

# Research on the Curriculum of Pre-Service Physical Education Teachers in Taiwan

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**ABSTRACT.** *This article uses the literature material law to carry on the introduction and the analysis to the Taiwan sports university sports teacher trains the curriculum pattern, is for the purpose of understanding our country Taiwan area pre-service sports teacher educates the curriculum standard, discusses its curriculum characteristic. The study found that: pre-service physical education teacher education in Taiwan has changed from a single normal system into a more diverse training system; Guided by teachers' professional quality, the curriculum of pre-service physical education teacher education is mainly composed of general curriculum, specialized curriculum, education professional curriculum and education practice curriculum; The implementation of pre-service physical education teachers education curriculum qualification system, education practice access mechanism.*

**KEYWORDS:** *Pre-service teacher education, Physical education teachers, Curriculum setting*

## 1. Introduction

Taking Taiwan University of Physical Education as an example, this paper analyzes the setting and characteristics of the curriculum system of pre-service physical education teacher education in Taiwan. Taiwan University of Physical Education is a specialized training movement, sports special talents of the school, in China's Taiwan region is ranked among the institutions of higher learning flow, but also in sports colleges and universities leader. At the same time, Taiwan and the mainland share the same culture, and the development trend of pre-service PE teacher education is similar. However, due to historical reasons, the curriculum system of physical education in cross-strait areas has its own characteristics, and there are many differences in its specific curriculum structure, curriculum content and the proportion of compulsory and elective courses [1]. Therefore, this has certain promoter action to the cross-strait area university sports teacher education curriculum exchange and the development.

## 2. Current Situation of Pre-Service Teacher Education in Taiwan

In order to cope with the social needs of diversified teachers, the teacher training model in Taiwan has been adjusted several times, and has changed from a single normal student system to a more diversified training system. At present, according to the provisions of the Teacher Education Law and the Implementation Rules of the Teacher Education Law in Taiwan, the admission qualifications and the length of study of the students in the relevant departments of teacher education in universities are in accordance with the provisions of the University Law. For universities with teacher education centres, pre-service teacher education courses should be offered to second-year students and students with master's or doctor's degrees. In addition, teacher training colleges and universities with faculties or centres for teacher training may, subject to the approval of the competent bodies, recruit university graduates for at least one year of pre-service teacher education, in addition to six months of educational internship [2].

Under the guidance of the concept of liberal whole-person education, pre-service physical education teacher education is based on cognitive, emotional and motor skills, guided by five core competencies of planning, teaching, management, evaluation and professional development, to cultivate education specialty, multi-vision, innovative thinking, lifelong learning and professional development. Caring for students of physical education teachers for education goals [3]. Before participating in teacher qualification certification, teacher students must complete pre-service education courses, including general courses, specialized courses and education professional courses, participate in half-year education practice courses, and the Teacher Training Center issues "Teacher Pre-service Education Certificate" to qualified teacher training students in pre-service education courses before they are eligible to participate in the teacher qualification certification examination. After passing,

he obtained a teacher's certificate.

### **3. Curriculum Setting for Pre-Service Physical Education Teachers in Taiwan Sports University**

#### ***3.1 General Curriculum***

The ordinary curriculum is the general education curriculum, which emphasizes moral education and mental health, highlights the professionalism of personnel training, and has the comprehensiveness and professionalism of personnel training [4], which integrates culture, art, philosophy, citizenship and society [5], so that students can lay a foundation for their personal and professional development in the pluralistic cultural environment.

General education courses in Taiwan Sports University are required to take 28 credits, which are divided into common compulsory courses and classified elective courses, specifically, including five courses of Chinese, Information, Humanities and Arts, Social Sciences and Natural Sciences. The main purpose of general education courses is to cultivate talents who can solve problems, improve social atmosphere, have communication and team cooperation, care for life and social sentiment, multicultural thought and international vision, so that students can be more liberal and pluralistic, balanced development of humanities, arts, social sciences and natural sciences, and attach importance to practice and application. Specifically for the following five aspects: First, through the study of language courses, so that students have a certain written and oral ways to carry out effective communication and exchange; Secondly, through information basic education and information application education, we should have the ability to collect information knowledge and organize, analyze and evaluate the existing knowledge; Third, be able to recognize and understand the significance of aesthetics and cultural creativity; Fourth, self-awareness or understanding of interpersonal and international cultural diversity; Fifth, Make yourself have a scientific mind, analyze and solve problems scientifically. Thus, the setting of general education curriculum in Taiwan Sports University is completely consistent with the curriculum training objectives, highlighting the school's compactness, systematicness and effectiveness of personnel training.

