

# Research on the Professional Development of PE Teachers Under the New Normal

Jie Zhang

Sports Department  
Taishan University  
Tai'an, China 271000

Limei Zhang\*

High School of Fangshan Town  
Qufu, China 273130  
\*Corresponding Author

**Abstract**—Physical education is an important part of education. The professional development of PE teachers affects the development of basic education to some extent and also affects the development of sports. PE teacher is the bridge connected between students and curriculum, the main body of curriculum implementation and also an important part of the successful implementation of the curriculum concept under the new normal. This requires PE teachers to continuously improve their professional ability and optimize the teaching team so as to truly improve the teaching quality and general quality of students. Therefore, this paper analyzes the current status of professional development of PE teachers, finds out the problems existing in it and proposes strategies for professional development of PE teachers.

**Keywords**—new normal; PE teacher; professional development; current situation and countermeasure

## I. INTRODUCTION

Under the new normal, teachers are provided with new opportunities for development. Teacher is the executor and implementer of a course. The professional level of teacher will directly affect the implementation quality of the course. For students, teachers are both teachers and friends. Teachers' words and deeds will also affect students in a subtle way. The extent of professional development of teachers also plays a vital role in the development of students to some extent. Regardless of the educational concept, or the content and specific methods and routes of education, any curriculum reform must start from improving the quality of teachers, especially for their professional quality, with the help of each teacher's specific practice. Only by virtue of development of teachers can it be available to drive the development of students. Development of students may not be realized without the development of teachers. The professional growth of teachers is not only conducive to the reform and development of the new curriculum but beneficial to the continuous learning and growth of teachers, the development of students and the advancement of the society. [1] Under the new normal, the professional development of teachers has become an inevitable trend.

## II. BASIC THEORY OF PROFESSIONALIZATION OF PE TEACHERS UNDER THE NEW NORMAL

### A. Interpretation of the Concept of New Normal, Professionalization, Teacher's Professionalization and Teacher's Professional Development

1) *New normal*: In terms of the new normal, "new" is "different from the old one"; "normal" is the inherent state. New normal is a relatively stable state different from the previous state. New normal is a new state of development in which many new concepts and norms are generated, providing a broader space for the development of the society. In this space, we can use our wisdom and hands to create better wealth. This state was just appeared after China entered the new stage of development. Under the new normal, teachers must recognize their responsibilities and constantly optimize their own quality to improve their ability to make contribution to the sustainable and healthy development of education.

2) *Professionalization*: According to Lieberman's interpretation of "professionalization" standard as widely used at present, the so-called "professionalization" should meet the following basic requirements: first, it should be a clearly monopolized indispensable work among works in the society; second, it should apply high-level knowledge and technology; third, it should have been engaging in the professional education for long term; fourth, the individual and the collective engaging in the work should have a wide range of self-discipline ability; fifth, it depends on the scope of professional autonomy, direct judgment of the director and responsible behavior; sixth, it should be non-profit organization and treat service as the driving force; seventh, it should have a specific program for application procedures.

3) *Teacher's professionalization*: Teacher's professionalization refers to a professionalization process in the working life of teacher from receiving professional training and life-long professional development and study and learning to gradually obtaining professional education knowledge and skills, unceasingly improving his/her teaching quality and further realizing professional development in education. It not only means the process that

a teacher become a professional teacher through induction training but also means the process that general teachers are improved from non-professional occupation and quasi-professional occupations to professional occupations. [2] In order to achieve professional growth of teachers, the following three aspects of work should be carried out: (1) multi-faceted cooperation and brainstorming in the society, (2) continuous updating of the professional development of teachers in combination with new policies and (3) teachers must constantly improve their own quality and continue to learn and enrich their knowledge.

#### B. The Connotation and Basic Content of Professional Development of PE Teachers

On the Paris conference in October 1966, ILO and UNESCO proposed that "teaching should be regarded as a professional profession" according to the status quo of teachers team. It should be a public service that requires teacher to receive strict training and make continuous study and learning in order to obtain and maintain professional in knowledge and skills; it also requires teacher to cultivate his/her student having the sense of responsibility to itself and the public. On the 45th International Conference on Education with the theme of "Strengthening the Role of Teachers in the Changing World" in 1996, the role of teachers in social reform are re-emphasized and the professional status of teacher was gradually improved by giving teacher more autonomy and responsibility. [3]

Professional development of teacher under the new normal has always been the focus concern in academic circles. The occupation of teacher is a profession and the teacher's professional proficiency is a long lasting development process. At present, a uniform definition for teacher's professionalization is that teacher's professionalization refers to the process of improving the professional extent of individual and collective teacher and the establishment and improvement of their professional status. [4] Teacher's professional development refers to the process of constantly updating, evolving and enriching the inner professional structure of teachers and becoming a mature and competent professional person.

