

## Discussion on the Quality Training and Construction of Teaching Team of Physical Education Teachers in University

Yiwei Yin<sup>1, 2, a</sup>

<sup>1</sup>PhD candidate at Air Force Engineering University, Xian 710000, China

<sup>2</sup>Lecturer at Yibin University, Yibin 644000, China

<sup>a</sup>yinyiwei427@sina.com

### Abstract

**The quality training and construction of teaching team of physical education teachers are important factors to cultivate talents. The aim of this paper is to explore the content of the quality training and construction of teaching team of physical education teachers in university. Methods: We read a lot of materials about the quality training and construction of teaching team of physical education teachers in university. We investigated the present situation of PE teachers' training. We thought deeply about the content of the quality training and construction of teaching team of physical education teachers in university by questionnaires, literatures and expert interviews. Results: The relationship between the quality training and team construction of physical education teachers in universities and their work was close. In the competency training program, the proportion of the innovative capacity of training means, the ability of design and planning for the related training programs, and the ability of identifying problems and solving problems was comparable in capacity training. Conclusion: The main contents of the training and team construction of physical education teachers in universities are three aspects: professional ethics training, knowledge training and ability training. Among them, professional ethics includes teaching and educating people, loving and respecting their jobs, and lifelong learning. The knowledge training includes the modern information technology and the spirit of innovation. The ability training includes innovation ability, application ability, teaching innovation ability and the ability of finding and solving problems in the process of the ability training.**

### Keywords

**Physical education teacher in university; Quality training; Team construction; Content.**

### 1. Introduction

Today, talents are the key factors to promote national development, and competition of talent pool directly affects the comprehensive national strength of countries [1-4]. High-level, high-quality innovative talents are essential to the improvement of comprehensive national strength. Talents can promote the country to obtain higher status in international competition. Education is the key to the success of personnel training. The task of personnel training is completed by teachers, and teachers are the fundamental of the sustainable development of education [5-8]. The cultivation of talents includes five aspects, which are "moral, intellectual, physical, aesthetic and labor". Physical education teachers in colleges and universities bear the "physical". Teachers' own professional accomplishment and teaching level have great influence on the cultivation of students. With the continuous development and progress of society, teachers' knowledge and teaching skills of the pre-service level are gradually unable to meet the demand, which needs teachers to enhance the quality and construction of teaching staff to supplement and update their knowledge, and to improve the teaching capacity and overall quality of teachers [8- 10].

At home and abroad, the main results of this research are as follows: the scholars believe that the improvement of teachers' morality, the establishment of teachers' management mechanism and the improvement of scientific research ability can effectively promote the construction and improvement

of physical education teachers in universities. At present, the training of physical education teachers in universities includes specialist training, on-the-job degree, domestic visiting scholars, the pointed graduate students and teaching assistants training classes. The training time is determined by different forms of training. The training that the training time is longer than 1 year accounts for 54% of the various types of training, and the training that the training time is less than 90 days will account for 30% [12]. The main motives that the physical education teachers participate in the training include: to improve their teaching and research capacity, improve academic degrees and improve the competitiveness of individuals [13].

From the perspective of training teachers, we studied how the department of physical education teachers in colleges and universities can cultivate teachers and build the team so as to provide a reference for the construction and training of college physical education teachers. After reading a lot of materials about the cultivation of college physical education teachers' quality training and their team building, we investigated the current situation of physical education teachers' training. And then, we thought deeply about the content of the quality cultivation and construction of teaching team of physical education teachers in university by questionnaires, literature and expert interviews. With reference to the relevant policies and regulations, we accepted the recommendations and advice of experts to provide reference for the quality cultivation and construction of teaching team of physical education teachers in university.

## 2. Objects and methods

This study will take the physical education teachers team of the general university in XX City as the object of study. A total of 300 questionnaires were distributed to each of the 300 teachers.

According to the purpose and the problems of this research, we can find 46 materials and literature about pedagogy, psychology and statistics about the physical education teaching in network resource, school resource and library resource to know about the development condition and trend of the quality cultivation and construction of teaching team of physical education teachers in university [14-15].

Questionnaire survey (also known as questionnaire method). In order to obtain some information, the surveyor designed a series of questions and distributed to the respondents to consult the views of the respondents. Respondents responded to questions based on the actual situation. The survey questions are usually designed as the form of questions and answers. It was carried out by courier mail, face to face interview records or follow-up visit that maintains a period. We mastered the opinions and views of respondents through the statistics and analysis of answers to questions. The questionnaire survey method is also known as the form method. There are three key nodes in the questionnaire survey: the first is to make the questionnaire, the second is the choice of the survey object, and the last is the analysis of the survey results. A total of 300 questionnaires were sent out in this project, 270 of which were retrieved. After screening, 260 questionnaires were valid and the recovery rate was 90%. The efficiency of the questionnaire also reached the statistical standard.

