

Research on the Training Mode of Physical Education Talents Based on the Reflective Practical Education

Weina Yin^{1,*}, Chengzhi Qi²

¹Taishan University, Taishan, China

²Central Primary School, Zhangjiawa Street, Laiwu District, Jinan, China

*Corresponding author: 271614074@qq.com

Abstract: Physical Education has certain uniqueness and plays an important role in cultivating students' all-round development. Therefore, it is of great significance for local normal colleges to carry out the reform of the training mode of physical education talents. The study believes that the construction of a new model for the training of physical education talents requires relevant scientific research on the training program, training standards and curriculum system construction of physical education professionals at this stage, and should pay attention to the penetration and interpretation of the reflective practical education concept in all links.

Keywords: Self-examination; educational views; physical education; training mode

1. Introduction

Reviewing the existing research, it is found that many researchers can understand and comprehend the importance of the reflective practical education concept in the development of various majors and talent training, but there is little practical application and exploration of the reflective practical education concept in education and teaching, especially the evaluation and research on the talent training mode of College Physical Education Majors Based on the reflective practical education concept. Therefore, starting from the concept of reflective practical education, this paper investigates and interviews students and teachers in combination with the training standards and training programs of Physical Education in Higher Education, so as to provide a basis for further optimizing the training mode of physical education talents.

2. Reflective Practical Education

What is reflective practical education? It refers to the process in which teachers take their own teaching practice process as the object of thinking and reflect on teachers' teaching and students' learning, that is, it is the process that teachers examine their actions, decisions and results. Reflective practical education not only requires teachers to comprehensively evaluate themselves in teaching technology, teaching behavior and teaching evaluation, but also requires teachers to apply the results of reflection to teaching practice to correct teaching behavior, so as to achieve continuous improvement of teaching effect. Elliott, a British educationist, stressed that curriculum reform is actually a "change of teachers". Manabu Sato, a Japanese educationist, put forward the transformation of teachers' role when the curriculum changes from "transmission center" to "dialogue center": from "skilled" teachers to "reflective practitioners". This post-modern educational development prospect profoundly reveals the evolution of teachers' identity in the new curriculum reform.

3. The Influence of Reflective Practical Education on the Cultivation of Physical Education Talents

"Talent training mode" is the sum of the process of implementing talent education with relatively stable teaching content, curriculum system, management system and evaluation method under the guidance of certain modern educational theories and educational thoughts, in accordance with specific training objectives and talent specifications. The teacher's viewpoint on development will influence not only his work, his attitude towards and faith in his profession but also decides people's realization and understanding of the core "knowledge and ability" required for that profession. Reflective practical

education is the process of teachers' reconsider and rethink of educational and teaching practice, so as to sum up experiences and lessons and further improve the level of education and teaching.

Infiltrating the practice view of reflective education in the training process of physical education talents can emphasize the subjective initiative of learners, require reflection in action, and constantly improve teachers' reflective consciousness and ability. It is an effective means and method to improve the professional level and technical skills of physical education teachers. Cultivating reflective and practical teachers has become a new goal of current educational reform. Based on the guidance of the reflective practical education and guided by the market demand, we should study the deficiencies in the current training mode of physical education talents (curriculum, training path, etc), establish the objectives of physical education disciplines with social needs as the core, constantly update the curriculum of physical education majors, and optimize the training mode of physical education professionals, and deliver a group of "reflective practical talents who can adapt their existing knowledge to the current and future social development and changes".

4. The Enlightenment of Foreign Reflective Practical Education

The training courses of innovative talents in foreign undergraduate education show a comprehensive development trend with students as the main body, and the training environment has multiple characteristics. The promulgation of American Physical Education Teacher Education Standards is the driving force leading the professional development of American PE Teacher Education and an important guarantee for training high-quality pre service physical education teachers. ¹The characteristics of the evolution of American "primary physical education teacher education standard" are that it pays more attention to the teaching process as an organic whole; More emphasis on the use of information technology; Gradually refine the basis for evaluating pre service PE teachers; Increasingly highlight reflective teaching strategies. The teacher education in Finland has taken "research orientation" as the paradigm of training teachers since the 1970s. Since the 21st century, its educational quality and progressiveness of educational ideas have become the object of reference and learning for many countries. ²The teacher education in Finland emphasizes the students as the main body, pays attention to the integration of theory, practice and research, and has trained a large number of primary and secondary school teachers with teaching methods, pedagogical thinking and internalized "research" attitude. The College of teacher education cultivates normal students' thinking abilities of reflection, doubt and criticism in response to practical teaching by means of metacognition and reflection, and encourages them to take the content of reflection as the research problem and change their cognition from the exploration of theory and practice.

5. Training Mode of Physical Education Talents Based on the Reflective Practical Education

The mode of talent training is actually the goal, specification and basic way of talent training, and it is the concentrated embodiment of the educational thought and concept of higher education. The reflective practical education regards teaching as a situational practice, changes teachers from "simple knowledge imparters to reflective practitioners, creators of learning links, promoters of learning, and critical thinkers", and relies on the complex, changeable, and uncertain characteristics of the reflective practical education to build a new model for the training of physical education talents, It is of practical significance to cultivate a group of outstanding future PE teachers with "Reflection on action and reflection in action" for the society.