#### C. The Value of Professional Development of PE Teachers in the Times

1) *Professional development of teachers is the key to improving the quality of education:* Under the new normal, "teacher development is the key to improving the quality of education." Educators are mainly teachers and the quality of teachers directly determines the quality of teaching. Student is like a boat sailing on the sea, while teacher is the beacon for showing direction. No matter how delicate the structure of the boat is, if lost on the wide sea, the boat can find the correct direction toward the other land of success only under the guidance of the beacon. Moreover, teacher is the executor of a curriculum. Curriculum reform may not be done well without good teacher even there is good concept and content.

2) *Teacher's professional development is the motive power of education reform:* The vast majority of education reform is conducted from top to bottom. It is a policy. However, the object to be reformed often fails to recognize the importance of the reform. In a period of dramatic social change, it is necessary to reform. Only when ideas are updated and abilities are improved can it be available to realize the shortcomings of the current education methods and then to practically get rid of these drawbacks. [5] The motive power of education reform is teacher itself.

3) *Teacher's professional development is an important factor in improving the cohesive force of a school:* Teachers are the dominant player in classroom and the orientation of the whole education. Meanwhile, the level of cohesive force of a school is certainly inseparable from the ability of teachers. Then, where does the power of teacher come from? The development of teachers may bring great energy to teachers. People may generate inertia. If teachers work just for work, they may mechanically deal with teaching and homework correction work day after day, without making innovation. As the time goes on, they may be bored with the work. Meanwhile learning in the bored atmosphere created by teacher, students certainly cannot obtain good learning effect. To improve the cohesiveness of school, teachers and students may have new goals in all aspects of their work and study, stimulating their enthusiasm and achieving better educational achievements. Essentially, the development of teacher's professionalization is the development of teachers' own abilities.

4) *Teacher's professional development is the fundamental guarantee for student development:* Education in primary and secondary school is the foundation for students' lifelong development. Student may realize stable and rapid development only by standing on a solid foundation. Only by virtue of development of teachers can it be available to drive the development of students. The development of teachers will inevitably promote the development of students. Teachers and students are inherently a unity promoting mutual development. Meanwhile, the professional development of teachers will also drive the continuous learning and development of teachers. Fundamentally, the professional development of teachers proposed in the new normal is to improve teachers' own ability. For PE teachers, it is to promote the all-round development of their comprehensive quality.

### III. PROBLEMS EXISTING IN THE PROFESSIONAL DEVELOPMENT OF PE TEACHERS UNDER THE NEW NORMAL

#### A. Old Teaching Concept of PE Teachers

Affected by the teacher-oriented concept in the past, current PE teachers often only focus on the transfer of knowledge and skills in the classroom and neglect students' personality development needs so that they fail to truly develop with students jointly and students are in a passive

learning state. Consequently, students are tired with learning even teacher teaches to the best extent.

#### *B. Unvalued Professional Theoretical Knowledge and Teaching Theory*

Many teachers, especially old teachers, think that they are very experienced and often solve problems based on experience rather than paying much attention to professional theoretical knowledge and do not agree with the new curriculum theory teaching methods. Teachers treat professional theoretical knowledge and teaching theory learning as unvalued so that their research ability are reduced and so cannot meet the needs of the new curriculum reform and development proposed under the new normal.

#### *C. Weak Consciousness of Self-professional Development*

Although PE teachers are not the major subject teachers, they must also strive to improve their professional knowledge and varied comprehensive theoretical knowledge to meet the demand of students for all-round development. However, some PE teachers think that they are just minor subject teachers and it's ok to do well in their own physical education work and transfer to students the skill that they should learn in this stage. Under the new normal, students are required to be developed all round not only in body health and personality. This requires PE teachers to continuously improve their professionalism to adapt to the reform and development of curriculum.

#### *D. Single and Over-centralized PE Teacher Training Institution*

A PE teacher's change, no matter in his/her educational thoughts and educational concepts or personnel training mode and teaching content system, must ultimately be put into practice in curriculum. Therefore, curriculum reform has a great effect on the professional development of teachers. This requires that the training for PE teachers should not only involve professional theoretical skills, but also be provided in categories based on national policy and students' development demand. However the current training methods are usually too single and centralized to adapt to the development of current education reform.

#### *E. Over-aged Backbone Teachers in School*

At present, PE teachers in schools are updated slowly so that backbone PE teachers are too old and the proportion of young teachers is relatively low, which is not conducive to the renewal and implementation of education concepts. Young PE teachers are more aware of the characteristics of current students and are thus more conducive to all-round development of students' various physical fitnesses. However, old PE teachers' teaching concepts and methods are relatively old-fashioned, where students' learning is often passive and thus it is not conducive to the development of students' personality.

#### *F. Disconnection Between Teacher Training and Teaching Practice*

Education department's training for teachers is generally based on theory, lacking training in teaching practice. The main content of sports is practice. Only focusing on theory regardless of practice, it is not available to promote good development of students' physical fitness. Some teachers have rich theoretical knowledge but can't put it into practice to give students specific guidance in practice, which is not conducive to the development of sports talent reserve.

