

# Literature Review on the Study of Physical Education Teachers' Ability Structure

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**ABSTRACT.** *The construction of teachers' ability structure is an important aspect of evaluating teachers, through the literature material method and logic analysis and sorting, has carried on the induction and ability for physical education teachers structure, understanding of the current study of teachers' ability structure building status quo and the physical education teachers should have what kind of ability, which provide favorable for writing teachers ability structure information.*

**KEYWORDS:** *Physical education teachers; Competence structure; Literature review*

## 1. Introduction

People's abilities to perform various social activities can be quite different. Ability refers to the psychological conditions necessary for the successful completion of an activity. Ability is the personality psychological characteristic that directly affects the activity efficiency and makes the activity complete smoothly. Ability is always associated with the completion of certain activities. Without specific activities can neither show human ability, nor develop human ability. But we cannot assume that all the mental traits that are associated with activity, and that are expressed in activity, are abilities. Only those psychological characteristics that directly affect the efficiency of the activity and enable it to run smoothly are abilities necessary to complete the activity. Ability can be divided into general ability and special ability. General ability refers to the ability of observation, memory, thinking and imagination, which is indispensable for people to complete any activity. And special ability is the ability that people are engaged in special profession or professional need. People need both general ability and special ability to engage in any professional activity, and the development of the two is mutually reinforcing.

Capability and capability structure are two completely different concepts. The ability is a kind of individual psychological characteristic, its existence way is independent; But the ability structure is the ability combination, exists in the way of "organic combination"; Therefore, the ability structure is not a simple algebraic sum of several abilities. For different individuals with the same capability structure, their comprehensive capabilities will not be exactly the same. In addition to the different proportions of various capabilities that constitute the capability structure, the degree

of organic combination is very important, that is, the degree of coordination and complementarity among various capabilities. In addition, in terms of a specific ability, there are high and low points between different people, and the ability structure is only suitable for the job, not good or bad. Guo yajie and sang zhifang believe that ability is a kind of personality psychological characteristics necessary for completing certain activities, which is the ability shown in psychological activities. It also points out that according to the related theories of capability structure, the structural elements of each kind of capability will interact and influence each other, and the development of one kind of structure will influence the development of other capability structures, so as to drive the formation and development of the whole capability system.

Structure is the organic combination of different categories or different levels of the same category in a certain order. Capability structure is an organic combination of capability. It is not a simple combination or superposition, but an organic system of crisscross arrangement and combination according to certain logical relations. In the article "construction of three-dimensional model of physical education teachers' ability structure", leng xianzhi and li zongxiang believe that ability refers to the individual psychological characteristics that directly affect people's activity efficiency and promote the smooth completion of activities. Ability structure refers to the types of abilities a person has and the organic combination of various abilities. There are various types of abilities, including memory, comprehension, analysis, synthesis, oral expression, verbal expression, adaptation, reaction and strain, interpersonal communication, organizational management, imagination, innovation, judgment and so on.

In research on the knowledge structure and ability structure of TCSL teachers, zhang jie summarized the quality of TCSL teachers into three aspects: the professional moral quality of TCSL teachers, including TCSL teachers should love students, love work, be rigorous in academic research, have dedication and abide by moral norms; The knowledge structure of TCSL teachers includes Chinese knowledge, cultural knowledge and basic theoretical knowledge. The competence structure of TCSL teachers includes explanation ability, second language learning ability, teaching organization ability and the ability to use different teaching methods. In research on the quality of TCFL teachers, wang xiaoyin believes that TCFL teachers should not only have professional knowledge of Chinese, but also have passion for their profession and professional spirit of being responsible for students. Practice the personality accomplishment of civic morality and teacher morality.

According to the theory of harmonious development of morality, intelligence and physique and the exploration of educational teaching practice, the article "new requirements of new curriculum on the structure of teachers' professional competence" from the perspective of pedagogy argues that the structure of teachers' professional competence consists of four elements: morality, competence, physique and mentality. DE, namely teacher's ethics; Ability, that is, the professional efficiency, the professional efficiency depends on the education professional quality, the discipline professional level and the liberal arts quality; Body, that is, physical quality; Heart, that is, psychological quality. Therefore, the structure of teachers'

professional competence consists of six first-level indicators, namely, teacher's ethics, educational professional accomplishment, discipline professional level, liberal arts accomplishment, physical quality and psychological quality. The professional competence of teachers depends on the development level of these six quality indicators and their integration effect.

Li yingwu and others from capital normal university pointed out that the competence of primary and secondary school teachers includes emotional and moral characteristics, teaching competence, motivation and regulation, and management competence. According to li yuehui of xinyang normal university, the professional quality structure of contemporary excellent middle school teachers should include five quality systems: professional ethics quality, professional culture quality, professional ability quality, professional psychological quality and healthy body quality, with 12 levels and 30 second-level basic factors. Chinese scholars divide teacher competency model into four dimensions: knowledge competency; Teaching competency (including teaching methods and presentation skills, coaching and advising skills, curriculum design and preparation of teaching content); Organizational competency; Scientific competency (lifelong learning and reflection). Some scholars divide teachers' competence into three categories: professional knowledge, professional skills or abilities, professional attitudes or values, among which professional skills can be divided into perception or information collection skills, decision-making skills, execution or implementation skills, etc.

Thunder believes that the professional quality of teachers should include various requirements, the main aspects should have three aspects, exquisite professional knowledge, advanced ideas and teaching ability, and a healthy state of mind that is emotion. Among them, teacher's professional knowledge is the foundation of a teacher's employment and the basic education and teaching knowledge that teachers need to carry out education and teaching work. Teaching ability is the professional ability of teachers and the basic ability of teachers in teaching organization. A healthy state of mind is regarded as professional sentiment by many scholars, which mainly emphasizes the personal will of the organizer of teaching and the attitude and spiritual realm of work formed based on the understanding of the profession of education.

