

## Deficiency and Reconstruction of the PE Talent Training System: a Thought from the Perspective of Professional Accomplishments

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**Abstract.** From the perspective of professional accomplishment, this paper studies and analyzes the training system of PE talents. The traditional training system is deficient in structure and inadequate in function. The plan to reconstruct it has to get out of the thinking frame of the curriculum system and into the idea of the whole development of the university. That is, the new system is supposed to include the teaching management system, the students management system and the campus culture system, which have the same educational function. Meanwhile, the structure and function of the curriculum system, part of the teaching management system, must be optimized. The construction strategies and ways involve, first, setting up the training pattern of professional accomplishment from a logical combination of “classroom teaching and extracurricular learning”; second, strengthening the content about teaching skills in the class on sports skills and at the same time increasing the number and the teaching periods of educational theory courses.

### Study Premise and Objective

This study is mainly based on the following objectives: to try providing a new research perspective and analysis framework for PE major curriculum reform and talent training system construction. The previous study of curriculum reform and of the talent training system is confined to the cognitive category of curriculum formation theory. As a result, the system of training PE professionals and the system of curriculum are equaled; the studying emphasis is placed on the choice and arrangement sequence of individual courses within the curriculum system; meanwhile, research into an effective handshake between the practicality of courses and real professional activities is lacking. Inevitably, on the one hand, the types of courses are getting richer and richer, and the tendency of courses being specified more and more obvious. On the other hand, the practical effect of the curriculum turns out farther and farther away from the requirements of real professional activities. Many employers, afterwards, have found that PE graduates at present tend to be more and more unsatisfactory in professional thinking, sports skills and teaching demonstration competence. This paper focuses on the system of training PE majors from the perspective of professional accomplishment, aiming at contributing to an effective unity of PE talent training and professional practice.

Professional accomplishment is chosen as the research perspective on the basis of the following cognitive preconditions. The curriculum program, published by the Ministry of Education in June, 2003, sets up the goal of training PE majors “to be comprehensive PE talents who are adequate to physical education, sports teaching, training and games in the school and are able to do such work as scientific research into school physical education, school sports management and social sports guidance, etc.” The program highlights “its training objective focuses on training PE teachers and meanwhile covers other fields relevant to sports.” [1] This goal gets expanded on its original basis, but its training direction remains the same. Although one’s major is not always equal to his or her future profession, the expression of the training orientation clearly aiming at the occupational area of PE teachers and the content involved in the training goal both show the professional orientation of the PE major. Namely, the PE major concentrates on training the ability and making the attainments to go in for its professional field. Therefore, it is theoretically and logically feasible, from the perspective of professional attainments, to evaluate and explore the PE talents training system and curriculum reform.

### PE Teachers' Professional Attainments

Structurally, PE teachers' professional attainments mainly include two aspects: First, the qualities needed by the profession contain sports techniques and skills, teaching competence, medical

knowledge of monitoring and grasping physiological reaction in moving, and so on. The accomplishment of techniques and skills reflects the practical ability; the teaching competence shows a mastery of education and teaching theories, the ability to apply them, and special sports teaching skills; medical knowledge suggests the teachers' ability to coordinate and control human physiological reaction in sports activities. Second, the accomplishments also contain the psychological qualities related to PE teachers' professional ethics, awareness and ideals etc., and spiritual temperament, which conform to social values and cultural expectations. The Function of the PE professionals training system is to offer teaching contents and methods for the formation of such professional attainments, while it is not completely so in reality.

## **Deficiencies of the Traditional Training System**

### **A. Incomplete Structure and Inadequate Function from Cognitive Errors**

Colleges and universities as the environmental system to implement educational activities, from the perspective of education function, contain three sub-systems: teaching management system, student management system and campus culture system. In the three sub-systems, the campus culture system presents comprehensive factors of history, culture, tradition, values, and teaching ideas, and exerts the same influence on students of different majors, invisibly and formatively. This paper is not going to discuss this further. The organic whole composed by the three sub-systems has the same objective, which is training qualified PE teachers. So, the structure of the training system is a combination of the three sub-systems. But the actual fact is not like this. The previous studies of the PE talents training system are mainly limited to the major courses system within the teaching management system. This cognitive limitation leads to a failure of other sub-systems in professional qualities training. The "failure" here not means other sub-systems (mainly the student management system) playing no role at all but means lacking planned, scientific and specialized professional influence on students. Of course, in students' professional morality cultivation, either the teaching management system or the student management system fails to function well. The limited space of this paper cannot allow for a special discussion about this.

