

Research on Practical Knowledge of College PE Teachers

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Abstract. Physical education teachers should have practical knowledge and related skills include: education, training knowledge and professional expansion of knowledge; and students to establish and develop relations, guidance and explain, demonstration, observation and analysis, feedback and other professional skills; development of teaching, training documents, by demonstrating and demonstrating the ability to organize sports training, organizing competitions and the ability to undertake referees, as well as certain health care and social activities. The acquisition of practical knowledge of physical education teachers mainly includes: theoretical knowledge learning; life experience and coaching philosophy; cognition and interaction of physical education; receiving professional training. On the basis of this, the author puts forward the strategy of promoting the practical knowledge of PE teachers, including: specialized training; horizontal and vertical communication both inside and outside; strengthening self-study; focusing on scientific research; studying in practice and training; setting compulsory content; establishing complete team; Improve the evaluation system; establish a personal learning file.

Introduction

It is impossible for any physical education teacher to master the knowledge of different disciplines and different fields. However, the knowledge structure of PE teachers should be comprehensive, practical and developmental characteristics especially the practical knowledge plays an important role in the growth of PE teachers. The key to the development of practical knowledge of PE teachers in colleges and universities is its own, mainly depends on the mentality and behavior of PE teachers themselves. Physical education teachers to enhance the practical knowledge of a variety of ways, it is essential that the physical education teachers themselves to understand the professional ability to "graft" from a variety of channels "graft" their own practical knowledge needed in order to better application To their own industry to engage in the field, for themselves and the industry to contribute to promote the healthy development of physical education.

The Practical Knowledge Physical Education Teachers Should Have

In the 1980s, due to the gradual understanding of athletic ability, the division of sports training was carried out by competitive factors. Since then, the key to the cultivation of physical education teachers is to develop their professional knowledge. The improvement of practical knowledge of PE teachers is of great significance to the professional development of PE teachers. This is because: (1) the practical knowledge of physical education teachers affect their coaching behavior, and thus affect the professional development of physical education teachers; can be said that physical education teachers have practical knowledge of the number of their ability to work merits. (2) Physical education teacher physical training practical knowledge has a stereotypical effect, a direct impact on the quality of physical training. Once the physical education teachers construct their own practical knowledge, they will be internalized into the framework and model of interpreting, recognizing and evaluating the training practice, and in the practice of training, the framework and model can be used to analyze, explain, demonstrate and Evaluate training events, and even become the principles and methods of dealing with various training problems. It can be seen that the

practical knowledge of physical education teachers is of great significance to the physical teachers, and it is a new perspective to explore the professional development of PE teachers. Therefore, the development of competitive sports training needs urgently, it is of great practical significance to study the formation and development of practical knowledge of PE teachers.

Education, Training and Professional Expansion Knowledge. The expert study found that all the physical education teachers who received the questionnaire considered the special teaching and training knowledge (the nature of the special project, the development of special training plan, the selection of special training content and the use of training methods, the evaluation of special training process and the evaluation of training effect, Large game experience knowledge and referee knowledge) is the most important, should have. 87.2% of the PE teachers believe that the basic theory of general training (knowledge of sports training, knowledge of sports psychology, knowledge of sports biomechanics, knowledge of sports anatomy, knowledge of sports biochemistry, knowledge of sports measurement and evaluation) is very important. Less 74% of the physical education teachers that peripheral knowledge (computer knowledge, foreign language knowledge) is more important, should also be mastered. Nowadays, the necessary knowledge of scientific training for physical education teachers is knowledge of material science, knowledge of health science, auxiliary knowledge, knowledge of biology and knowledge of humanities.