Interview method: This method is mainly based on the purpose of research topics, research methods and questionnaires and other issues involved in the study area to visits and inquiries experts in the field, listen to experts' advice, and integrates, concludes and summarizes these views. In this study, the researchers visited 20 experts from different units and departments of physical education in XX cities. These experts are all associate professors and above titles, have a wealth of experience and class time.

Mathematical Statistics: The survey data needs to be analyzed statistically. In this study, SPSS16.0 statistical analysis software was used to analyze all the valid data.

## 3. Results and analysis

As can be seen from Figure 1: in terms of the relationship between the content of the quality training of the physical education teachers in universities in XX city and their corresponding work, the

relationship between the training and team building of current college physical education teachers and their work is closely related. After the survey, the people that think they are very close accounts for 16% of the total number of teachers surveyed, and the people that think they are relatively close accounts for 39% of the total number of teachers surveyed.

Specific analysis: generally speaking, the content of the quality training of the physical education teachers in universities can basically meet the needs of teachers, and it can help the physical education teachers to improve the professional knowledge and teaching ability. 43% of college physical education teachers believe that the relationship between the content of training and the actual needs is general, indicating that the degree of coincidence between the training content arranged by the relevant departments of colleges and universities and the actual needs of teachers is not high. In addition, there are a small number of teachers think that the close degree of relationship between the content of training and the actual demand is very low or even unrelated, indicating that this part of the college physical education teachers think that the training content completely linked to their actual needs, and that cannot have the right help to their work. Therefore, the relevant departments of colleges and universities should adjust, add or delete parts of the content of the training according to the actual needs of teachers so that college physical education teachers can quickly get the urgent need of knowledge. In order to achieve the above objectives, it need the related departments in universities to carry out frequent and close communication to the physical education teachers, to promote the development of the intermediate and above title of physical education teachers in the future.

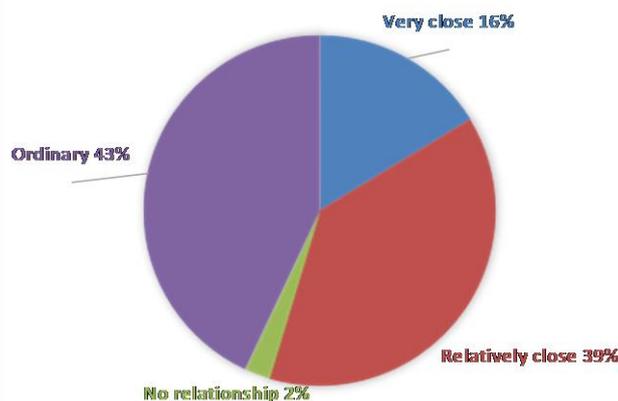


Fig.1 Statistics of relationship between the training content and work of general college teacher

From Figure 2, we can see that the requirements of the physical education teachers of the general colleges and universities in XX city according to their own situation include modern information technology, quality education, professional foundation, innovation ability, personality development, practical skills and moral concepts. Among the above, information technology, innovation ability and practical skills rank the top three in all the content with 58/52/51 of selected frequency. We can see that the college teachers attach importance to information technology, innovation and practical skills, and the personality development is also more concerned by the physical education teachers. The attention on quality education, moral concepts and professional attention is significantly lower, and the demand is not high.

Specific analysis: First of all, the improvement of information technology can effectively enhance the teaching and training level; Secondly, the spirit of innovation represents the urgent needs of a new generation of college physical education teachers for their own scientific research level. Thirdly, the teachers already had the quality of education, moral values and professional basis when they are in the stage of pre-service, and they already had the relevant knowledge and skills, and mastered good. From the above analysis, we can see that the selection of training content should be more targeted, and in particular, "the right medicine" is essential according to the timeliness of social development and progress. The urgent needs of teachers should be selected to train.

