

# Research on the Training of College Physical Education Teachers from the Perspective of Career Development

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**Abstract:** The 21st century is a new era of human development. In the current context of the "knowledge economy", "teachers" have become the focus of global attention. In this new era, education will take on the historical mission of revitalizing China's economy, nation, and country, with the most important being teachers. From the perspective of career development, the quality and quantity of teachers play a decisive role in the education process of a nation, and university physical education teachers are an indispensable part of higher education. The improvement of their personal abilities and the enrichment of their professional knowledge will hinder the development of university physical education. Therefore, the cultivation of university physical education teachers is also receiving increasing attention.

**Keywords:** career development, physical education teacher, training

## 1. Introduction

### 1.1 Research Background

Now, the world is in a stage of great development, change, and adjustment. With the continuous deepening of economic globalization and multipolarization, the rapid development of science and technology, and the competition for talent is also becoming increasingly fierce. At present, our country is in an important period of economic development, political construction, cultural construction, social construction, and ecological civilization construction. With the deepening development of industrialization, informatization, urbanization, marketization, and internationalization, the pressure on population, resources, and environment is increasing, and the mode of economic development is becoming faster and faster. All of this highlights the importance of improving national quality and cultivating innovative talents. The future development of China and the great rejuvenation of the Chinese nation depend entirely on excellent talents and good education.

The rise and fall of a country depends on education; The development of a country depends on the development of the entire country; In our work, we should prioritize education. In accordance with the requirements of modernization, the world, and the future, and in line with the needs of building a moderately prosperous society and an innovative country in an all-round manner, with education as the foundation, reform and innovation as the driving force, promoting equality as the focus, and improving quality as the core, we will comprehensively promote quality education, promote the education industry to stand at a new historical starting point, and achieve the transformation from an educational powerhouse to an educational powerhouse, The transformation from a human resource powerhouse to a human resource powerhouse has made greater contributions to the great rejuvenation of the Chinese nation and the progress of human civilization.

In the strategy of "revitalizing the country through science and education," higher education shoulders the significant historical task of cultivating high-level specialized talents and innovating knowledge and technology. Universities are the largest base for knowledge innovation, dissemination, and application, and the cradle of innovative spirit and talents. Therefore, they are in the fields of cultivating high-quality working people and professional and technical personnel, enhancing innovation capabilities, and providing knowledge and technological innovation results, Both play a crucial and fundamental role.

## **1.2 Research significance**

From the perspective of career development, the continuous development of physical education teacher training in universities not only plays an important role in shaping the educational concept of lifelong learning for teachers, improving their professional knowledge and cultural quality, but also reflects the specific content of quality education implemented in China. A thorough study of the training institutions, content, models, and systems for college physical education teachers is not only necessary to further standardize the management of college physical education teacher training, but also to further improve the quality of college physical education teacher training. The training of physical education teachers in universities is a necessity for lifelong learning. Through continuous training, the concept of lifelong learning can be developed, which plays a promoting role in improving the cultural literacy of the entire country. Analyze the training program for physical education teachers in universities as a system to promote the scientific design of training programs and the standardization of training program implementation processes. By constructing a training index system for physical education teachers in universities and conducting research on the current status of teacher training, physical education teachers can clarify the content and significance of training, have a deeper understanding, reflection, and plan for their future, constantly update their concepts, improve teaching, and achieve self-development and self-improvement.

## **2. Definition of relevant concepts**

### **2.1 Concept of Career Development**

The definition of "career growth" by the China Federation of Employment Planners: "Career growth" refers to doing the best you can in the professional field you choose. These experts do not have to be experts in research and development and technology. The so-called "expert" refers to a person who has rich and rich experience in a specific industry, and has profound and unique insights into the industry. Administrative management ability, employee development ability, team building ability, planning and communication ability, etc., are all abilities that individuals need to cultivate in their career development. They are important means to achieve career development, but not the purpose of career development[1].

The career development channel is to integrate different job positions in the company, establish different career development sequences, establish different career development ladders, and achieve career development for employees; On this basis, use the position competency level chart to explore the correlation between positions and provide employees with promotion space at different levels such as management, technology, sales, and management.

