly develop the basic motor skills sensory-integrated physical education teaching mode in primary schools

Each child's sensory integration ability has its development law, before the age of 6 is an important period of sensory development, if you miss, then 7-10 years old is the most important period of compensation, so the primary school stage is the child's sensory development and correction of an important period, especially in the first grade of primary school stage, parents and schools and teachers not only focus on the child's academic performance but also to focus on the child's physical and mental health, as well as the children with the most important sensory integration ability related to the child. The development of the most important sensory integration ability related to children, therefore, sports workers on the one hand, according to the physical and mental development of children to design suitable basic motor skills sensory integration physical education curriculum on the one hand, on the other hand, we have to constantly and school leaders and parents on the content of the curriculum, curriculum evaluation, curriculum effect to maintain close contact and communication. Nowadays, the communication between schools in China is generally the communication of cultural assignments, and rarely the communication of students' physical health development, but a good body is an important step in learning culture, so it is suggested that we can set up a home-school group of Jaeger Basic Motor Skills Sensory Integration Physical Education Teaching and Physical Education Teachers can regularly release the children's participation in the exercise situation at school, so that parents can understand the participation of their children in the school of the basic motor skills of the Sensory Integration practice situation. In addition, parents can understand the importance of the development of sensory integration ability to the growth of their children in family life, and make parents willing to participate in helping their children to improve their motor sensory integration ability to develop basic motor skills and enhance their physical fitness. When home-school cooperation is widely supported by society, basic motor skills sensory integration physical education in primary schools will be popularized and promoted to a greater extent, ultimately benefiting the children.





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