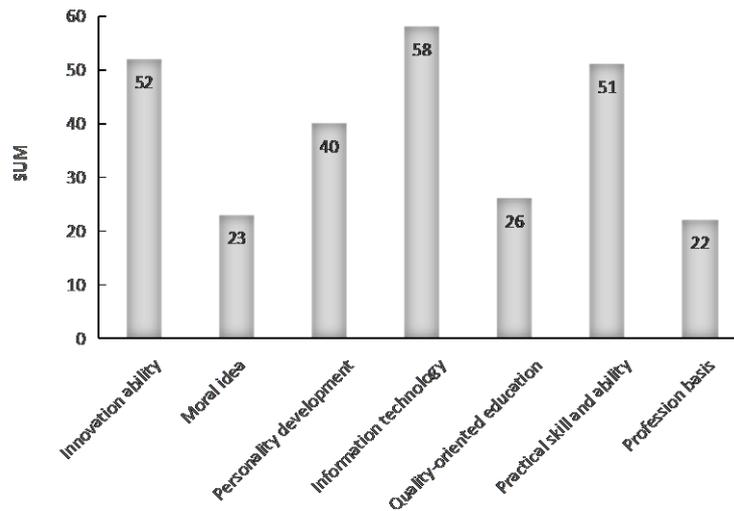


Fig.2 Distribution of complementary teaching content

It can be seen from Figure 3, the physical education teachers training program in of the general college in XX city includes innovation ability of the training means, learning ability, design and planning ability of the related training plan, spot command ability and problem-solving ability. Among them, the proportion of the planning and design capabilities, problem-solving skills, innovation ability of the training means is comparable. Respectively, planning and design capacity accounts for 24%, problem-solving skills accounts for 25%, capacity to solve problems, and innovation ability of the training means accounts for 22%.

Specific analysis: The above data shows that the control of the college physical education teachers to the training capacity is defective and imperfect. Plan design ability, problem-solving ability and innovation ability are all interdependent and indispensable. Among them, plan design ability is the prerequisite of training instruction, problem-solving ability is the basic guarantee of training instruction and innovation ability is the control for the whole training direction. For the spot command ability and training capacity, the two have not received the same degree of attention, and the proportion is relatively small. This requires the relevant departments to adjust.

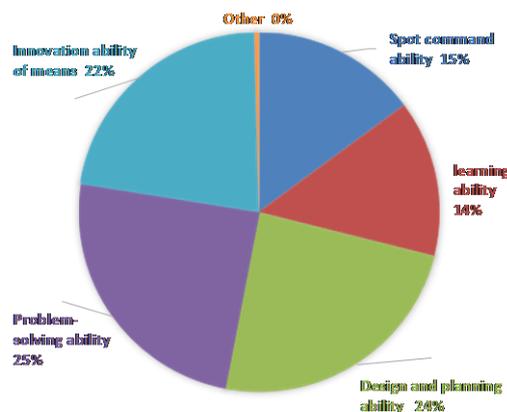


Fig.3 the distribution of teacher-led training

It can be seen from Figure 4: the factors of the scientific research ability of physical education in general college in XX city include that leadership does not attach importance to it, the time is rare, and the scientific research ability is not enough, there is no funds, and the target is not clear. Among them, the selection frequency of no time is 65, the selection frequency of not enough scientific research ability is 52, and the selected frequency of no funds is 50. The above three are the key factors that affect the scientific research level of physical education teachers in general college in XX city.

Specific analysis: the main reason is that: first, the teachers' family will take up the limited energy and time. Second, the teaching tasks of the intermediate grade teachers generally are relatively heavy, so the energy on the research will become less, resulting in that teachers have scarce capacity to carry out scientific research. Third, the school policy may also limit teachers for scientific research with little funding.

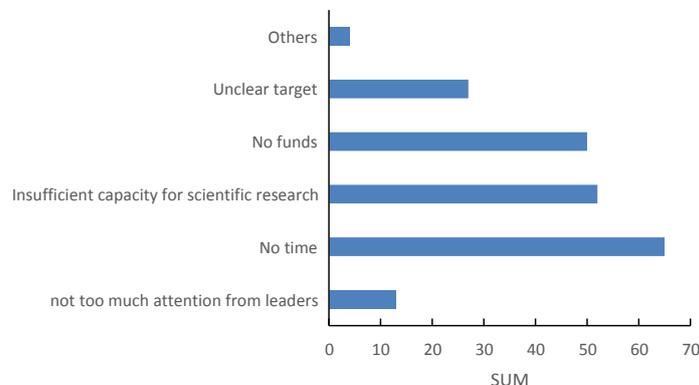


Fig.4 Distribution of influencing factors of scientific research ability training

#### 4. Conclusion

In this paper, we thought deeply about the content of the quality cultivation and construction of teaching team of physical education teachers in university by questionnaires, literatures and expert interviews. The main conclusions are as follows: the main contents of the training and team construction of physical education teachers in universities are three aspects: professional ethics training, knowledge training and ability training. Among them, professional ethics includes teaching and educating people, loving and respecting their jobs, lifelong learning. The knowledge training includes the modern information technology and the spirit of innovation. The ability training includes innovation ability, application ability, teaching innovation ability and the ability of finding and solving problems in the process of the ability training.