#### ***3.2 Subject Specialized Courses***

Subject specialized courses are courses in teaching subjects and professional fields. According to the different areas of certification, the credit requirements are also different: for junior high school teachers, at least 38 credits should be taken, of which 4 credits are taken in core courses, 10 credits are required in disciplines, at least 6 credits are required in selected disciplines, 8 credits are needed in technical disciplines, and at least 6 credits in selected technical disciplines and 4 credits in health. High school teachers should take at least 44 credits, including 14 credits for subjects, at least 10 credits for subjects, 10 credits for technical subjects and at least 10 credits for technical subjects. Junior and senior high school teachers should take at least 52 credits, of which 4 credits are required for core courses in the field, 14 credits for disciplines, at least 10 credits for disciplines, 10 credits for technical disciplines, at least 10 credits for technical disciplines and at least 4 credits for health.

From the point of view of curriculum, it can be divided into six categories: core compulsory, subject compulsory, subject elective, technical compulsory, technical elective and health compulsory. Such a curriculum can make students intuitively and clearly understand the importance of each subject curriculum and what corresponding professional knowledge and skills a physical education teacher should have. The core compulsory course highlights the theory and curriculum design of physical education and health knowledge, which is needed by every teacher. The setting of compulsory course and technique course can make students learn the knowledge of training method, biomechanics, physiology and psychology, and combine the course of sports course design, physical fitness and sports prescription to complete the corresponding teaching and training tasks for specific sports events, which are the professional skills and corresponding professional knowledge that students should have. In addition, the setting of health compulsory curriculum content is also more comprehensive, which can meet the needs of training future teachers with health knowledge and theory engaged in sports teaching. The content of elective courses and technical elective courses is also rich and diverse, which can meet the needs of students in various professional directions.

#### ***3.3 Professional Courses in Education***

The curriculum of education specialty is a credit course of education, which aims to cultivate the educational knowledge and skills needed by future teachers of all subjects, and aims to cultivate a series of educational

professional qualities and professional performance that future teachers should possess, including professional knowledge, skills, emotions and attitudes that different stages and different types of education should possess. Education major courses are mainly divided into compulsory courses and elective courses, with a total of at least 32 credits, including at least 20 credits for compulsory courses and at least 12 credits for elective courses.

Compulsory curriculum is composed of three parts: education basic course, education method course, teaching practice and teaching material and method [6]. First, the basic courses of education require at least three elective subjects; Secondly, the curriculum of educational methods requires at least five elective subjects; Thirdly, teaching practice and teaching materials and methods include physical education teaching materials and teaching practice, during which teachers should go to secondary schools for at least 54 hours of on-the-spot study, such as probation, trial teaching, practice, remedial teaching, homework guidance or service learning, and the content of which is recognized by the school's teacher training center as meeting the professional knowledge and ability of education. In terms of elective curriculum content, the educational topic with the highest proportion of courses is a compulsory course, and its curriculum content is relatively rich, and timely adjustment is made according to the current educational trend and the needs of the educational scene; In addition, the elective courses also involve educational principles and systems such as educational history, educational administration and educational laws and regulations, student development and counseling, and remedial teaching. As well as teacher professional development, educational research and statistics, comparative education and other courses, teaching and statistics related curriculum content.

### ***3.4 Educational Practice Courses***

The pre-service teacher education in Taiwan has experienced many adjustments and reforms in educational practice. In the current education system, education practice is included in the pre-service teacher education and is called the education program curriculum together with the education professional curriculum. Through investigating the detailed rules of the relevant requirements of educational practice in Taiwan Sports University, this paper puts forward stricter requirements for the admission examination and the practice process, and formulates a specific practice guidance plan to carry out teaching practice [7], tutor (grade affairs) practice, administrative practice and half a year full-time educational practice course of study activities for pre-service teachers [8].