Knowledge plays an important role in the growth of PE teachers. In the process of the development of modern sports, the theoretical system of sports science has been deepened and perfected, and any physical education teacher cannot grasp the knowledge of different disciplines and different fields completely. The knowledge structure of PE teachers should be comprehensive, practical and developmental. More important is to ensure and improve the classroom teaching process of decision-making ability, management ability and ability to adapt to the environment. The high degree of development of competitive sports puts forward corresponding higher demands on the knowledge and ability of PE teachers. From the point of view of adapting to the high degree of differentiation of scientific training, it is necessary to have the depth of specialized knowledge of PE teachers, and from the perspective of adapting to scientific training the angle of the requirements of physical education teachers have a considerable width of horizontal knowledge. How to adapt to these changes, to meet the training and competition needs, will undoubtedly become the key to the further development of Chinese competitive sports. Wang Hongyao's research divides the knowledge of PE teachers into theoretical knowledge and practical knowledge. Practical knowledge is obtained in the practice of long-term sports training competition, including technology, training, competition, management and social experience. Knowledge is obtained through theoretical study, including training theory knowledge, sports human scientific knowledge, special theoretical knowledge and other aspects of knowledge. The experience and theoretical knowledge of PE teachers are learned by different ways of physical education teachers. Although the two kinds of knowledge access is different, but these two kinds of knowledge are common and inclusive of each other in the unified knowledge structure of physical education teachers, the two can be transformed into each other. Therefore, the experience of knowledge can be trained with timeliness and theoretical knowledge can make training more purpose.

As the physical education teacher is the direct organizer and manager of the teaching and training work, in the teaching and training in a dominant position. Therefore, physical education teachers must have a strong teaching and training ability to meet the requirements of teaching and training work leading position. I called for training to train the basic teaching and training skills training, will be included in the Shaanxi private college physical education teacher training courses to the content.

After the physical education teachers have the knowledge of education, training, knowledge of sports, knowledge of scientific research and knowledge of special environment, the basic education and training knowledge are already available. However, the knowledge must have a certain way to express the way to do preaching, grant industry, doubts.

Five Basic Coaching Skills. As with the general training process, "the process of physical training can be simply thought of as a planned process, what to plan, what is expected in the

implementation plan, and finally to evaluate and correct what we plan" (date, slightly). This cycle of the training process, which includes the "plan-implementation-evaluation" cycle, constitutes the whole of the physical training process. The perfect combination of three links creates the best environment for the improvement of athletic performance. In this three-way organization, the implementation of the training program is in the middle of the key position, which is an important guarantee that the plan can be carried out smoothly and the expected result is reached.

Understand students and build and develop relationships with students. Understanding the students and the establishment and development of a harmonious relationship with the students themselves is the basic knowledge of physical education teachers. The natural influence and social influence of the PE teachers and their self-confidence are reflected by the way of communication with the students and the way of communication with other related personnel. The study shows that there is a direct impact on the students' energy input to competitive sports and fitness activities. Therefore, it is reasonable to believe that the relationship between students and physical education teachers has an indirect effect on sports performance. If you want each student to feel that you are paying attention to them, a sports teacher should at least know the name of every student you bring. As a physical education teacher said: "It may often be considered that the work of physical education teachers is good physical education, physical training, improve the health of students, but experienced physical education teachers will say that these are just a qualified physical education teachers Part of this is only part of our work, in addition to a lot of work to do.

Young physical education teachers in the initial stage of the occupation, will tend to collect knowledge related to the special movement, the focus on the special sports project "what" knowledge, more mature physical education teachers will put these basic teacher skills as their How to implement the basis of training. Physical education teachers should be fully aware of the unique needs of each student. If you only focus on physical training "what" above, it may not be able to identify and meet the needs of students. This is why more successful PE teachers have the flexibility to use their knowledge to meet the needs of every student.

In the process of sports training, physical education teachers effectively communicate with students and other relevant personnel and exchanges. For the physical education teacher, to provide guidance and explain, is the communication skill "send" or "notice" part, which for the transmission of information, personnel or team organization is necessary.

Before you can provide effective guidance and explanation, you should always start with the words you want to speak and express it in a clear and brief way. Use the language that students can understand easily to plan their own words.

There are many ways to get students to pay attention, such as whistles, raise their hands, voice prompts, no matter what kind of way, our purpose is to get all the students attention. In order for all students to be able to pay attention to the explanation, you should ensure that all of them are in the position they hear and see, and at the same time, to avoid interference, such as sunshine, noise and so on when training outdoors.

Try to use the language of the introduction to explain and guide. The last point is that many PE teachers are easily overlooked, that is, after each explanation and guidance to check whether students really understand your intentions cannot simply ask them, to ensure that really understand. You can use the question to understand the degree of examination, so that they speak out to practice the contents and precautions, or repeat what you just said.