#### Acknowledgements

This paper 2017 scientific research projects in Education department of sichuan province "transformation development under the background of local undergraduate colleges and universities teachers construction research - in sichuan province, for example" of one of the research results, Scientific research project number: 17 sb0615.

#### References

- [1] Rhodes, C. and Brundrett, M., 2009. Growing the leadership talent pool: perceptions of heads, middle leaders and classroom teachers about professional development and leadership succession planning within their own schools. *Professional development in education*, 35(3), pp.381-398.
- [2] Light, P.C., 2000. The empty government talent pool: The new public service arrives. *The Brookings Review*, 18(1), pp.20-23.
- [3] Collings, D.G. and Mellahi, K., 2009. Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), pp.304-313.
- [4] Mäkelä K., Björkman, I. and Ehrnrooth, M., 2010. How do MNCs establish their talent pools? Influences on individuals' likelihood of being labeled as talent. *Journal of World Business*, 45(2), pp.134-142.
- [5] Duke, R.A., 1999. Teacher and student behavior in Suzuki string lessons: Results from the International Research Symposium on Talent Education. *Journal of Research in Music Education*, 47(4), pp.293-307.

- [6] MO, B.Y. and LIAO, H.L., 2007. Study and Practice on the Talent Education Model of Logistics Management in Higher Technical and Vocational Teaching [J]. *Logistics Sci-Tech*, 2, p.026.
- [7] Treffinger, D.J. and Feldhusen, J.F., 1996. Talent Recognition and Development: Successor to Gifted Education. *Journal for the Education of the Gifted*, 19(2), pp.181-93.
- [8] Kenny, L.W., Lee, L.F., Maddala, G.S. and Trost, R.P., 1979. Returns to college education: An investigation of self-selection bias based on the project talent data. *International Economic Review*, pp.775-789.
- [9] Whitebook, M., 1989. Research Report. Who Cares? Child Care Teachers and the Quality of Care in America. *Young Children*, 45(1), pp.41-45.
- [10] Rossmiller, R.A., 1992. The secondary school principal and teachers' quality of work life. *Educational Management & Administration*, 20(3), pp.132-146.
- [11] Pianta, Robert, Carollee Howes, Margaret Burchinal, Donna Bryant, Richard Clifford, Diane Early, and Oscar Barbarin. "Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interactions?." *Applied developmental science* 9, no. 3 (2005): 144-159.
- [12] Curtner-Smith, M.D., 2001. The occupational socialization of a first-year physical education teacher with a teaching orientation. *Sport, Education and Society*, 6(1), pp.81-105.
- [13] Cecchini, J., González, C., Carmona, Á., Arruza, J., Escartó A. and Balagué G., 2001. The influence of the physical education teacher on intrinsic motivation, self-confidence, anxiety, and pre-and post-competition mood states. *European Journal of Sport Science*, 1(4), pp.1-11.
- [14] Skelton, A., 1993. On becoming a male physical education teacher: The informal culture of students and the construction of hegemonic masculinity. *Gender and Education*, 5(3), pp.289-303.
- [15] Booth, M.S., Stark, J.M. and Rastetter, E., 2005. Controls on nitrogen cycling in terrestrial ecosystems: a synthetic analysis of literature data. *Ecological monographs*, 75(2), pp.139-157.
- [16] Kim, K., Ryu, E., Chon, M.Y., Yeun, E.J., Choi, S.Y., Seo, J.S. and Nam, B.W., 2006. Internet addiction in Korean adolescents and its relation to depression and suicidal ideation: a questionnaire survey. *International journal of nursing studies*, 43(2), pp.185-192.
- [17] Morita, S., Fukagawa, T., Fujiwara, H. and Katai, H., 2016. Questionnaire survey regarding the current status of super-extended lymph node dissection in Japan. *World Journal of Gastrointestinal Oncology*, 8(9), p.707.
- [18] Kwok, S., Pang, J., Adam, S., Watts, G.F. and Soran, H., 2016. An online questionnaire survey of UK general practitioners' knowledge and management of familial hypercholesterolaemia. *BMJ Open*, 6(11), p.e012691.