

# Analysis on Educational Practice of Student Teacher in Physical Education

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## Abstract

Educational practice is an important practical teaching link in the process of training normal professional talents, and it is an important teaching method to test the theoretical learning and practical ability of students majoring in physical education. Through the methods of literature, questionnaire and mathematical statistics, this paper investigates the quality of educational practice of physical education students in Changsha Normal University, understands the current situation of physical education students in the process of practice, and investigates the students from three aspects: the basic situation of practice, process evaluation and feedback analysis. It is believed that physical education students should increase teaching practice courses in personnel training; rich teaching content, strengthen multi-channel teaching skills training; the establishment of school and outside the twinning assistance program to strengthen the guidance of educational practice instructors.

**Keywords:** educational practice, quality of learning, physical education

## 1. Introduction

In order to ensure the quality of normal university students' educational practice and implement the spirit of the Ministry of Education's Opinions on Strengthening the Educational Practice of Normal University Students, national normal universities attach great importance to strict control and certification standards, establish a quality evaluation and improvement mechanism, and improve the quality monitoring and guarantee system. Under the background of the national standard of undergraduate teaching quality and the certification of teacher education, it is particularly important to establish a targeted

feedback mechanism for the quality of teaching practice in combination with the practical work of applied talent training and local basic education. Teaching practice is an important practical teaching link in the training process of teachers' professional talents, and an important teaching method to check the theoretical learning and practical ability of students majoring in physical education.

The quality of teaching practice plays an important role in cultivating students' teaching skills, consolidating and applying theoretical knowledge, and cultivating students' ability to analyze, research and solve practical problems. This paper takes students majoring in physical

education as the objects of investigation. Starting from the factors affecting the teaching practice, it makes a thorough investigation of the students' participation in the teaching practice, compiles a questionnaire, analyzes it according to the mathematical, physical and chemical statistics of the questionnaire, and puts forward targeted suggestions, so as to understand the quality of students' practice and learning, and provide some reference for better guiding the college's practice teaching and improving the professional ability of future preschool PE teachers.

## 2. Method

### 2.1 Sample Size

Taking the analysis of the quality of education practice of students majoring in physical education in Changsha Normal University as the research object, the students in the school of physical education science were selected as the survey object. A total of 250 questionnaires were collected, including 250 valid questionnaires, 111 males and 89 females. There are 67 junior students, 106 senior students and 76 graduated students.

### 2.2 Measures and Covariates

In order to fully understand the current situation of the training of educational practice in the investigation college, the basic induction of the links of educational practice in the training process is carried out, and the scope of the questionnaire is mainly divided into the various links and influencing factors of the formation of the training structure of educational practice. The students of physical education major in Changsha Normal University, grade 17, grade 18 and graduate students, issued a 'questionnaire on the analysis of the quality of educational practice learning of physical education students', issued by each class monitor in the network, and recovered in the network. The content of the questionnaire is mainly designed from three dimensions: the basic situation of practice, the evaluation of practice process and the feedback analysis of practice.

A total of 250 questionnaires were distributed to physical education normal students and graduated students, and 250 questionnaires were recovered, with a recovery rate of 100 %.

## 3. Results

### 3.1 Practice Content of Physical Education Students

From the results, we can see that the main internship work of junior students is conservation work and children's physical education; the main practice content of senior students is children's physical education; the main practice work of graduated students is physical education and child care work. Senior students and graduated students also account for a higher proportion of environmental creation work, indicating that students in the internship process in addition to teaching work, students hold more other positions.

### 3.2 Physical Education Students Education Practice Guidance

From data analysis results, it can be concluded that 82.09 % of junior students think that there are teachers in educational practice, 17.91 % of students do not receive teacher guidance, and 82.08 % of senior students think that there are teachers in educational practice, 17.92 % of students do not receive teacher guidance. It can be seen that teachers have uneven phenomenon in guiding students' practice.

Teachers' guidance effect is concentrated in a better range, there are about 30 % of the students think that teachers' guidance effect is general, a few students think that the guidance is not enough. It can be seen that teachers have deficiencies in guiding students to carry out educational practice.

