



Research on the current situation of cultivating master's students majoring in sports in the Southwest region: An Example of university in Chongqing

Dedong Zhang¹, Sixuan Zhou² and Boyu Wang³

¹ School of Physical Education and Health of Chongqing Three Gorges University, Chongqing Three Gorges University, Chongqing, China
25347853@qq.com

² School of Physical Education and Health of Chongqing Three Gorges University
Chongqing Three Gorges University, Chongqing, China
1804501941@qq.com

³ Sports Development Center, Wanzhou District Sports School, Chongqing, China
13594430112@139.com

Abstract. Using the research methods of literature, questionnaire, mathematical statistics, and interview, we investigate the current situation of cultivating master's degree students in education at a certain university in Chongqing and analyze the results of the survey, which show that: (1) the review and examination program is detailed and well thought out, and the proportion of interdisciplinary students is high. (2) The training objectives are set scientifically and reasonably, and the implementation is good. (3) The curriculum is targeted and the teaching and training process is perfect. (4) Theoretical and practical teaching are equally important, and the overall situation of the teaching practice base is good. (5) The teaching evaluation is scientific and reasonable, and can promote the realization of the training objectives. In view of the problems that emerged in the survey, corresponding suggestions were made: (1) Strengthen special training and guide students in areas where their special abilities are insufficient. (2) According to the actual situation of students, adjust the focus of training appropriately. (3) To obtain feedback from the course in time to provide a basis for course teaching. (4) Establish cooperation with more training units to provide a diverse practice environment. (5) Clarify the teaching evaluation criteria and regularly check the teaching situation.

Keywords: Key words: Master of Education; cultivation; graduate education

1 Introduction

Nowadays, most colleges and universities in China have formed a relatively perfect training system based on the general direction of the Guiding Training Plan for Full-time Education Master's Degree Postgraduates. However, there are still some prob-

lems. Firstly, the training objectives of some training units are not specifically positioned according to the actual situation and professional characteristics. Secondly, the training mode featuring regional characteristics or school advantages has not yet been formed. It is particularly important to objectively analyze the training status of China's education master's degree graduates.

Therefore, this paper bases on the master's student majoring in physical education from a university in Chongqing, and investigates and analyzes the current situation of postgraduate training in this major. We study the relationship between various factors affecting the quality of postgraduate training, so as to have certain reference and practical significance.

2 Research objects and methods

2.1 Research objects

This study focuses on the cultivation status of master's students majoring in physical education at a university in Chongqing.

2.2 Research method

- Literature data method

Using CNKI and WANFANG DATA as retrieval tools and consulting a huge number of domestic and foreign documents about master of education. They provide theoretical reference for this study.

- Questionnaire survey method

According to the basic situation of the research object and combining with the method of literature, this paper designs the Survey questionnaire on the current situation of full-time education master's degree in sports (student volume).The specific distribution and recovery situation is shown in Table 1.

Table 1 List of Questionnaire Recovery

Distribution target	Questionnaires	Recycle questionnaire	Effective questionnaire	Recovery rate (%)	Effective rate (%)
Students of Grade 2015-2022	41 copies	40 copies	40 copies	97.5%	97.5%

The reliability and validity of the questionnaire were tested according to the recycling situation, and the collected valid data were imported into SPSS software. The reliability and validity of the questionnaire were evaluated according to Cronbach's Alpha coefficient and KMO sampling suitability test. As shown in Table 2, the Alpha coefficient of the questionnaire is 0.812 and the KMO value is 0.834.

Reliability and validity	Inspection value
Alpha coefficient	0.812
KMO value	0.834

Table 2 Reliability and Validity Test Values of Questionnaire

- Mathematical statistics method

In this paper, SPSS software is used to get the results by analyzing and processing the collected effective data. Therefore, we can understand the present situa-

tion of postgraduate training in subject sports.

- Interview method

Make an outline of the interview and consult the master. Collecting their opinions and suggestions, and providing theoretical guarantee for the progress of the research.

3 Results and analysis

3.1 Enrollment situation

- Student sources

The School since 2015, with a total of 41 students enrolled. Among them, 39% of the undergraduate students used to study in sports-related majors, and 61% are non-sports-related majors. The specific situation of students in this major is shown in Table 3.