The category of the talents training system is expanded from the original curriculum system to a organic whole of three parts and emphasizes the planned, scientific and specialized professional influence the student management system is expected to exert, which is still based on the following ideas and premises: To begin with, with higher education developing rapidly and education reform furthering ceaselessly, some new teaching concepts have been brought into campus. One of them is especially agreed to and accepted by education experts and authorities of education: "education by all staff, education in all rounds and education in the whole course", that is, "three-all education". The Fourth Document of Several Suggestions on Improving the Quality of Higher Education Overall, issued by the Ministry of Education in 2012, clearly emphasized it. This idea is also thought highly of in colleges and universities. Since the concept highlights the enforcement of the overall functions of education instead of its applicable scope; accordingly, it can not only be used in the field of ideological education, but also in the accomplishment of major qualities. Secondly, according to the system theory, any system is an organic whole rather than a mechanical combination of different parts. The whole function of the system can not be achieved by any single part. At the same time, an effective role of any single part cannot guarantee the good function of the whole system. Every system is featured by its wholeness, relevance, hierarchical structure, homeostasis, sequentiality and so on. The university is an organic whole, all parts of which are correlated, mutually supported and reciprocally symbiotic. More specifically, the teaching management system and the student management system, are not two isolated or irrelevant systems, but two energy-exchanging circulating systems. As parts of a whole, they play a significant role in educating students. Consequently, separating the two or overemphasizing either will not only affect the performance of the university's whole function, but also probably lead to a failure of educational effect.

In practice, the functions of the two subsystems are sometimes rigidly defined and divided. Namely, the teaching management system is responsible for major qualities, while the student management system for students' ideological education. As a matter of fact, restricted by the mixture of different factors such as teaching resources, basic qualities of students, teaching periods, the present training system, with the teaching management system as the main carrier, cannot live up to its supposed functions: mainly, its teaching effect cannot be made sure. The fact is that "for years, most of the students majoring in PE apply for this major just because they have very poor academic performance and have to choose such a major which requires low enrollment marks", but over 90% of them never have sports training of more than six months. At the same time[2], limited

by the reform in the curriculum system for many years, discipline types increase continuously and the class hours get cut gradually. Besides, the enrollment expansion makes students more and more in every class, 20 students or so in each class of sports skill courses previously while 40 or so currently.[2] The side effect is that students inevitably have fewer chances to practice and poorly share the limited teachers and teaching facilities. As is shown in the survey conducted by Professor Dai Wen,[3] only 6% of the 52 universities meet the standards in sports equipment and facilities, which is the root cause leading to students scratching the surface in studying in such a reality. Teaching effects will for sure find no expression, and educational function will naturally fail. Thus, it is emergent to structurally and functionally overcome the shortcomings of the traditional training system. Integrating the student management system into the talent training system and highlighting the planned, scientific and specialized professional influence on students is not an expedient but a return to the original duty and function of the student management system. Since the difficulty the teaching management system is faced with makes it hard to guarantee teaching quality and effect, and what the students have learned in class needs consolidating and intensifying outside the class, the student management system with advantage in management should organize and systemize this “consolidating and intensifying”. As a consequence, a professional quality training and management pattern has to be coherently and logically set up through a combination of “class teaching and outside-class learning”.