Against those existing problems, it is need to give rational and feasible suggestions and strategies based on the new curriculum goal's requirement for professionalization of PE teachers and the internal and external factors affecting the professionalization of teachers.

### IV. STRATEGIES FOR PROFESSIONAL DEVELOPMENT OF PE TEACHERS UNDER THE NEW NORMAL

#### *A. PE Teachers' Self Factors*

*1) PE teachers should correct their own attitudes:* Because sports used to be in a dispensable situation in the whole process of learning, many PE teachers have also reduced their cognition and even think that physical education is a mere formality. Under the new normal, China puts forward new requirements for students' physical fitness. PE teachers should fully correct their own attitudes and attach importance to physical education. Not only physical education should be improved from the past knowledge and skills but also PE teachers should fully understand their students and recognize students' individual difference, helping students to improve and affirm themselves.

*2) PE teachers should continuously improve their professional knowledge:* First of all, under the new normal, it is very important for PE teachers to develop suitable professional growth goals and plans in order to effectively improve their professional knowledge. Second, PE teachers must constantly update their teaching concepts, make innovation in their development, and continuously draw lessons from the teaching methods of other excellent teachers by virtue of many learning forms such as expert lectures, on-site teaching observations, special seminars, case studies and participation experiences. The professional development of teachers is intrinsically a long-term complex and systematic process, especially for the professionalization of PE teachers. [6] Generally speaking, the development of curriculum system is closely related to the professional development of teachers.

*3) PE teachers should be good at using modern IT tools to enhance self-professional development:* Many sports teachers at basic level have obtained professional awareness and development by online learning via some online forums such as the blog circle of the journal of China School Physical Education. Modern IT tools provide a new means of learning for professional development of teachers. Teachers

can use modern IT tools to update their concepts in time so that the course content involved is closer to the life and personality of students. PE teachers can use modern IT tools to better promote their professional development and keep up with the trend of the times.

#### B. External Factors Such as School and Government Department

1) *Strengthening the management mechanism of school to promote professional development of teachers:* PE teachers can list all the time series and contents of their professional structure development and propose practical development plans. However, this plan cannot be implemented if it is not funded by the school or a special institution. School's education science department should be responsible for development planning of teachers in the school, providing professional guidance and taking relevant measures. Through the teaching and research activities and regular exchanging personal development plans and other ways, the professional development of Tsinghua teachers once consciously enter the professional development state.

2) *Improving the education management system to ensure professional development of teachers:* Education management department, especially the training department, should continuously reform the training system and mode for teachers and disclose relevant content and time of teacher training. It is also needed to ensure that teachers re-learn their professional theoretical knowledge and timely use some advanced teaching methods and concepts at home and abroad to update their concepts, ensure that government departments can constantly update and put into practice the teacher training system, and ensure that teachers can timely update their teaching methods and teaching content in accordance with national policies to keep up with the pace of reform.

### V. CONCLUSION AND RECOMMENDATION

#### A. Conclusion

School pays insufficient attention to physical education teachers and governmental departments haven't built up specialized and sound physical education teacher training institutions. The current training methods are too single and centralized to adapt to the development of current education reform.

PE teachers should fully and correctly recognize the promotion function of their own professional development to the entire sports system. They should also fully correct their own attitudes and attach importance to physical education. Not only physical education should be improved from the past knowledge and skills but also PE teachers should fully understand their students and recognize students' individual difference, helping students to improve and affirm themselves.

The group of PE teachers is relatively weak. At present, the group of teachers in most schools is more of young and

middle-aged level and the proportion of young teachers under the age of 30 is relatively small; there are also relatively few teachers having higher education qualifications and title superior to associate professors.

#### B. Recommendation

School and the relevant government departments should correctly recognize the importance of sports and the key role of professional development of PE teachers in the implementation of the new curriculum theory. Education management department, especially the training department, should continuously reform the training system and mode for teachers and disclose relevant content and time of teacher training. It is also suggested to ensure that teachers re-learn their professional theoretical knowledge and timely use some advanced teaching methods and concepts at home and abroad to update their concepts, ensure that government departments can constantly update and put into practice the teacher training system, and ensure that teachers can timely update their teaching methods and teaching content in accordance with national policies to keep up with the pace of reform.

In addition, it is suggested to change the educational concept to strengthen cultivating the adaptability of talents, increase the proportion of elective courses to improve the structure of the curriculum; with the concept of "people-oriented", it is necessary to give students option in setting elective courses. When selecting the course content, PE teachers should take into full consideration of the age of current students and take all-round development of students as the ultimate cultivating purpose.

Moreover, it is needed to strengthen the construction of teacher team and timely employ young teachers having high academic qualifications and high professional titles to inject fresh vitality into the school's learning life. Young teachers are the products of the new times. Surely, they are more familiar with the psychology of current students, easier to communicate with students, put themselves in students' shoes and fully explore the personality of students.

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