

Primary School PE Teachers Classroom Teaching Difficulties and Countermeasures

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Abstract

Physical education teachers are an important part of primary school teachers. As an important subject, physical education has a direct impact on the quality and level of physical education in China in terms of knowledge and skills. Therefore, physical education has received more and more attention. Physical education teachers are the key factors that determine the effectiveness of physical education. Through the investigation of the teaching situation of PE teachers in remote primary schools, it is found that most of them are part-time teachers. They are tired of teaching ideas, heavy teaching tasks and traditional teaching methods, which can not meet the needs of the rapid development of sports today. Through field investigation, this study explains the difficulties in the teaching of primary school physical education teachers, finds out the causes, and puts forward some feasible suggestions for these specific problems.

Keywords: physical education teachers, teaching problems, teacher professional development

1. Introduction

Through the investigation, it is found that about 85 % of physical education teachers in a county town of Changsha have school superior arrangements, not the teacher' own wishes. Only 12.5 % is out of love for physical education curriculum. There are even temporary replacements because physical education teachers are not available. Physical education curriculum is very difficult, and the teaching task is heavy. For teachers, the teaching objectives of physical education curriculum are very big problems. Even some teachers originally teach Chinese subject. Because of the lack of teachers in schools, they are allowed to teach this subject. Such teachers' understanding of physical education is not in place at all, and they are the same in class. However, there are also a small number of teachers who are very interested in physical education. They are willing to study questions about the subject, are willing to bring good teaching tools to children, and are willing to prepare for a class for one hour or even two hours. They are very clear about the teaching objectives of physical education, very familiar with the theory of physical education, and very familiar with the laboratory. Such primary school physical education teachers are the real responsible physical education teachers. The above shows that physical education teachers themselves do not pay much attention to sports, and are tired of class and research, and do not have a good understanding of themselves.

In a primary school in a county of Changsha, sports are not valued. Most teachers also believe that physical education curriculum should be taken seriously, but in practical work, it has not been given due attention. In the survey, I found that in response to the leadership, parents, teachers think that the status of physical education curriculum, 65 % think that the importance of sports in the hearts of teachers is low, almost no status accounted for 25 %, in and music, art and other sub-discipline status. Many teachers think that sports can not be compared with Chinese mathematics, because he has not been taken seriously. China has not reported hope for physical education for a long time, nor give attention. A small number of teachers also believe that the status of physical education should be improved, but they do not have specific methods or know specific educational policies.

From this point of view, it can not change the status of the physical education sub-discipline, but also shows that the physical education curriculum is not in the leadership, parents and teachers' hearts are valued. It is not regarded as the main course. Lack of understanding of physical education curriculum, do not understand the subject of sports. As a result, primary school physical education teachers are now in such a position. I believe that the discipline of sports should be developed, rather than let it continue to decline.

2. Why Do Primary School Physical Education Teachers Fall into Teaching Difficulties

2.1 Physical Education Teachers' Understanding of Professional Development Is Not Enough

Among the 40 teachers surveyed, about 30 have never participated in training, and only 3-5 teachers said they had training, while most teachers only said they had seen teaching videos, which shows that the professional growth of physical education teachers is not enough.

Through the investigation, I found that there are several reasons, one is the professional reserve and learning is not enough, the teachers are not neat, most of the professional counterparts, resulting in insufficient knowledge reserve. Second, the new curriculum concept has not been implemented. Since the new curriculum standard was issued in 2013, many teachers have not studied, and still have their own old ideas to guide students. Third, the information provided for learning is not enough, which is manifested in the fact that sports teaching materials are not bought, bookstores are Chinese mathematics teaching reference, and primary schools have no books for learning. Through understanding, most of the physical education teachers almost did not get formal training, the number of teaching and research classes is less, the number of lectures is less. Lead to primary school physical education teachers can not grow up, no learning, where the knowledge. No progress, no good teacher.

According to the above situation, we should pay full attention to the professional ability training of physical education teachers, so that they have the motivation to learn and the opportunity to learn.