#### B. Absence of Training Teaching Skills from the Traditional Talent Training System

The knowledge and competence structure of sports teachers consists of two parts: sports techniques and the skills to teach them—teaching skills. The competence to teach sports techniques is dispensable to students of PE major. For many years, the curriculum system of the PE major in China has been placing much more emphasis on learning sports technique than on training teaching skills so that both the textbooks and teaching practice are directly guided by the deficient system. Affected by the paradox that mastering the skills means the ability to teach well, sports teachers only focus on offering sports techniques and tactics, ignoring the following steps such as explaining, demonstrating, correcting, teaching designing, teaching method applying and organizing teaching activities. As a result, sports teaching ability is marginalized, which leads to the great gap between PE major training in the university and professional activities in reality. Besides, courses concerned with pedagogy, in sharp contrast with the developed countries, only occupy 5% of the whole curriculum.

### **Reconstruction of the Talent Training System**

Training students for Professional attainments cannot be completed only through specialty teaching; therefore, the training system is to be reconstructed in two trains of thought: one is to improve the teaching system and better the structure and functions of the talent training system, and the other is to refine the structure and functions of its subsystem—the curriculum system. As for the first one, the student management system should be included, and the resource of outside-class time should also be made good use of, which will pave a good way for the construction of the educational system in which the teaching management system and the student management system are mutually related, complemented and supported, structurally and functionally. The talent training program is the embodiment of the teaching system and the four-year planning of student work is the symbol of the student management system. As for the other way, skill training must be included in sports technique teaching classes, and curriculum should be fined down in order to increase reasonably the class hours of educational theory.

As to construction of contents, the course design is to be oriented to remedying the traditional talent-training system and to demands for PE teacher's professional attainments. The following three details should find expression in the curriculum system, in view of the specialty teaching system: Firstly, in the talent-training system, sports techniques (knowledge) must be provided in courses of major, which a student after graduation, being a PE teacher will “teach”. It is of significance to talent training and is composed of different courses. In this system three things, that is, scientificity in course selection, logical relationship between courses and operability of courses should be considered. Since scientificity in course selection and logical relationship between courses involve curriculum working out and there has been a lot of discussion about them, they will be skipped here. Operability can be evaluated through learning and teaching effects. For it, two things have to be taken into account: one is the subjective and objective conditions to carry out the curriculum and the other is the actual conditions of the students; Secondly, the knowledge and skills of “how to teach” must be offer in class teaching, which is called teaching skill training. In the construction of the talent-training system, two problems should be solved. One is to bring technical

subject textbooks and class teaching content structures to completion. Teaching methods in technical subjects can be varied, and a traditional explanation、 demonstration、 practice、 correction teaching pattern can be shifted to the teaching style of explanation of movement and teaching method、 demonstration of movement and teaching method、 practice、 correction; the other is to add how to explain and demonstrate movements and how to organize teaching to evaluation and teaching contents; Thirdly, specialty teaching activities play the role of educating student in professional ethics.

for the student management system, the planning of the four-year education also needs to present three aspects: Firstly,the contents of training professional attainments including psychological qualities related to professional ethics, awareness and ideals etc., and spiritual temperament; Secondly, the contents of training sports techniques, and the contents of training the skills to teach sports techniques and to compete, which mainly include talking about the process and contents of a lesson, lesson plan designing, sports games designing, teaching methods design, classroom organization, queue formation, word of command; Thirdly, in accordance with the requirements of examination and interview for social recruitment of teachers, training the students in systematic relevant knowledge, abilities and techniques and skills, and specialized training according to the students' employment intentions and the needs of diversified development

To the above three contents, the strategy and way to implement is with the eight semesters of four years as a unit,organizing students to carry out training or contests outside class and outside campus, according to the time sequence of the first to the eighth semester.

## **Conclusion**

Studying and exploring the PE talent training system and curriculum reform from the perspective of professional attainments can strengthen the effective unity of PE talent training and professional practice. It is theoretically and logically reasonable. Reconstruction ideas derive from two ways: first, from the perspective of the teaching system as a whole to improve the structure and function of the talent training system; second, to improve the structure and function of the curriculum subsystem. As for the strategy and way to construct, first, we need to build logically consistent professional quality training mode of “classroom teaching and extracurricular learning” and to systematize outside-class training; second, We should strengthen the content about teaching skills in the class on sports skills and at the same time while simplifying courses of major increase the number and the teaching periods of educational theory courses.

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