### **2.2 Concepts related to physical education teacher training**

Teacher training is a series of teaching practices conducted by teachers before and after their employment to expand their professional knowledge, improve their teaching level and scientific research level. According to the "Encyclopedia of Education: Education Management, Education Policies and Planning, Education Evaluation" (2006), "from a development perspective, education training has undergone both non trainee and work based (autonomous) learning<sup>[2]</sup>. Under national control, training is conducted in "normal schools"; Training is conducted in the education departments and colleges of normal universities and universities. This scene of "evolution" in the history of teacher training is no different from the situation in ordinary industries. Shern referred to this evolution as the "path of professional success," which is often achieved through increasing trust in knowledge-based knowledge. The types of teacher training can be roughly divided into three categories: pre job training and post job training[3]. We can understand 'teacher training' as: a school with recognized qualifications, based on the internal rules of teacher development and the needs of teaching reform, using effective teaching methods and methods based on specific teaching content to promote the professional development of teachers. It can be seen that teacher training is a discipline that must be established based on relevant theories. In teacher training, more attention should be paid to the exploration and cultivation of students' subjective initiative and creativity. When we realize that education is a "profession" or "profession", we should also realize that "profession" is a "profession". The construction of physical education teaching staff in universities is an important component of the construction of physical education teaching staff in universities. It is also an important component of the construction of physical education teaching staff in universities. The purpose of training physical

education teachers is to enable them to acquire or improve knowledge, skills, motivations, attitudes, and behaviors related to educational and teaching work, thereby playing a beneficial role in improving the performance of physical education teachers' work and providing better services for achieving the goals of school physical education development<sup>[4]</sup>.

### **3. Training Forms for College Physical Education Teachers**

#### ***3.1 Training Opportunities***

To do a good job in physical education teaching in schools, the most direct factor is the professional level and teaching level of physical education teachers. To improve their professional level, it is necessary to provide corresponding training for their professional level. Only in this way can their professional level be greatly improved, so that their professional level can be synchronized with the development of education in the new era. On the job training and further education are the main ways for teachers to continue their education, and the overall quality of teachers themselves is the main factor affecting their continuing education. Targeted and planned continuous training for physical education teachers in ordinary higher education institutions is an effective way to promote their development and progress. Therefore, the quantity of training will also have a direct impact on the quality of teachers and the stability of the teaching staff in ordinary universities<sup>[5]</sup>.

#### ***3.2 Training methods***

The cultivation of teachers is a guarantee and fundamental project, which plays a very important role in promoting quality education, improving the quality of our teaching, and promoting the sound and rapid development of our education cause. With the continuous deepening of the education system and the increasing demand for education level and talent, the cultivation of the teaching staff has gradually become an important means to improve the quality of the teaching staff. Because complete off job training requires teachers to be completely separated from their work in school, it will inevitably have a certain impact on the normal teaching of the school. Therefore, the school will restrict teachers from conducting complete off job training. Most university teachers adopt a semi full-time approach to their continuing education. During the winter and summer vacations, they can engage in their own learning or use their time to engage in their own learning. However, this can have a negative impact on the continuity of their knowledge and the conditions for acquiring new knowledge. College teacher off job training refers to a full-time training program where teachers participate without any work pressure, and their time and energy are relatively concentrated. Although this training method has good effects, its implementation is unlikely<sup>[6]</sup>.

#### ***3.3 Training Organization Form***

##### ***3.3.1 On the job training format***

In the workplace, teachers cannot leave their own positions, but should continuously carry out their own teaching activities. The construction of the teaching staff in vocational colleges is to promote the construction of the teaching staff in vocational colleges, thereby promoting the construction of the teaching staff and the construction of the teaching staff in vocational colleges. Local governments at all levels should actively plan for in-service education for teachers, and schools at all levels and types should also provide appropriate assistance to teachers. Based on specific circumstances, various training forms should be formulated, and teachers should be actively organized to learn after service. Training institutions should develop a scientific training plan, provide a set of scientific training content, cultivate a group of outstanding training teachers, and have a scientific and feasible assessment system. They can also issue a graduation certificate to promote teachers.

##### ***3.3.2 Form of semi off production training***

Half off duty training refers to the training method of going to school for full-time study after being in a half working state, and having a certain amount of time to engage in the original work. Its management mode is different from ordinary universities, which may take up rest time on Saturdays and Sundays. There is no regular and relatively fixed teaching classroom, and there is no stable winter and summer vacation arrangement. Generally speaking, there are two types of semi off duty training, namely continuous semi off duty and irregular semi off duty<sup>[7]</sup>.

