

# **"Research on the Practical Teaching System of Physical Education Major in Local Normal Colleges under the Background of 'New Normal' Construction"**

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## **Abstract**

**With the advancement of the "New Normal" construction, local normal colleges' physical education major faces the demand for updated teaching models and methods. This article starts from the connotation of the "New Normal" construction and proposes the necessity of building a practical teaching system for physical education majors. By exploring the innovation of practical course design, optimizing teaching methods, and improving evaluation mechanisms, a practical reform path and a reference plan combining theory and practice are provided for the practical teaching of physical education majors in local normal colleges.**

## **Keywords**

**New Normal; Physical Education Major; Practical Teaching System; Teaching Reform; Course Design; Evaluation Mechanism.**

## **1. Introduction**

The "New Normal" construction is an important initiative in China to improve the quality of teacher education and promote the reform of teacher training models. The "Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of Teacher Education Construction in the New Era" and the "Action Plan for the Revitalization of Teacher Education (2018-2022)" put forward the goals of cultivating a high-quality, professional and innovative teacher team that satisfies the Party and the people, and promoting practice-oriented curriculum reform in teacher education... Construct a comprehensive education practice content system". The Education Department of Guangdong Province issued the "Guangdong Action Plan for the Construction of 'New Normal'" to promote the construction of the "New Normal," proposing measures such as deepening talent cultivation mode reform and strengthening the practical ability training of teacher trainees. The guiding ideology, construction goals, and measures of these documents all incorporate practical teaching as an important content throughout.

Practical teaching in physical education is an important aspect of training teacher trainees in physical education majors. Local normal colleges play an important role in cultivating a large number of physical education major teacher trainees for the local areas. Therefore, as local normal colleges involved in the "New Normal" construction, it is of great significance to build and practice the practical teaching system of physical education majors in order to improve the practical teaching ability of teacher trainees and cultivate outstanding physical education teacher trainees in the new era. This article aims to explore the research and practice of the practical teaching system of physical education majors in local normal colleges, discuss how to better adapt to the "New Normal" construction, and promote the development of the practical teaching system of physical education majors in local normal colleges.

## **2. Analysis of the Background of the New Normal Construction of Local Normal Colleges**

### **2.1. Connotation and Objectives of the New Normal Construction of Local Normal Colleges**

The connotation of the "New Normal" construction mainly includes four aspects: first, insisting on people-oriented development and fostering well-rounded socialist builders and successors with moral, intellectual, physical, artistic, and labor skills; second, highlighting the educational function and focusing on the cultivation of teachers' professional qualities and educational abilities; third, emphasizing educational modernization, promoting the application of educational information technology and innovation of educational teaching methods; fourth, strengthening the service function, serving school and community education development, actively participating in teacher continuing education and school development planning. In practice, local normal colleges need to integrate the connotation of the "New Normal" construction into the construction of their education and teaching system, making adjustments and innovations in curriculum design, teaching methods, and practical teaching.

The research and practice of the practical teaching system of physical education majors in local normal colleges are in line with the development requirements of the "New Normal" construction, aiming to improve the overall quality of teacher education. It is worth noting that practical teaching in physical education is not only a necessary part of teacher education but also an important carrier for students' educational and practical abilities. Therefore, local normal colleges should continuously improve the practical teaching system of physical education majors from various aspects to meet the needs of the "New Normal" construction.

In the research and practice of the practical teaching system, local normal colleges can start from the following aspects: first, strengthening the setting of practical courses and focusing on the organic combination of practical teaching and theoretical teaching, allowing students to enhance their teaching skills and practical operational abilities through practice; second, actively carrying out educational internships, enabling students to gain experience and exercise in actual teaching and adapt to the demands of teaching positions in advance; third, establishing a sound evaluation mechanism for practical teaching, comprehensively understanding students' practical performance through teacher evaluation, peer evaluation, student evaluation, etc., and providing personalized guidance and assistance.