Table 3 Subject Teaching-List of Postgraduates Majoring in Physical Education

age	2015	2016	2017	2018	2019	2020	2021	2022
Sports related majors	0	0	one	2	2	four	four	three
Non-sports related majors	one	three	one	0	one	four	seven	eight

The quality of enrolled students directly affects the final training quality. According to the *Survey questionnaire on the current situation of full-time education master's degree in sports (student volume)* (hereinafter referred to as the questionnaire), the results are shown in Figure 1: 45% of the students were transferred to this major because their first choice was not accepted. 40% of the students are trying to improve their academic qualifications and strive for better development. Another 10% students want to improve their teaching ability because of their ambitions for the cause of education.

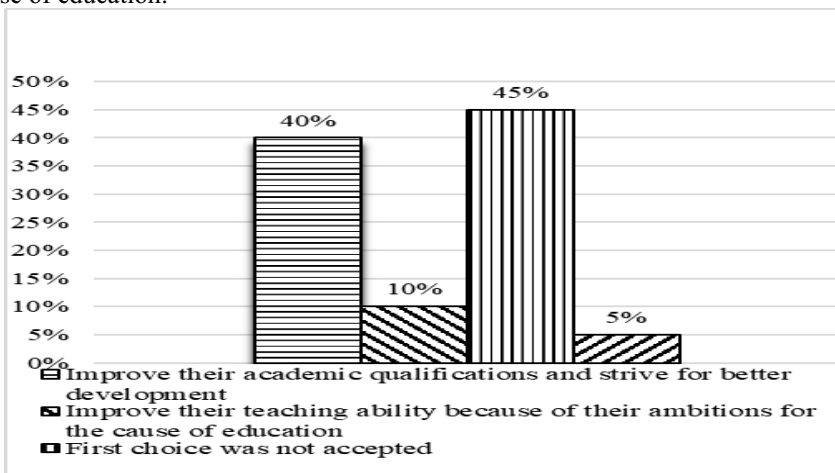


Figure 1 Reasons or purposes for students to apply for the programme

● Reexamination of assessment scheme

At present, the entrance examination for postgraduate students in China is fixed as Initial Examination plus Re-examination. There is no use to over emphasized the initial stage of the entrance examination in China because it is unified. Refer to the detailed rules for the admission of postgraduate students in this major. The re-examination consists of two parts: written examination and interview. The details of the re-examination are shown in Table 4.

Table 4 List of Re-examination Contents of Postgraduate Enrollment in School of Physical Education in 2023

	Re-examination content	Specific content	Proportion of achievement
Written Examination	Professional course knowledge test	Degree of mastery of professional theoretical knowledge	40%
		Degree of understanding of professional development trends	
		Ability to find, analyze and solve problems	
Interview	Comprehensive quality and ability test	Comprehensive assessment of moral, intellectual, physical and artistic work	40%
		Professional skills display	
	Foreign language listening and speaking test	Oral and listening situation	20%

The comprehensive quality and ability test in the interview part includes a comprehensive assessment of morality, intelligence, physique, beauty and labor and a demonstration of professional skills, which can help us understand the students' learning experience, sports level and so on. The scores of professional knowledge test and comprehensive quality and ability test account for 40% of the re-examination results. The score ratio is set scientifically and reasonably, and the re-examination assessment plan is comprehensive and detailed.

3.2 Training objectives

● Analysis of Training Objectives

The training goal of full-time master of education in China is to cultivate high-quality school teachers and managers with modern educational theory and solid professional foundation, and strong practical and research ability [5]. In the Postgraduate Training Program, the requirements for the training of postgraduate students majoring in subject teaching (physical education) are mainly put forward from three aspects: ideological and moral character, professional knowledge and practical ability, and information mastery ability, as shown in Table 5.

Table 5 Summary of Requirements for Training Objectives

Major	Training Objective	Content	Correlated Curriculum
	Ideology and morality	Support the leadership of the party, have ideological consciousness, abide by the	Political theory Curriculum and education

Subject teaching (physical education)	Professional knowledge and practical ability	law, love education, dedication and sense of responsibility, rigorous attitude towards learning and innovative spirit.	theory Teaching research methods Psychological development and education Planning and organization of sports events Research on physical education curriculum and teaching materials Design and implementation of physical education teaching Motor skill learning and control
	Information mastery ability	A solid foundation of physical education and practical ability of physical education, the ability to conduct research on education and teaching reform in view of problems in education and teaching practice, and the ability to analyze and solve problems. Ability to read foreign language materials for physical education majors, understand the development trend and trends of school physical education, and master the new concept of basic education curriculum reform.	English School sports policies and regulations Basic Education Reform and Middle School Physical Education Curriculum Standards

On the basis of following the general direction of *Guiding Training Program*, this major puts more emphasis on the cultivation of practical ability of the teaching of physical education and the ability to solve practical problems and carry out the School Athletics Teaching Work. Based on the conversation and interview with the graduate students majoring in subject teaching (physical education) in our school, it can be seen that the setting of training objectives is very important for students' employment prospects. Through analysis, it is concluded that the training goal of this major is practical, and the training of ability is of great help to employment.