For PE teachers, the demonstration is to provide a technical or specialized practice of visual images. The purpose of the demonstration is to introduce and present new technical actions when using the purpose of demonstrating a new purpose, and to provide a simplified model that "prompts" the original technical action to illustrate a particular Special content of a point; sometimes demonstrations can be used to stimulate motivation and encourage the enthusiasm of practice.

Each demonstration should be clear "demonstration of what", "how to demonstrate", physical education teachers should be based on training objectives, the characteristics of students, the nature of the action arrangements. According to the need, we can use the action speed demonstration, slow

demonstration, or key aspects of the demonstration. A teacher said: In physical training, I try to provide a demonstration for each practice and increase your confidence and inspiration in front of students. But "for each action to provide a demonstration" is impossible, I sometimes use the students to do demonstration and video, wall charts, etc. to demonstrate. It is important to decide the purpose of the demonstration and the type of demonstration before using the demonstration.

If it is difficult to observe the direction of the head posture and line of sight from the side, and from the front is very easy, it should move the location, the other direction of the demonstration. If you can limit the location of the student because of the limitations of the site equipment, move them to a different location for observation.

In the new practice of learning to improve the way students learn to learn the effect is to provide students with enough visual images, so before the demonstration action should be to the students to observe the action, the "first look at what", "after what to see" "Focus on what".

With the improvement of the skills of physical education teachers, the development of special knowledge and biomechanics is becoming more and more important. The improvement of knowledge and skills can help the teachers to form a more detailed observation mode. Lay a good foundation. In teaching practice, the action can be divided into several different stages, focusing on a stage of action or part of the body can help to help observe. Through this way to break the action, you can really see the movement of various parts of the body, through the identification of the stage of action and guide us to make a variety of detailed and effective observation.

In the physical training, to provide feedback to the students is necessary, for students, the main feedback information from two: First, from the students inside the body, through physical exercises naturally get feedback. This feedback is called intrinsic feedback, and for students always exists, but not all students are able to appreciate the existence of inherent feedback at all times. Second, feedback from the PE teacher, other students, mirrors or watching video playback, called non-intrinsic feedback.

Both feedbacks are important and their relative importance varies with different student characteristics. For example, students with low levels of exercise have a lower ability to perceive self-feedback, and external non-intrinsic feedback will enhance the perception of inherent feedback perception.

Physical education teachers should "intermittently" provide non-intrinsic feedback, and "not always provide feedback at all times", often providing non-intrinsic feedback will make students completely dependent on physical education teachers. Encourage and promote students 'self-analysis, self-determination and self-correction through good development awareness and the ability to use inherent feedback, it is helpful to enhance students' ability to improve their grades and responsibilities.

The Access Way of Physical Education Teachers' Practical Knowledge

There is a personal level, towards the physical education teachers have a goal to move forward the meaning; there are groups of interactive level, through interaction with the surrounding environment and personnel access.

The Personal Experience. The study of the theoretical knowledge of physical training is the main way to form the practical knowledge of PE teachers.

Physical education teachers should have descriptive knowledge including special technical materials and resources, training the process of educating people and procedural knowledge of organizational form, and "teaching content knowledge" such as psychology, physiology and sociology. It mainly includes the content knowledge, the content knowledge of the teaching training method, the training resource knowledge. The content of the teaching training method refers to the combination of the training content and the training method in the specific field, which is a knowledge that the sports teacher and the sports researcher distinguish. Is a conceptual tool used to explain and analyze the transfer of special content to students. Training resource knowledge refers to a variety of sports training resources information, sports venues equipment, competition rules, technical and tactical theory of the development of knowledge.

Due to the complexity of the practical knowledge itself, the study of the practical knowledge of PE teachers cannot be separated from the social and cultural situations and the historical events that are taking place. It cannot be separated from the individual life history and personality traits of PE teachers. Factors, we need to combine the physical practice of physical education teachers in their own environment, the key events encountered, the important people encountered, as well as personal reflection and physical education teachers and others dialogue, the overall extraction and understanding of the occurrence of practical knowledge and Evolution. Therefore, on the basis of the study of theoretical analysis, the formation and development of practical knowledge of PE teachers as the main line of the problem, hoping to see both the interaction between the individual and the external environment of physical education teachers, but also clearly reveal the individual changes of physical education teachers' process.