In summary, in the research and practice of the practical teaching system of physical education majors in local normal colleges under the background of the "New Normal" construction, it is necessary to keep up with the pace of development in the era, fully integrate the connotation and objectives of the "New Normal," continuously improve the education and teaching system, and cultivate outstanding teachers who meet the needs of the times. This is also an important measure for local normal colleges to promote the reform and development of teacher education, which helps improve the overall quality of teacher education and promote the sustainable development of the education cause.

### **2.2. Analysis of Evaluation Methods for the Current Status of Practical Teaching in Physical Education Major in Local Normal Colleges**

Under the background of the "New Normal" construction, the study of the practical teaching system in the physical education major of local normal colleges is particularly important. In view of this issue, this research conducts a series of innovative explorations through in-depth analysis of existing literature, empirical research, and theoretical construction. Firstly, a comprehensive evaluation model should be constructed to measure the current status of practical teaching in the physical education major of local normal colleges. The model should

cover multiple dimensions, including infrastructure, practical teaching, teaching outcomes, teacher structure, comprehensive practice, and curriculum design.

Specific research methods include: collecting feedback information from relevant teachers and students engaged in physical education teaching through questionnaires and in-depth interviews; using descriptive statistics, analysis of variance, regression analysis, and other methods to scientifically process the data; combining quantitative analysis and qualitative analysis to obtain more comprehensive research results. In addition, the introduction of the "Statistics Table of Current Status Indicators of Local Normal Colleges" as part of the evaluation tool aims to present the performance of various colleges in different dimensions through objective data.

Close attention should be paid to the differences in the "proportion of practical courses" among various schools. Whether a high proportion of practical course arrangements is conducive to the improvement of students' comprehensive skills can be verified by indicators such as "the number of students' teaching competition awards" and "graduate employment rate." In addition, the matching degree of course content with social needs and the effective use of teaching resources are also key indicators for evaluating educational quality. By comparing and analyzing various indicators, the strengths and weaknesses of the practical teaching system in the physical education major of local normal colleges can be revealed. Corresponding suggestions can be proposed to improve students' professional skills in physical education majors, better adapt to the requirements of the "New Normal" construction and the needs of the future education industry, and promote the high-quality development of local normal colleges.

### **3. Challenges Faced by the Physical Education Major in Local Normal Colleges**

With the deepening of the "New Normal" construction, the physical education major in local normal colleges faces unprecedented opportunities and challenges. In the new stage of historical development, how to respond to challenges and achieve the improvement of professional teaching quality has become an urgent problem to be solved for the physical education major in local normal colleges.

Firstly, one of the challenges faced by the physical education major is the unreasonable structure of the teaching staff. Local normal colleges generally suffer from insufficient teaching resources and a single discipline structure. To solve this challenge, efforts need to be made in recruiting, training, and managing the teaching staff, establishing a reasonably structured and experienced teaching team.

Secondly, there are also challenges in terms of teaching resources and hardware facilities in the physical education major. Schools need to increase investment in physical education teaching facilities, improve the hardware conditions of practical teaching to meet students' teaching needs. In addition, it is necessary to strengthen the interaction with university physical education teaching, promote the sharing of teaching resources and complementarity among schools.

Furthermore, challenges in updating teaching methods and approaches are also evident in the physical education major. With the development of society and changes in educational concepts, traditional teaching methods are no longer fully suitable for the needs of today's students. Therefore, local normal colleges need to continuously improve and innovate in physical education teaching methods, introduce modern teaching techniques and technologies, allowing students to gain more exercise and improvement through practice.

Lastly, the physical education major also needs to face challenges in subject construction and research capacity. As an applied discipline, the physical education major in local normal

colleges needs to increase investment in subject construction and scientific research, enhance the level of subject construction, and improve research capabilities, providing better learning environment and conditions for students. The physical education major in local normal colleges faces many challenges, but it is through these challenges that education and teaching can continue to develop and improve. By continuously improving and innovating, strengthening the construction of teaching staff, optimizing the allocation of teaching resources, updating teaching methods, increasing investment in subject construction and scientific research, the physical education major in local normal colleges can achieve new breakthroughs.