Table 1.

project	number	percent
Lack of professional reserve and learning	22	54%
The new curriculum concept has not been updated	8	20%
Lack of rich teaching experience	8	20%
Insufficient learning information is provided	6	15%
Not getting the guidance from a good teacher	4	10%
Leaders don't take it seriously	20	50%

2.2 The Comprehensive Knowledge of Physical Education Teachers Needs to Be Improved

The knowledge requirements of physical education teachers are very extensive, involving biology, chemistry, physics, geography and other aspects. For teachers, the requirements are very high. For example, DNA learning involves high school biology knowledge. For liberal arts teachers, it is a heavenly book and they do not understand it at all. If he wants to teach these, he needs the teacher to learn it again, and this can not be done at all. Some experimental equipment needs the teacher to demonstrate itself, but the teacher himself has not done this experiment, and there are great problems in teaching.

The survey also learned that the educational research methods and knowledge of primary school physical education teachers are not rich, and they do not know how to study sports. The study of primary school physical education curriculum and teaching theory is also very bad. Normal majors have been exposed to some knowledge of curriculum theory in college, but some have never been exposed to this knowledge. Therefore, I can say that the standard knowledge of physical education teachers has a lot of room for improvement. There is also a lot of knowledge to be improved.

2.3 Physical Education Teachers Do Not Understand the Positioning of Primary School Physical Education Curriculum

The survey found that most primary school physical education teachers do not have enough interpretation of physical education curriculum, and the nature of physical education is not clear. Unclear understanding of teaching objectives. The teaching goal of physical education teachers is only a text draft, what students really want to do, what students should do, how to arrange an experimental class design, step by step, how to implement. What knowledge students can obtain in teaching, many physical education teachers are not clear, but put together a teaching design.

2.4 Physical Education Teachers Have Insufficient Understanding of Primary School Physical Education Curriculum Standards

The curriculum standards require primary school students to need cooperation, autonomy, and inquiry learning, which is not reflected in teaching. Once the teacher speaks and asks, students may be curious and interested in this issue. But they only need to see with their eyes, hear with their ears, and receive knowledge. They do not need to think for themselves, nor do they let students ask questions, make plans, collect data, and solve problems. Most part-time physical education teachers teaching methods are not appropriate. After investigation, it is learned that the primary school physical education classroom in Changsha County generally adopts the teaching method. Through the understanding of the new physical education curriculum standard, the physical education classroom should focus on discussion, communication and experiment. This requires independent inquiry under the support and guidance of teachers, highly focused on learning knowledge and cultivating their own learning ability.

For primary school physical education teachers, the learning process should be preset, prepared, and provide 'scaffolding' according to the actual development level of students, so that students can guide themselves to find the key to the problem and build confidence to solve the problem themselves. Rather than blindly speaking, not through the real perception of the experiment is not noticeable, it is only the skin of knowledge, to master the practical ability is the need of today's society.

2.5 The Continuing Education of Physical Education Teachers in Primary Schools Is Not Perfect

In general, the way of training teachers is training and training. Training is to obtain a teacher qualification certificate through systematic learning, laying the foundation for entering the education industry. The training is faced with targeted training for in-service teachers to improve their academic qualifications, teaching methods and concepts, and better use of curriculum reform. Physical education teachers not only need to master the basic knowledge of deep sports, but also have the skills of sports experiment operation. Teachers engaged in physical education get new teaching ideas through training, improve teachers' vitality and increase new sports knowledge. According to my understanding, many primary schools in Changsha County lack physical education teachers. Their teaching tasks are heavy, and they rarely continue to learn or train to improve their physical literacy. Through the questionnaire found that primary school physical education teachers continue to learn only teaching and research activities, the form is very single, and the lack of interest is not new. Therefore, most physical education teachers in Changsha County have a single form of class. Not only do teachers do not want to teach, students do not want to learn, and they are listless in class.

3. How to Solve the Teaching Problems of Primary School Physical Education Teachers

3.1 Advice to the Education Authorities

The first is to improve the physical education teacher training system. Improve the training system of physical education teachers in Changsha County, so that primary school physical education teachers can receive more professional and better training. If physical education teachers can receive formal training, they can better and more usefully complete the teaching stipulated in the new curriculum standards. Education and training are combined. Education is to obtain higher education. Higher education provides opportunities for promotion and salary increase, and stimulates the enthusiasm of teachers. Training is generally short-term, in order to improve teachers' teaching and adaptability, targeted particularly strong. The quality of training, as one of the criteria for teacher assessment, stimulates teachers' professional superiority and gives them confidence to improve the teaching ability of physical education.