### ***3.3.3 Off production training***

Off job training is a way of participating in full-time training after joining the workforce. Its management mode is the same as that of ordinary universities, where students do not participate in work during the training period and do not occupy rest time. It is the same as students' daily routines (classes, holidays), classroom arrangements, and various management in ordinary universities. Off job training is suitable for groups who can focus on learning without participating in work and have no living burden[8].

## **4. Problems in in-service training of physical education teachers in universities from the perspective of career development**

### ***4.1 Lack of comprehensive training regulations or lax implementation***

Rules and regulations are the basis and guarantee for ensuring the continuing education and training of university teachers. The "National Guidelines for Physical Education Curriculum Teaching in Ordinary Higher Education Institutions" also points out that "schools should purposefully and systematically arrange for physical education teachers to receive regular education and training, continuously improve their knowledge structure and ability structure, gradually improve their academic level, and thus improve the overall level of physical education teaching staff to meet the needs of modern education". However, according to the survey results, the construction of the training system for physical education teachers in universities is not ideal. On the surface, various universities have relatively strict regulations on the training of physical education teachers, but in the actual implementation process, due to financial and time constraints, it is difficult to implement these regulations effectively. Some regulations in universities are meaningless. When analyzing the continuing education of physical education teachers in Chinese universities, Wu Jialin also believes that the lack of effective policy guidance and inadequate management system is one of the disadvantages of physical education teacher training in Chinese universities. It is imperative to establish and improve the training system of physical education in universities<sup>[9]</sup>.

### ***4.2 Lack of targeted training content***

As frontline educators, physical education teachers in universities not only need to possess professional knowledge, but also their comprehensive qualities have become an important part of training. Therefore, comprehensive quality and professional quality are equally important. However, from the perspective of training content, influenced by factors such as professional title promotion, physical education teachers in higher education institutions pay more attention to the training of English, computer science, and other knowledge. The content of training related to basic knowledge and professional skills of the subject is rare, especially in the training of new knowledge, new technologies, and new methods related to physical education. Many physical education teachers who participated in the training have reported that there are no specialized schools, courses, or textbooks for both domestic visiting scholars and vocational education. Training schools also do not attach importance to training work. Some attend classes with graduate students, while others simply attend classes with undergraduate students. The management of these students is not strict, and some guidance teachers almost let them go without asking, which reduces the effectiveness of training<sup>[10]</sup>.

### ***4.3 There are deviations in the training motivation of physical education teachers***

College physical education teachers have a high enthusiasm for participating in training, but there are some deviations in their motivation for training. Some teachers believe that so-called training and further education refers to the school paying salaries and not having to go to work to handle their own affairs. Either take advantage of this opportunity to write a paper and establish relationships with the training school, in order to publish one's own articles in the school's journal and increase one's capital for promotion to a professional title. Alternatively, take advantage of training opportunities to contact more ideal schools or units<sup>[11]</sup>.

### ***4.4 The issue of teacher turnover after participating in training still exists***

During on-site interviews with teachers responsible for teacher training in various universities, they found that current physical education teachers, especially those who have obtained master's or doctoral

degrees, tend to choose better welfare institutions for development. In some universities, the loss of physical education teachers has even exceeded 20% of those who have participated in training in recent years. The main reason for this is that university physical education teachers have high-level human capital attributes. The theory of physical asset ownership holds that the person who invests funds has ownership; Whoever bears the risk of investment has his property rights. However, after the university funded the training of physical education teachers, due to the investment and the risk of investment, the school did not acquire ownership of the human capital growth obtained by physical education teachers. Due to the fact that the new knowledge and skills acquired by physical education teachers after training are independent of themselves, they themselves become the owners of this growing part of human capital. From the perspective of economics that everyone is an "economic person", trained physical education teachers, due to their increased value, will develop a tendency to pursue the highest returns and inevitably attract them to industries or institutions that can bring them more benefits. In addition, due to the gradual liberalization of human resources in our country, it has hindered the free flow of our talents, which has also created convenient conditions for us to train teachers for outflow. So, after a period of cultivation, many people in the sports teaching team left<sup>[12]</sup>.