The Teaching Practice. Physical education teachers in the daily teaching practice, the total cannot help but encounter problems or doubts, this time, the basic theoretical knowledge, training practice experience, interaction between colleagues and professional dialogue, scientific research personnel have become their decision-making and judgments in accordance with. When the past professional and experience problems, to find the theoretical basis and internalized into their own understanding, and then into practical action to break through the dilemma of common sense, which is one of the ways to expand the field of vision of physical education teachers. Practical knowledge is different from the theoretical knowledge, it is mixed with the daily life of physical education teachers and their practice and action are closely related to the infiltration at different times through the reflection of physical education teachers and the development of knowledge. Reflection in action is the physical knowledge of physical education teachers by the practice of the platform precipitation, curing for the practical knowledge of physical education teachers indispensable conditions. The content of reflection mainly includes the results of the action, especially the action itself, implicitly in the action of intuitive understanding and their mutual relations. It can be seen that the teaching process of PE teachers is not only the process of imparting theoretical knowledge, but also the place of generating practical knowledge.

The Perception and Interaction of Students. As the students of different individuals, physical education teachers should make timely adjustments accordingly. Two students of the same age with the same level of competition, the two of them need almost two different training programs to achieve the training objectives. Past experience tells us that the training strategy used by everyone in different training stages is different, and it sounds like this is a big challenge, but it is not impossible to go beyond.

First of all, physical education teachers need to have a certain degree of natural influence and social influence. When the teacher appears in front of the students, it is important to have self-confidence. This self-confidence is reflected by the way of communication with the students and with other relevant personnel. For those who are not yet familiar with the smile, is very important, directly affect the students of sports or fitness sports investment.

Second, physical education teachers need to treat each student equally. The actual teaching work, it is easy to only notice one or several excellent students, which may be our thinking habits and preferences will lead us to do so, and feel comfortable, but this practice is not appropriate. Any student standing in the training ground wants to get excellent athletic performance, as long as they pay the effort, any student should be given the same value, should be subject to the same degree of attention.

Receive Professional Training. Scientific training also put forward higher requirements on the physical quality of physical education teachers, business level and management capacity. Therefore, the training of physical education teachers to improve professional ability has become the world's attention and research issues, establish and improve the physical training system is a lot of countries have been or are studying the implementation of important initiatives. Countries around the world have a special training of physical education teacher training institutions, unified management of physical education teacher training. In the mode of training for PE teachers, countries have different characteristics due to different political and economic systems and different cultural backgrounds.

The training mode provides a good reference for the training of PE teachers in China. At the same time, we can see that there are some problems in the cultivation of physical education teachers in China, such as the lack of academic qualifications of Chinese physical education teachers, the problems of teachers in the course of the training of physical education teachers, affecting the quality of Chinese physical education teachers. Of course, the Japanese training of football goalkeeper teachers and other training examples of precision, may give us such a thought, if we can refine the training of physical education teachers should be physical training practice needs, increase the training of physical education teachers, Physical education teachers and even improve the level of competitive sports have far-reaching significance.

Internal and External Horizontal and Vertical Communication. From the perspective of adapting to the high level of scientific training, we need to have a considerable width of the horizontal knowledge of physical education teachers. Therefore, we should strengthen the horizontal and vertical communication both inside and outside. By studying the foreign training mode, we can reflect different political and economic systems and different cultural backgrounds. Characteristics of its training model for the training of sports teachers in China provide a good reference. Through the reference and study the training mode of each country, we have developed a set of quality improvement model suitable for the physical education teachers in our country, namely: based on the network learning, and the first-line sports experts to build the learning community, for the physical education teachers to acquire practical knowledge and promote professional development Space. In the modern technology with the ever-changing today, the use of modern educational technology to build or participate in sports academic forum, sports blog (Blog) and sports QQ group, micro-credit group.

In summary, the acquisition of practical knowledge and development of its essence is a learning process and there are four forms of learning: to accept learning, experience learning, observation learning and reflection learning. College of physical education teachers have education, training knowledge, sports human science knowledge, scientific research knowledge and special external environmental knowledge, the basic education, training knowledge has been prepared. However, the knowledge must have a certain way to express the way to do preaching, grant industry, doubts. How to adapt to these changes in physical education teachers' knowledge reserves will undoubtedly become the key to the further development of college sports.

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