In conclusion, under the current educational background, the challenges and opportunities faced by the physical education major in local normal colleges are worth paying attention to. Therefore, through the research and practice of the practical teaching system of the physical education major in local normal colleges, references and insights can be provided for the reform of the education and teaching system in local normal colleges. At the same time, it can also provide support and guarantee for the advancement of the "New Normal" construction.

#### **4. Analysis of the Theoretical Support for the Construction of the Practical Teaching System in the Physical Education Major of Local Normal Colleges**

##### **4.1. The Theoretical Framework for the Construction of the Practical Teaching System in the Physical Education Major of Local Normal Colleges**

In the research and practice of the practical teaching system in the physical education major of local normal colleges, the theoretical framework for the construction of the teaching system is a crucial aspect. Specifically, the construction of the theoretical framework needs to fully consider factors such as teaching goals, teaching content, teaching methods, and evaluation system to ensure the scientific, systematic, and operational nature of the teaching system. Therefore, it is important to discuss the theoretical framework for the construction of the teaching system, as well as introduce relevant research methods and practical experiences, aiming to provide useful references and insights for the practical teaching in the physical education major of local normal colleges. Firstly, in the theoretical framework for the construction of the teaching system, it is necessary to clarify the teaching goals, which serves as the starting point and foundation of instructional design. Setting teaching goals requires considering three aspects: subject knowledge, professional skills, and personal qualities, while combining national educational policies and local teaching practices to ensure the scientific and operational nature of the teaching goals. Secondly, when constructing the theoretical framework for the teaching system, it is essential to systematically organize the teaching content and clarify the curriculum design and teaching syllabus. In terms of teaching content, it is necessary to fully consider cutting-edge knowledge, modern educational concepts, and practical demands to ensure the timeliness and practicality of the teaching content. At the same time, it is important to combine theoretical teaching with practical teaching, emphasizing the cultivation of students' practical abilities and innovative spirit. In addition, in the theoretical framework for the construction of the teaching system, teaching methods play a crucial role. The selection of teaching methods should fully consider students' learning characteristics and the utilization of teaching resources, focusing on inquiry-based teaching and personalized guidance to improve teaching effectiveness and motivation. Moreover, interdisciplinary teaching and school-enterprise cooperation should be emphasized to promote the integration and elevation of subject knowledge and practical skills. Lastly, in the theoretical framework for the construction of the teaching system, the evaluation system is an indispensable component. The establishment of an evaluation system needs to focus on comprehensive and dynamic evaluation, using multiple assessment methods such as exams, assignments, internships, and

subject competitions to comprehensively understand students' overall development and lifelong learning abilities. In conclusion, in the construction of the practical teaching system in the physical education major of local normal colleges, a theoretical framework that considers factors such as teaching goals, teaching content, teaching methods, and evaluation systems is crucial. Through scientific theoretical construction and accumulated practice, the teaching system can be continuously improved, and the quality of teaching can be enhanced, laying a solid foundation for cultivating high-quality teachers and professionals.

#### **4.2. Reflections on the Evaluation Mechanism and Quality Assurance of the Practical Teaching System in the Physical Education Major of Local Normal Colleges**