- Satisfaction survey of training objectives

The training objectives in the talent training program for this major indicate that strong ability to analyze and solve problems should be cultivated. In this paper, the results of the survey on satisfaction with training objectives of postgraduate students are shown in Figure 2. According to the results of Figure 2, only 5% students are dissatisfied. They think that the implementation of training objectives can still be strengthened, and there is still space for improvement in teaching practice and research ability training.

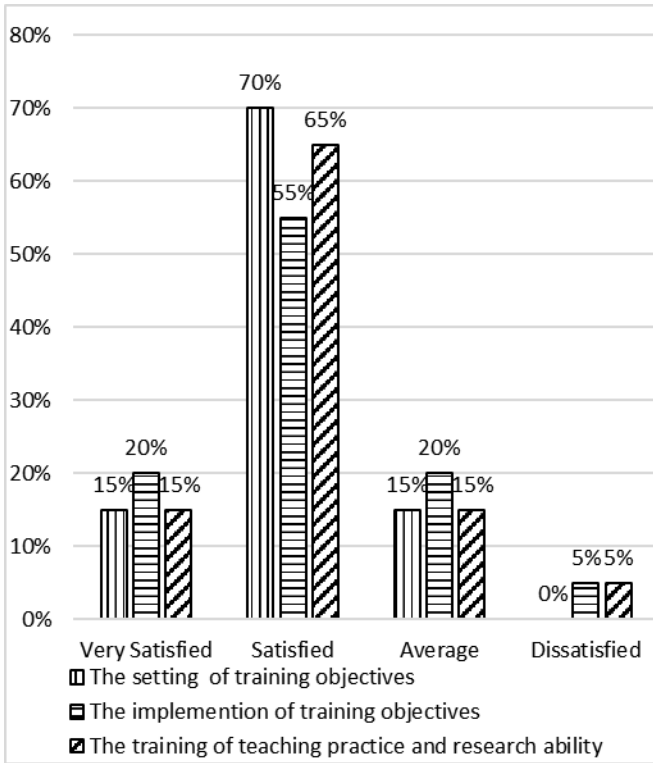


Figure 2 List of Postgraduates' Satisfaction with Training Objectives

3.3 Curriculum

- Course Classification and Credit Proportion

According to *the regulations in China's Guiding Training Program*, the curriculum of master of education in China includes four sections: compulsory courses, elective courses, practical teaching skills and basic degree courses. With a total credit of no less than 36 credits [7]. As shown in Table 6, The self-designed courses of this major include motor skill learning and control, basic education reform and middle school physical education curriculum standards. we should set up relevant courses to help students establish and improve teachers' quality and skills.

Table 6 List of Postgraduate Curriculum and Credit Proportion

Course	Basic degree course	Professional re-quired course	Professional elec-tive	Practice Teaching
Credit	12 credits	10 credits	6 credits	8 credits

- Survey on the Satisfaction of Curriculum Setting

Scientific and reasonable curriculum setting is the foundation to realize the goal of talent training. The curriculum consists of two parts: theoretical courses and practi-

cal courses. Therefore, relevant questions are designed in the questionnaire to investigate graduate students' satisfaction with the curriculum. As shown in Figure 3, only 5% students are dissatisfied and think that the theoretical curriculum is too complicated. This shows that graduate students are generally satisfied with the curriculum.