The second is to realize that physical education curriculum is very important. The number of weekly physical education classes needs to be increased, and there are more sports activities in the lower grades to make their thinking more active. Improve the status of physical education curriculum in the hearts of leaders, parents and teachers, and attach importance to the quality of physical education. Recruitment of students majoring in physical education. This can improve the quality of primary school physical education teachers, while avoiding the embarrassment of part-time teachers in physical education. In primary school physical literacy education, it is necessary to establish a sports teacher team in order to promote quality education.

The third is to strengthen the training of primary school physical education teachers. The survey found that there is still much room for improvement in their professional skills. Teachers are a special profession, and sports are more specialized disciplines. The development of teachers should be carried out from both pre-service and post-service. Schools can encourage students and teachers majoring in physical education to actively participate in physical education activities and experiments held by primary schools in Changsha County. Professional teachers in colleges and universities regularly conduct scientific research and investigation in primary schools, increase the opportunities for students to practice in primary schools, so that students and teachers in colleges and universities have new insights into the current development of sports, and better link the theoretical

knowledge of school learning with the practical problems in physical education.

3.2 Advice to the School Administrators

The first is to grasp the teaching quality of physical education. Choose teachers with professional expertise in physical education as physical education, and each primary school should have 1-2 backbone teachers, to give the school physical education teachers a good demonstration, to take the lead in the teaching of physical education curriculum. When hiring physical education teachers, we should try to add more physical education teachers. Purchase materials for teachers and students, set up a separate sports teaching and research group, rather than incorporated into the comprehensive group. Lead students to experiment, observe and write reports in sports inquiry classes. Happy practice in group discussions and sports activities. How meaningful this is. Set up a separate sports teaching and research group, rather than integrate into the comprehensive teaching and research group as before. Improve the number of sports teaching and research classes, so that everyone to participate in the study of physical education. You can also call the school's leadership and parents, the school teachers together to comment on the class. Drive the atmosphere of sports disciplines.

The second is to provide the teaching materials needed for physical education. Physical education is mainly based on experiments, and activity classes account for the majority. There are a lot of laboratory and experimental materials needed, but almost all schools in the survey do not have complete laboratory and experimental materials. Some schools have one or two laboratories, but they are all dusty, and they have not been used at all or have been used too few times. The existence of the laboratory is to cope with the inspection of the superior, rather than the actual use. Many students show great interest in physical education, many students even want to grow up to be a sportsman, but in the classroom physical education, the children are disappointed, the teacher is not interested in teaching. This seriously affects the development of primary school students' physical quality. If you have sufficient funds, establish a sports laboratory, so that teachers are interested in teaching, students have fun learning sports.

3.3 Suggestions for PE Teachers

The first is that teachers should strengthen physical education knowledge. Primary school physical education teachers need to improve their professional knowledge and increase physical education knowledge. Provide favorable conditions for your progress. Primary school teaching room should also vigorously support teachers to carry out research and article writing, and can contribute to the publication. From time to time, experts are invited to talk about the importance of educational research and guide writing. Improve teachers' self-confidence and scientific research ability. The education department should also support teachers to go out to study and provide convenience for them. I think that primary school physical education teachers should reserve more physical education knowledge and learn more physical education knowledge during teaching. Familiar with contemporary sports technology, understand sports experiment technology, sports quality measurement and evaluation. In addition to teaching, physical education teachers still need to study physical education standards and apply new concepts in teaching. Update their own teaching philosophy, so that they are more familiar with the current scientific and technological knowledge. In the study of teaching, can create a relaxed and pleasant learning atmosphere. Let leaders, parents and teachers understand the charm of physical education. In the teaching environment with incomplete sports equipment, teachers and students can create their own conditions, such as preparing and making experimental materials by themselves, collecting data after class and so on.

The second is to establish a lifelong learning sports concept. Primary school physical education teachers should have a serious momentum of lifelong learning, master the methods of physical education learning and a lot of sports knowledge, on the basis of learning, ready to absorb a lot of new knowledge, new information. Pay more attention to their own improvement, through training and further education to improve their own ability. Improve professional knowledge and improve professional development. The professional development of physical education teachers is particularly important, especially the knowledge of sports experimental technology. It is updated quickly and needs to be continuously supplemented by physical education teachers. Through training and continuing education, public classes in the form of professional development. However, the only thing to pay attention to is that the training needs to be targeted and cannot learn from the East and the West. For example: teaching experiment technology, physical education class skills and so on. Schools can also ask experts to guide their physical education teachers from time to time. Help teachers form the concept of lifelong learning, establish the confidence to teach physical education curriculum.

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