Specifically reflected in the following four aspects: First, strict education practice access assessment. For students of pre-vocational education, they are required to obtain university graduation qualifications or credits for master's and doctoral programs, and to complete general courses, specialized courses and education professional courses before they can apply for semi-annual full-time education internship courses. The second is the strict selection and training of practice tutors. Practice tutors are selected from qualified full-time teachers who have the ability and willingness to tutor practice and have more than three years of teaching experience, and adopt one-to-one way to tutor practice students. The third is to draw up a detailed educational practice plan. Before the commencement of the internship, the student will discuss and formulate the educational internship plan with the tutor of the school and the tutor of the internship organization. Fourth, various forms of educational practice support. Including instructors, leaders of internship institutions to interview students; The school provides counseling services for internship students; Carry out monthly internship back to school discussion or study activities; Editing Educational Practice Guidance Publications, launching internship students'educational practice results publication and experience sharing activities.

## **4. Characteristics of Pre-Service Teacher Education Curriculum in Taiwan Sports University**

### ***4.1 The Qualification System for Teacher Education Courses***

In accordance with the provisions of the Teacher Education Law, the Implementing Regulations of the Teacher Education Law and the Regulations on the Study of Educational Programs in Universities in Taiwan, teachers in Taiwan apply from students of second grade and above, master's degree and doctoral degree during their stay in Taiwan, and after obtaining the qualification of teachers and students, they take the Educational Programs. In addition, under the concept of "master teacher", Taiwan Sports University plans special courses of physical education, and students should obtain relevant grade certificates of physical education before the educational practice courses. It can be seen that the study system of pre-service teacher education in Taiwan, as a whole, can combine the objectives and development characteristics of university teacher training, through multi-form optimization and coordination of teacher resources and the use of access mechanism of teacher students'internal motivation needs, to ensure the integrity, adaptability and effectiveness of the pre-service

teacher education system.

#### ***4.2 Teacher Education Oriented by Professional Quality***

In order to promote the diversified development of pre-service physical education teachers, and ensure the quality of education and teacher quality. Pre-service teacher education curriculum aims to cultivate students with professional ethics and dedication to the quality of the community, multi-value and social care for the quality of appreciation of others and self-reflection, strengthen the moral education of teacher-training students, enhance the service enthusiasm of teacher-training students, promote quality-oriented fine pre-service physical education teacher education and training characteristics, in order to cultivate a whole-person education concept of middle school physical education teachers. It can be seen that the pre-service PE teacher education in Taiwan emphasizes on improving the quality of teachers and students, training students in accordance with the general practice model, and putting forward higher requirements for teachers in the pre-service PE teacher education curriculum, so as to promote the continuous improvement of teachers' professional development to meet the needs of classroom teaching model in Taiwan.

#### ***4.3 Implementing Strict Access Mechanism for Educational Practice***

While obtaining university graduation qualifications and completing corresponding courses, teachers of Taiwan Physical Education University also need to have technical certificates related to technical skills before applying for educational practice courses, in order to be eligible to apply to the school for six months of educational practice courses. For educational practice courses, the training of practical teaching knowledge and skills of teachers and students should be highlighted. Thus it can be seen, through the exhaustive education practice plan, the teacher form diverse counselling and the centralized type, the long time fusion, causes the intern to have the opportunity while the experience successful teaching experience, grasps in the teaching practice each link should have each kind of ability, obtains more knowledge, then achieves before the post the sports teacher educates the goal. Based on this successful teaching experience and counseling, it will inevitably enable them to face the future teaching work with more confidence and sense of competence, and not afraid of challenges.

### **5. Conclusion**

The pre-service teacher education in Taiwan has changed from the past single normal students to a more diverse training system, and the pre-service teacher education courses mainly include general courses, specialized courses, education professional courses and educational practice courses. Taking Taiwan University of Physical Education as an example, the general curriculum requirements should be 28 credits, and the specialized courses should be no less than 38, 44 and 52 credits according to the different requirements of the teaching field, and only after participating in the enrollment of educational courses can they be qualified to enter the educational professional courses and educational practice courses at the stage of educational courses. Generally speaking, the strict qualification system of pre-service teacher education curriculum in Taiwan not only pays attention to the professional quality-oriented specialized courses of pre-service physical education teachers and general education courses, but also improves the qualification and graduation threshold of the stage courses of education. Thus, through the analysis of the characteristics of pre-service physical education teacher education curriculum in Taiwan, we can provide reference for the cultivation of physical education professionals in colleges and universities, and promote the further exchange and development of physical education teacher education curriculum in colleges and universities across the Straits.

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