4.1 Talent Training Mode under the Concept of "Whole-person Education"

"Whole-person Education" integrates the previous educational views of "society oriented" and "people-oriented", form a new educational concept that attaches importance to both social value and human value. This is an ideal educational concept and an ideal pursuit of Chinese and foreign educators. Talent Training Mode under the Concept of "Whole-person Education" is formulated by "updating the inherent education concept, repositioning the training objectives; strengthening the construction of the curriculum system, improving the existing curriculum; improving the existing educational conditions, supporting the talent training system; revising the original training plan, and optimizing the evaluation index system".

4.2 Constructing the Five in One teaching mode of "Learning-Practice-Research-Exhibition Evaluation"

From the perspective of the core quality of the discipline, combined with the characteristics of the training of applied and professional talents, this paper designs and constructs the curriculum of independently set physical education teaching practice, completes the enrichment of teaching content, the diversification of teaching evaluation means, the diversification of teaching evaluation, and the integration of intelligent teaching methods, and focuses on cultivating students' teaching ability, sports skills, and the ability to analyze and solve problems.³Based on the positioning of colleges and universities and the exploration in practice, starting from the perspective of innovative talent training, combined with the characteristics and rules of students' learning in physical education teaching, this paper analyzes and studies the teaching mode of physical education major in colleges and universities, and constructs the Five in One teaching mode of "Learning-Practice-Research-Exhibition-Evaluation". Through the way of "Learning, Practice, Exhibition are integrated, Research and Evaluation run through". In the process of cultivating students, college physical education majors should pay attention to the all-round development of students and highlight the cultivation of innovative consciousness, innovative thinking, innovative spirit and innovative ability, so that students can master solid professional skills on the basis of mastering theoretical research and innovative methods, then improve students' teaching ability and innovative ability.

4.3 Training Mode of Ability-oriented

Ability-oriented education is a comprehensive ability education based on ability-oriented training objectives, focusing on the guidance of learning process for teaching objectives, curriculum resources and curriculum teaching methods, stimulating students' learning motivation, as well as improving innovation ability, collaboration ability and professional quality.⁴ About the cultivation of teachers' ability in the innovative practice of physical education major, its guiding ideology is: Taking students' growth as the goal, taking the improvement of moral education as the first, focusing on the cultivation of ability, taking the improvement of quality as the foundation, taking the teaching of knowledge as the basis, and using professional skills; Take teaching innovation as the body and students' interests as the source, develop students' potential and enhance their competitive advantage. Reform the traditional talent training mode of academic oriented, construct an applied talent training mode of ability-oriented; Establish a professional group that matches and connects with local economic industries to realize the seamless connection between talent supply and demand in talent specifications; Cultivate different types of talents by categories, levels and ways.

4.4 Training Mode of Mastering Many Skills While Specializing in One

Mastering Many Skills While Specializing In One means that the students or on-the-job personnel trained by the school should not only have professional knowledge, but also have the ability to adapt to various aspects of the society. In recent years, the number of colleges and universities setting up physical education majors has increased year by year, and there is great competition in the employment market for college students majoring in physical education. Physical education, as the longest established major in the national training system of sports talents, must adjust the orientation of students' training objectives in time under great challenges, change the students' understanding of "Mastering Many Skills While Specializing In One" in their traditional thoughts, give full play to the popularization of physical education major in P. E. and the development of sports undertakings, and cultivate compound talents who can adapt to the changes of modern employment market environment and are popular in society.

6. Conclusions

Reflective educational practice is a hot topic in educational research in recent years. It is an educational practice that educational subjects adjust their educational thoughts and behaviors consciously through hypotheses and experiments, so as to improve the rationality of educational practice and make themselves improve continuously. The practice of reflective education has had a positive and far-reaching impact on the training mode of physical education talents, The training of the PE talents is inseparable from the efforts of schools, society, families, students, from the establishment and improvement of training mechanism, as well as the continuous improvement of the training mode.

Acknowledgements

Funding: This research was supported by 2020 Special Topic of Teacher Education Research: Optimization of Talent Training Mode for Physical Education Majors Based on Reflective Practical Education (JY-02-202032).

References

- [1] Chang Juan, Wen Jing. *Analysis and enlightenment of the evolution of the American Educational Standards for Junior Physical Education Teachers [J]*. *Research on Physical Education*, 2022, 36(02):83-92. DOI:10.15877/j.cnki.nsic.20220121.001.
- [2] Sun Zhongxiang, Tao Yuliu, Wang Ziheng. *The enlightenment of Finland's "research-oriented" teacher education and training model to the training of physical education normal students in China [C]*. *The compilation of abstracts of the 12th National Sports Science Conference-wall newspaper exchange (school sports branch)*. [Publisher unknown], 2022:810-812. DOI:10.26914/c.cnkihy.2022.010618.
- [3] Chu Ting. *Curriculum Construction and Implementation of "Physical Education Teaching Practice" from the Perspective of Subject Core Literacy [J]*. *Sports Science and Technology*, 2021, 42(05):105-107. DOI:10.14038/j.cnki.tykj.2021.05.045.
- [4] Wang Fang, Xu Xiaokui. *Teaching practice of mechanical design course based on ability orientation [J]*. *Application of integrated circuit*, 2022, 39(03):110-111. DOI:10.19339/j.issn.1674-2583.2022.03.042.