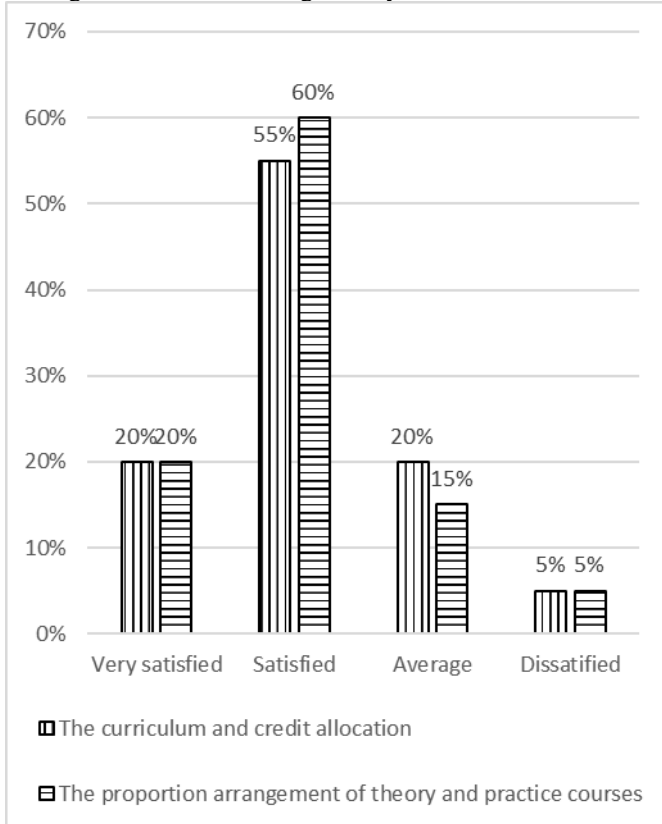


Figure 3 List of Postgraduates' Satisfaction with Curriculum Setting

3.4 Cultivation methods

- Theory teaching

“The theoretical teaching of the master of education major is characterized by teaching educational teaching theories, aiming at revealing the essence and laws of education through the discussion of educational phenomena and problems”. [9] The basic courses of full-time master of education are basically the same, so they are not detailed. The theoretical teaching of professional compulsory courses includes all steps in the process of physical education teaching. Specialized elective courses focus on students' theoretical teaching on school sports dynamics, theory and method practice, event planning, etc. The concrete implementation of theoretical teaching in this major is combined with practical teaching to realize the transformation of theory and methodology.

● Practice teaching

There is a general tendency to attach importance to theoretical research and neglect practical learning in the training of master of education in colleges and universities in China. 错误!未找到引用源。 In practice teaching, as shown in Table 7, practical teaching is divided into on-campus training and off-campus practice, with diverse and comprehensive forms. On the base of the Guiding Training Plan, a three-dimensional talent training mode of 3+1 theory and practice rotation is implemented. We must ensure that students can get in touch with various sports activities or understand all aspects of the education process, and better organize students to participate in the practice process.

Table 7 List of Practical Teaching Settingse

	Practical form	credit	school term
On-campus training	Teaching skill training	0.5 credits	2
	Lesson analysis	1 credit	2
	Microteaching	0.5 credits	1
Off campus practice	Educational probation	1 credit	1
	Education study	1 credit	3
	Educational practice	4 credits	3

● Satisfaction survey of training methods

According to the relevant contents of the Postgraduate Training Program, in order to better understand the relevant situation of training methods, we conducted a satisfaction survey on the design-related issues when designing the questionnaire, as shown in Figure 4. Students' overall satisfaction with the training methods is high. Only 5% students think that the activities and forms of practical teaching can be further enriched.

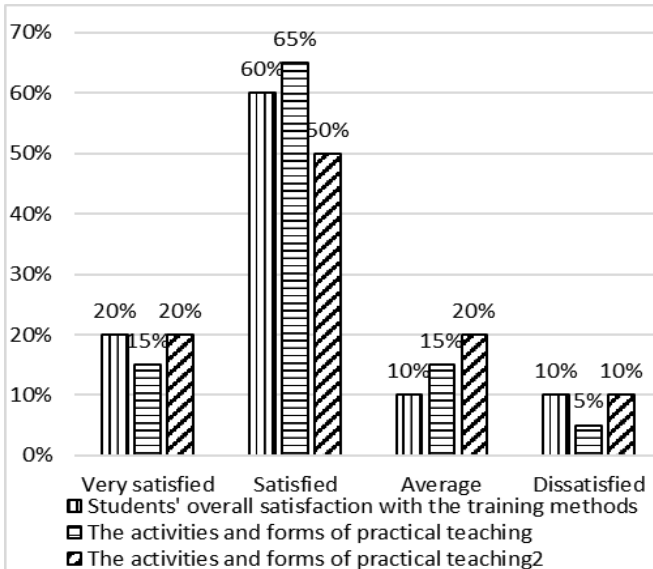


Figure 4 List of Postgraduates' Satisfaction with Training Methods

3.5 Teaching evaluation

Through the conversations with professors and graduate students, I find that the examination of this major course mostly adopts two ways: examinations and tests. Most of these courses adopt the method of combining process evaluation with summative evaluation. In the process of teaching, related activities or contents will be set up. Such as group exhibitions, understandings, professional teaching skills, etc. So we can form an evaluation model of "usual grades + final assessment results. The setting of usual grades helps students to follow the teacher's requirements in the training process and understand and absorb the content of the course in time, so it is a scientific and reasonable evaluation model. The results of teaching evaluation can indirectly reflect students' learning situation in different training stages and their learning level at the end of the course.