## **5. Training Strategies for College Physical Education Teachers from the Perspective of Career Development**

### ***5.1 Improve the training system for physical education teachers in universities and ensure their rights and obligations to participate in training from a systematic perspective***

Constructing and improving the training system for university physical education teachers is an effective method to ensure regular training for teachers. Every university should have a comprehensive understanding of the training of physical education teachers, and gradually incorporate the training of teachers into the school's work plan and leadership's tenure goals, placing the training of teachers in a very important position. Based on the optimization of the teacher team structure, subject construction, selection and cultivation of academic leaders and backbone, professional adjustment, job responsibilities of teachers at all levels, and the needs of teaching and research work, we will carry out teacher training and improvement projects, and construct a comprehensive teacher training system and system. At the same time, various physical education departments in universities should conscientiously implement various national policies and regulations, conscientiously carry out the continuous education and training of physical education teachers, and combine it with the specific situation of their own units to ensure support and investment in human and financial resources. They should actively establish a set of incentive, constraint, and guarantee mechanisms that can promote the continuous education development of physical education teachers in universities, in order to truly ensure their quality, Promote its healthy, orderly, and sustainable development<sup>[13]</sup>.

### ***5.2 Establishment of specialized research and training institutions for physical education teachers in universities***

At present, there is no specialized organization in China that conducts research and training on the knowledge and skills required by college physical education teachers in the process of education and development. This is also reflected in the survey results. Currently, college physical education teachers often have unclear goals and lack targeted content. We should learn and learn from countries such as the UK, France, and Japan, establish a professional university teacher training research unit, such as building a multi-level university teacher training base, to understand the needs of university teachers. When new technologies and methods emerge, we can organize teachers to have targeted training, so that teachers can better learn new teaching skills, Work harder for teaching work. At present, due to our actual conditions, it is not possible to establish a professional teaching staff in universities like in foreign countries. Therefore, it is possible to choose a university with strong teaching capabilities to serve as the entrusted agent for physical education teachers. The education administrative department will supervise and manage the physical education teachers in the university, and provide mandatory training for them. In recent years, sports science and technology have developed rapidly in physical education. In the long run, it is necessary to conduct professional research and training on the cultivation of university sports teachers<sup>[14]</sup>.

### **5.3 Establishing a flexible training mechanism for physical education teachers in universities**

In teaching activities, teachers, as a special industry and group, have a certain degree of specificity in teaching activities, as well as in teaching activities. In practical work, a single training method is difficult to achieve the desired effect. So, we can adopt different methods and approaches based on different teacher requirements and specific conditions. For example, in terms of training methods, a combination of online training and on-site training, a combination of group training and individual training, and the use of various resources from the school were adopted. From the perspective of training content, students' professional development needs, humanistic quality and scientific literacy should be cultivated. Each university's public sports department should require teachers to report the content and requirements of their training to teachers every year, and then organize teachers to participate in corresponding training based on the situation reported by the teachers. Adopting a flexible training approach to meet the diverse needs of teachers, promoting the rapid development of university physical education teachers and achieving training goals<sup>[15]</sup>.

### **5.4 Strengthen scientific management of training and prevent personnel turnover**

In the training process, it is necessary to strengthen the scientific management of the trainees. Firstly, it is necessary to strictly review the registration status of new students. Secondly, it is necessary to strengthen the supervision of training and implement strict and objective evaluation to ensure the quality of training and prevent it from becoming a profitable business activity. Thirdly, regular training should be provided to teachers to further enhance their professional level. This article proposes a theory based on human capital investment and corresponding countermeasures to address the phenomenon of talent flow after training in physical education teaching in Chinese universities. On the premise of ensuring that it does not affect the enthusiasm of physical education teachers to participate in training, and on the premise of ensuring that the school and students share investment risks together, enable them to share profits.

## **6. Conclusions**

For universities, the development of students and teachers are the two most important aspects related to the development of the university. One aspect is the development of teachers, and the level of teacher development also largely depends on the level of teacher development. Therefore, the cultivation of teachers is an important way of teacher development. Therefore, universities must attach great importance to the cultivation of university physical education teachers and establish a comprehensive training system and incentive mechanism to ensure the sustainable development of the university physical education teacher team. At the same time, schools should strengthen the training of physical education teachers, extend the training time as much as possible, and shorten the training cycle as much as possible. Training should be tailored to the specific needs of each teacher. Some teachers aim for training, while others aim for education. Their learning mindset and goals are different. During the training process, try to give the teacher more freedom and fewer restrictions. Therefore, financial support for the cultivation of school physical education teachers should be strengthened, and a comprehensive teacher training system should be established to promote the success of school physical education reform.

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