Zeng rongguang thinks that teachers' professional quality includes professional knowledge and ideal service. Professor zhu ningbo thinks that the ideal professional quality of teachers mainly consists of professional ideal, professional knowledge and educational wisdom. More scholars tend to divide the professional quality of teachers into: excellent ideological and moral quality, t-type knowledge quality, compound ability quality and healthy physical and mental quality. Professor ye LAN believes that educational belief, professional knowledge, professional ability, professional attitude and motivation, self-professional development needs and awareness are the components of teachers' professional quality. According to the research of Lin chongde, xin tao and shen jiliang, the professional quality of teachers consists of five parts: professional ideal, knowledge level, educational concept, teaching monitoring ability, teaching behavior and strategy. Such as meng wanjin's three-dimensional structure with professional concept as the soul,

professional intelligence as the support, professional feelings as the power, professional norms as the code of teachers professional quality three-dimensional structure.

## **2. Research Status of Teacher Competence Structure of Physical Education and Health Course**

Xu lixin believes that physical education teachers' ability is composed of intelligence, physical strength, moral strength and aesthetic judgment. Physical education teachers' ability is embodied in mastering relevant knowledge, reorganizing and using relevant knowledge to create and shape the best physical structure and ability structure. Zhang wei, the east thinks sports teachers ability refers to the society for sports education work mission essential physiological and psychological characteristics of integrated performance, based on intelligence as the core, in mastering the knowledge, skills, education, sports activities in the formation and development, is the necessary ability of specialized is engaged in the physical education activities. In brief analysis of physical education teachers' ability structure in the new era, li xiaolan believes that physical education teachers' ability in the new era should include self-transformation ability, physical education research ability, teaching innovation ability, and the application ability of knowledge and skills.

In the article “construction of three-dimensional model of physical education teacher's ability structure”, leng xianzhi and li zongxiang hold that the establishment of physical education teacher's ability structure model is one of the conditions to determine the training program of physical education professionals in normal universities, and it has certain guiding significance to the direction of talent training. The physical education teacher's ability structure should consist of three thirds, that is, one third educator, one third athlete and one third doctor. Wang qingyu reveals the physical education teacher's ability structure in “on the physical education teacher's ability structure”, which is to explain the physical education teacher's ability as a whole or system is composed of what elements and the relationship between the elements. The article points out that teacher ability is a concept of development. The connotation and structure of modern physical education teachers' ability are determined by the position and function of teachers in modern school physical education practice and formed in the practice of modern school physical education. Therefore, this capability structure is the need and reflection of practice, and all the capability elements are affected and restricted by practice. The physical education teacher's ability structure includes the physical education teacher's educational ability, the teaching ability, the organization leadership ability, the educational research ability and so on.

Xiao yuhong pointed out in his study on the ability structure system of physical education teachers in the new era that each specific ability including teaching ability, guidance ability, scientific research ability, social activity ability, self-study ability and information ability has its special function and significance. With the rapid development of the society, as a physical education teacher, only with the above abilities, in order to adapt to the new period of school physical education work and

social development and change needs. Think that the ability of school physical education teachers should possess in the new period are various, because the content of the school sports work more and more widely, is not only limited to the physical education teaching and training, as a development point of view is to be used for physical education teachers change their way of working, learning style, life style and ways of thinking, to stand in the forefront of the knowledge and information, advancing with The Times, to become a qualified teacher in the new period.

Through the analysis of the connotation and characteristics of quality education and quality education, zhou changyan draws the conclusion that the quality structure that physical education teachers should have includes noble moral character, modern educational concept, comprehensive knowledge structure, comprehensive professional ability, strong athletic body and good psychological quality. Willows, according to the connotation and characteristics of quality, quality of PE teachers in will be divided into two natural quality and social quality and structure, and according to the requirements of quality education and the needs of the development of people themselves, two structure can be divided into physical quality, ideological and moral quality, culture, scientific quality and comprehensive ability quality, labor skills quality) and the psychological quality. Then the five qualities are concretized to form a quality structure network of physical education teachers at four levels. Li Difei, Liu Xueyong based on quality education, the importance of quality and quality education and the connotation of the concept of comprehensive, think as a cross-century excellent quality include physical education teachers should possess noble moral quality, good psychological quality and comprehensive professional quality, excellent physical quality and the high eq quality five aspects. Hao qingquan and zhang rentian put forward more requirements of updating the quality of physical education teachers with the mission of quality education entrusting to physical education teaching, and believed that the quality of physical education teachers should include four aspects: renewing and thinking, noble personality, cultural accomplishment and educational ability. Deng yangbao analyzes the causes of students' disgust and puts forward that the quality reconstruction of physical education teachers mainly includes the reconstruction of teaching thought and professional quality. Tan hua, an guohua pointed out that the future social physical education teachers should have three conditions: lofty moral character, solid scientific and cultural knowledge and good physical quality. Liu xue investigated the situation of physical education teachers in nanjing middle school and concluded that the basic factors of physical education teachers' quality include: quality, teaching ability, scientific research ability, professional theory and technology, comprehensive knowledge and physical fitness.

### **3. Conclusion**

According to the current research forms, different scholars have constructed the competence structure of teachers and PE teachers theoretically. It is generally believed that physical education teachers should not only have the qualities that teachers should have, but also have strong professional skills and theoretical

knowledge.

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