

Investigation and Analysis on Educational Practice Preparation of College Students Majoring in Physical Education

Shirong Wu¹, Xi Lin¹ & Ziyi Tan¹

¹ Department of Sports Science, Changsha Normal University, Changsha, China

Correspondence: Shirong Wu, Department of Sports Science, Changsha Normal University, Changsha, China.

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Abstract

Educational practice is an important way to test the actual teaching ability of physical education students. This paper investigates and analyzes the preparation of physical education students in normal colleges and universities through questionnaire survey, understands the current situation of physical education students in practice preparation, and analyzes the preparation of physical education students from the aspects of practice preparation, students' understanding of practical teaching knowledge, practical teaching curriculum arrangement, practice satisfaction and so on. The study found that physical education students in personnel training should be further teaching practice courses; to reasonably guide the educational practice of normal students in advance; strengthen the guidance and methods of internship unit instructors.

Keywords: educational practice, physical education major, student teacher, internship preparation

1. Introduction

Educational practice is an important practical teaching link in the process of training normal talents. It is an important teaching method to verify the theoretical learning and practical ability of students majoring in physical education. Through educational practice, students can enhance the perceptual knowledge of subject knowledge, obtain the preliminary practical knowledge of undertaking professional course teaching in the future, and prepare for the subsequent employment work in advance. Educational practice is considered to be an important part of practical teaching. It plays an important role in cultivating students' teaching skills, consolidating and applying theoretical knowledge, and cultivating students' ability to analyze, study and solve practical problems.

This paper takes normal students majoring in physical education as the object of investigation, investigates their preparation for educational practice, so as to understand whether normal students are prepared for carrying out internship work, and provide suggestions for further promoting the professional development of normal students majoring in physical education.

2. Method

2.1 Sample Size

In Hunan province of China, 300 normal students majoring in physical education were randomly selected to hand out self-made questionnaires. A total of 270 questionnaires were collected, including 250 valid questionnaires, 111 males and 89 females.

2.2 Measures and Covariates

In order to fully understand and investigate the preparation of physical education normal students for educational practice, with reference to existing research, a questionnaire on the preparation of physical education normal students for educational practice was independently compiled. The content of the questionnaire was mainly designed from three dimensions: knowledge reserve, familiarity and self-evaluation.

2.3 Reliability and Validity

In order to ensure the rationality of the questionnaire design, the reliability of the questionnaire was tested by analyzing the Cronbach's α coefficient (or half coefficient). According to the analysis results, the Cronbach's α coefficient of the questionnaire was 0.843, indicating that the questionnaire had good reliability.

Table 1.

category	item	Cronbach's α	the total
1	6	.815	.816
2	5	.827	
3	5	.794	
4	5	.830	

The results of the questionnaire were measured by KMO and Bartlett's spherical test, and the results were shown in table 2-3. KMO statistic is 0.864, close to 1; the significance level of Bartlett's test of sphericity is $0.000 < 0.01$, indicating that the results are suitable for factor analysis.

Table 2.

KMO sampling suitability quantity		.864
	Approximate chi square distribution	6836.022
Bartlett's Sphericity Test	freedom	720
	p	.000

3. Results

3.1 Basic Information on Preparation for Practice of Normal Students Majoring in Physical Education

From the statistical results, it can be seen that the preparation of the junior students for the internship mainly focuses on four aspects: the consolidation and preparation of various professional skills, the familiarity and deepening of the pre-school education professional theory, the understanding of the one-day activity arrangement of the kindergarten, and the design and trial teaching of sports activities, with the proportion of more than 60%, while the proportion of other aspects is less than 60%; The proportion of preparation work of senior students is relatively balanced. Except for the consolidation practice of various professional skills, the familiarity of pre-school professional theories, and the proportion of one-day activity arrangement in kindergarten is slightly higher, others are relatively average. Graduated students think that they are fully prepared for the consolidation of training and preparation of various professional skills, the understanding of the one-day activity arrangement in kindergarten, and the design and trial teaching of sports activities before the internship, which accounts for a relatively high proportion, and the preparation of boys for various projects is lower than that of girls. From the above data, we can see that among the students who have participated in the internship, all the students have prepared for the above seven aspects.

3.2 Practice Teaching of Normal Students Majoring in Physical Education

From the statistical results, it can be seen that the junior students' preparation for the internship mainly focuses on the consolidation and preparation of various professional skills, the familiarity and deepening of the theory of preschool education, the understanding of the daily activity arrangement of kindergartens, and the design and trial teaching of sports activities. The proportion is more than 60 %, and the proportion of other aspects is less than 60%; the proportion of senior students' preparation work is relatively balanced, except for the consolidation of professional skills practice, preschool professional theory, kindergarten day activity arrangement is slightly higher, other basic relatively average. Graduated students believe that pre-internship professional skills in the consolidation of practice and preparation, kindergarten day activities to understand the arrangements for the design of sports activities and try to prepare three aspects of a more adequate, accounting for a relatively high, of which boys than girls are preparing for the project a little lower. From the above data, it can be seen that among the students who have participated in the internship, there are students involved in the above seven aspects of content preparation.