Under the background of the "New Normal" construction, the evaluation mechanism and quality assurance are key elements in the construction of the practical teaching system in the physical education major of local normal colleges. This section will discuss in-depth the scientific and rational design of the evaluation system and establish operational quality monitoring measures. In constructing the evaluation mechanism, the primary task is to clarify the purpose and subjects of evaluation, ensuring that the evaluation mechanism serves the improvement of educational quality and is based on the actual enhancement of students' abilities, avoiding formalism. At the same time, the evaluators must possess professional competence and an objective and fair standpoint to provide strong evaluation opinions. In terms of specific operations, the evaluation mechanism adopts a combination of quantitative and qualitative methods. In terms of quantitative evaluation, multiple dimensions such as performance in the teaching process and actual teaching outcomes are comprehensively assessed, incorporating multi-source feedback, including but not limited to peer review, student evaluations, and expert supervision results. Qualitative evaluation is conducted through methods such as teaching logs, case studies, and interviews to delve into the underlying reasons, processes, and effects of teaching behaviors, aiming to reveal deep-level issues in practical teaching through verbal data. With this combined evaluation mechanism, it can to some extent avoid the one-sidedness that may arise from a single evaluation method.

In terms of quality assurance, we emphasize the cycle mechanism of real-time feedback and continuous improvement. Establishing a quality monitoring system that integrates information collection, analysis, and decision-making can not only timely discover deviations and problems in teaching but also provide timely decision support to guide teaching adjustments and optimizations. Advanced statistical methods and big data analysis techniques are used in data processing to ensure the accuracy and depth of data analysis, thereby solidly supporting the continuous improvement of teaching quality. By tracking the entire process of teaching practice, conducting regular quality audits and assessments, a dynamic system capable of self-improvement can be established.

#### **4.3. Exploration of Specific Practices and Reforms in the Practical Teaching System of the Physical Education Major in Local Normal Colleges**

Under the background of the "New Normal" construction, this research has conducted in-depth discussions on the reform and innovation of the practical teaching system in the physical education major of local normal colleges. Firstly, it is necessary to establish a competency-based teaching reform framework, focusing on the course "School Physical Education" in the physical education major and proposing a comprehensive reform plan for assessment methods. The design of the assessment methods adopts a mixed model approach, including self-assessment, peer assessment, case analysis, practical operations, and other multiple assessment mechanisms. In the process of data collection and analysis, descriptive statistics



and analysis of variance methods are used to process questionnaire data, ensuring the accuracy and depth of data analysis.

In addition, relying on the teacher development plan that is coordinated with the curriculum reform, the research improves teachers' ability and performance in implementing new assessment methods. Professional development workshops are designed for teachers to regularly share and reflect on teaching cases. Through collaboration among the teacher team, not only can the innovation of teaching methods be promoted but also interaction and communication between teachers and students can be strengthened.

The theoretical framework of this research is based on constructivist learning theory and instructional system design theory. It critically analyzes traditional physical education evaluation systems and proposes an evaluation index system that meets the needs of training high-quality teachers in the context of the new era. With clear theoretical guidance, it not only promotes the improvement of teacher trainees' comprehensive qualities but also provides a theoretical basis and practical guidance for the overall teaching reform in the physical education major of local normal colleges.

In terms of academic contributions, this research is expected to fill the gap in the research on diversified comprehensive evaluations in the field of physical education majors at home and abroad and provide innovative theoretical and practical references in the reform of the practical teaching system in the physical education major of local normal colleges. Through extensive literature review and systematic research design, this research extends the theoretical boundaries of teaching evaluation and deepens the understanding of the interdependence between teacher professional development and the improvement of teaching quality. The reform of the practical teaching system in the physical education major of local normal colleges should not only improve students' academic performance but also cultivate their critical thinking and comprehensive qualities, thereby supporting the improvement of teacher education quality.

## 5. Conclusion

This research conducted an in-depth exploration of the practical teaching system in the physical education major of local normal colleges. It was found that under the background of the "New Normal" construction, the practical teaching in the physical education major of local normal colleges faces a series of new challenges and opportunities. Traditional practical teaching models in the physical education major can no longer meet the demands of modern society, thus requiring reform and innovation. Local normal colleges have relatively limited resources in practical teaching in the physical education major and need to strengthen and improve relevant teaching facilities and conditions. This includes enhancing the integration of local physical education practices, increasing opportunities for practical teaching, and improving students' innovative abilities and practical skills.

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