### 3.3 Improvement of Personal Ability of Physical Education Students in Practice

The improvement of students' comprehensive ability before and after practice is concentrated on the improvement. Some students think that it is general, and a few students think that it is greatly improved. Students' responses are inconsistent, indicating that students have a certain gap in their understanding of comprehensive ability.

The improvement of students' classroom teaching ability before and after the internship is mainly focused on the relatively good. Some students think it is general, and a few students think it is very good. It shows that students have different understanding in classroom teaching ability.

## 4. Conclusion and Suggestion

After through the investigation, it is found that the students' theoretical study is relatively comprehensive before the teaching practice, but they generally do not fully understand the skills

of children's interaction and the practical application ability of kindergarten practice. And because of the epidemic situation, the length of time spent in different grades is different, and different kindergartens have different requirements for students' internship classes. For example, some kindergarten interns are responsible for preschool sports teaching, and some kindergarten interns are responsible for preschool sports teaching, nursing, security and other work. As a result, students have multiple jobs, which makes students who originally aimed at improving special practical ability feel much pressure, not willing to engage in kindergarten education, leading to the decline of professional identity of preschool PE teachers.

The survey found that students generally did not fully understand the practice work, did not deeply understand the practical knowledge reserve and practical teaching curriculum arrangement, and some students had problems of weak theory and lack of practice, which led to the disconnection between the learning content and practical teaching to a certain extent, and the difference between the guidance effect of teachers inside and outside the school did not achieve the goal of providing students with targeted practical guidance. Due to the restriction of large number of students and few practical teaching hours, the students' awareness of integrating teaching skills is weak, which makes it difficult to grasp the comprehensive application of various teaching skills in practical teaching, and even more difficult to transform the results of teaching skills training into the motivation of conscious implementation. Students generally believe that the practical teaching course is useful for teaching practice. Some students believe that the education and teaching work has been carried out effectively, that their comprehensive ability and classroom teaching ability have been improved before and after the practice process, and that their personal satisfaction in self-evaluation is also high.

In the process of practice, the main problems faced by the junior students are lack of teaching experience, and the problems of the senior students and graduates focus on teaching skills. Senior students generally believe that there is a lack of methods and means to guide and practice opportunities in practice, and there is not much interaction between teachers. At present, teachers who undertake the theoretical and practical teaching of infant sports in

domestic colleges and universities generally lack practical work experience in infants and children, and students need to guide teachers in schools or parks. In the face of the conflict between the lack of experience of teachers in the school and the heavy workload of teachers in the park, it is difficult to guide students to solve problems in practical teaching in a timely manner, resulting in a weak ability to promote students' practical awareness in the process.

Strengthen the training of students' practical operation ability in such courses as Preschool Children's Sports Theory and Methods, Kindergarten Sports Activity Design and Organization, Preschool Sports Games, and Children's Rhythm Creation, expand the number of visits to practice and seminars, and teachers constantly update teaching materials in teaching to supplement basic skills and knowledge before going to the kindergarten. Further optimize the length of practice, plan students' practice courses, and establish different types of practice programs with kindergartens to ensure that students can effectively achieve their practice goals. Counselors, head teachers and practice instructors should work together to guide students' thinking, encourage students to actively acquire theoretical and practical knowledge through various channels, deepen their understanding of the profession and enhance their professional identity.

The Opinions of the Ministry of Education on Strengthening the Educational Practice of Normal University Students mentions that the all-round educational practice curriculum system takes educational probation, practice and research as the main modules, including the all-round educational practice content system of teacher's ethics experience, teaching practice, class management practice, teaching research practice, etc. The practical teaching mode is cognitive probation and curriculum practice, follow the post practice (under the guidance of teachers, cooperate in teaching activities, and cultivate students' professional quality and ability); Post practice. Extend professional cognition, professional core skills training and professional quality training to kindergarten practice, and realize knowledge transformation through practice.

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