4 Conclusions and suggestions

4.1 Conclusion

- With a high proportion of cross-professional students, the re-examination assessment scheme is detailed and thorough.

Through a investigation of the enrollment of this major, the analysis shows that the number of non- non-sports-related major students is more than half, and the source of students is diversified. The re-examination assessment scheme is designed reasonably and comprehensively, Both practice and theory are paid equal attention to. And we pay much attention to the overall quality of students.

- Training objectives are set scientifically and reasonably, and the implementation is good.

The narrative focus of the training objectives in *the Postgraduate Training Program* is clear, which is linked to the cultivation of students' practical ability and is helpful to cultivate students' competence in physical education and teaching. According to the results of the questionnaire, the implementation of training objectives is good, so we can effectively cultivate applied talents in physical education teaching.

- The curriculum is targeted and the teaching and training process is perfect.

The curriculum of this major includes the professional theories and methods needed in all aspects of physical education and teaching. Course include the research of teaching materials and curriculum standards, teaching design, motor skill learning, teaching evaluation, etc. The study of different courses can improve students' teaching ability.

- Pay equal attention to theory and practice teaching, and the overall situation of teaching practice base is good.

According to the research of *Postgraduate Training Program*, it is pointed out that the

practical teaching and theoretical teaching of this major are interrelated, and the theoretical study is consolidated with the help of practice, so that the combination of theory and practical courses can form a scientific and effective training orientation. And in the feedback of the overall situation of the teaching practice base, the satisfaction is high, but there is still room for improvement.

- Teaching evaluation is scientific and reasonable, which can promote the realization of training objectives.

Through interviews with professors and graduate students, it is known that most courses in this major adopt the method of combining process evaluation with summative evaluation. And a teaching evaluation model of usual grades + final examination results has been formed. It is conducive to realizing the scientific of teachers' teaching process and students' learning process and further promoting the realization of training objectives in time.

4.2 Suggestions

- Strengthen special training and guide students in areas where their special abilities are insufficient.

Most of the students in this major did not receive systematic physical training before entering the school, and there are deficiencies in special skills and physical fitness. According to the actual situation of students, we can strengthen special training. If students are short of special skills, teachers can help students improve their special skills by arranging extracurricular training plans. In this way they can reach the level of being competent for the actual physical education and teaching.

- According to the actual situation of students, appropriately adjust the focus of training.

The students of this major are diversified, and some students have no teaching experience or have not received systematic physical training. For these students, we should focus on strengthening their lack of abilities or accomplishment in the training process, and check the lacks and fill in the gaps, so as to achieve a balanced development among all abilities. Under the condition of not deviating from the training target subject, we should focus on it according to the actual situation of students.

- Obtaining course feedback in time to provide basis for course teaching.

Real-time teaching trends and feedback, communication between teachers and students or feedback after class can be grasped through self-evaluation of students, and analysis can be made based on the content of feedback. To provide reference for improving teaching design or adjusting teaching content, we should intuitively understand the students' understanding of the course content, the difficulties encountered in after-class study, the speed of teaching progress in the course and other actual situations.

- Establish cooperative relations with more training units and provide diversified practice environment.

According to interviews with experts and graduate students, it is known that this major has established cooperative relations with fixed training units, and the teaching practice is developing well. On this basis, we can cooperate with different training units to help students directly participate in more teaching situations or sports activities, such as various sports events, physical education classes in different grades, etc. We also can provide diversified practice environments to enrich students' practical experience.

- Define teaching evaluation criteria and regularly check the teaching situation.

The usual results of teaching evaluation of this major are composed of various forms of activities or contents. When evaluating the activities or contents in the teaching process, the standard of teaching evaluation can be defined. And the evaluation angle, evaluation items, scores and other elements can be listed in detail, and the evaluation can be designed in the form of tables, such as student self-evaluation table and group mutual evaluation table. At different stages of teaching, the teaching situation is regularly checked and examined through the teaching evaluation results to judge whether the teaching has achieved the expected goal.

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