Table 3.

category	1 n(%)	2 n(%)	3 n(%)	4 n(%)	5 n(%)	6 n(%)	7 n(%)
1	53(79.1)	48(71.64)	55(82.09)	44(65.67)	36(53.73)	33(49.25)	31(46.27)
2	66(62.26)	49(46.23)	63(59.43)	51(48.11)	31(29.25)	34(32.08)	39(36.79)
3	60(78.95)	49(64.47)	62(81.58)	47(61.84)	30(39.47)	41(53.95)	39(51.32)
4	76(68.47)	65(48.56)	75(67.57)	57(51.35)	44(39.64)	38(34.23)	33(29.73)
5	67(75.28)	49(55.06)	67(75.28)	51(57.3)	35(39.33)	40(44.94)	46(51.69)

3.3 The Practical Teaching Work of Normal Students Majoring in Physical Education

Junior and senior students generally understand practical teaching knowledge; graduated students have a better understanding of practical teaching knowledge. It shows that students' knowledge of practical teaching is not high enough, and the importance of theoretical knowledge is not accurate enough.

Table 4.

category	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)
1	5(7.46)	24(35.82)	32(47.76)	4(5.97)	2(2.99)
2	8(7.55)	48(45.28)	49(46.23)	0	1(0.94)
3	13(17.11)	33(43.42)	28(36.84)	2(2.63)	0
4	15(13.51)	40(36.04)	51(45.95)	3(2.7)	2(1.8)
5	5(5.62)	44(49.44)	38(42.7)	1(1.12)	1(1.12)

The rationality of junior students' arrangement of practical teaching courses in colleges is mainly focused on general rationality; senior students and graduated students of college practice teaching curriculum arrangement reasonable degree mainly concentrated in more reasonable. It can be seen that for different grades of students colleges in the practical teaching curriculum arrangement is different, the students' identity is not the same.

Table 5.

category	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)
1	8(11.94)	21(31.34)	32(47.76)	5(7.46)	1(1.49)
2	3(2.83)	51(48.11)	43(40.57)	9(8.49)	0
3	18(23.68)	29(38.16)	26(34.21)	2(2.63)	1(1.32)
4	9(8.11)	48(43.24)	45(40.54)	8(7.21)	1(0.9)
5	9(10.11)	32(35.96)	41(46.07)	7(7.87)	0

3.4 Personal Evaluation of Physical Education Majors' Practice

The degree of students' self-satisfaction in the practice mainly focuses on their relative satisfaction, which indicates that the vast majority of students have gained in the practice process and their sense of self-efficacy has improved after their teaching practice.

Table 6.

category	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)
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1	89(23.88)	17(31.34)	64(43.28)	0	1(1.49)
2	10(9.43)	48(45.28)	45(42.45)	3(1.89)	1(0.94)
3	16(21.05)	40(52.63)	19(25)	1(1.32)	0
4	16(14.41)	43(38.74)	50(45.05)	0	2(1.8)
5	17(19.1)	40(44.94)	30(33.71)	2(2.25)	0

3.5 Investigation and Analysis of Problems in Physical Education Students' Practice

The main problems of junior students in the process of practice focus on education and teaching; The major problems of the senior students in the process of practice focus on professional knowledge and skills; In the process of practice, the major problems of the graduated students focus on education and teaching, which shows that teaching links affect the growth and progress of students in practical work; Other troubling problems include lack of love for the industry, unclear whether it is physical education practice or conservation practice, and single content of practice contact, which indicates that some students have low professional identity, and the kindergarten's demand for conservation practice exceeds that of education practice during the practice process.

Table 7.

category	1 n(%)	2 n(%)	3 n(%)	4 n(%)	5 n(%)
1	47(70.15)	37(55.22)	40(59.7)	20(29.85)	1(1.49)
2	57(53.77)	67(63.21)	36(33.96)	54(50.94)	1(0.94)
3	56(73.68)	45(59.21)	34(44.74)	25(32.89)	3(3.95)
4	61(54.95)	70(63.06)	46(41.44)	46(41.44)	3(2.7)
5	64(71.91)	51(57.3)	41(46.07)	34(38.2)	0

4. Conclusion and Suggestion

The junior and senior students most want to strengthen the guidance of educational theory learning for the college internship work arrangement, which shows that the junior and senior students have a strong demand for theoretical learning; What the graduated students most want to strengthen is the training of teaching skills, which shows that the graduated students have encountered unsolved problems in teaching skills. Other suggestions are to increase the number of practice units, practice in the way students choose, and increase the number of times to guide students in the kindergarten.

The content that junior students need to increase in practice mainly focuses on practical opportunities, which shows that junior students have a greater demand for practical teaching; The contents that need to be added in the practice of senior and graduated students mainly focus on methods and means, which shows that there is a lack of correct methods to solve teaching problems and other problems in the practice process, and that students in practice have a large demand for professional guidance.

Students have a great demand for teachers' guidance in the process of teaching practice. The syllabus should include campus and campus in the requirements of practical teaching work, and implement one-to-one or one to many guidance for students' practice to make the guidance more targeted. Most of the teachers in the school mainly focus on physical education. They do not have enough knowledge in the field of preschool education, and some of them focus on scientific research or other work. The lack of understanding of the practical teaching knowledge of preschool physical education leads to the lack of practical teaching guidance for normal students. Therefore, we can further strengthen the invitation to the professional teacher team of preschool education, and give students practical guidance to achieve the goal of resource sharing.

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