Teaching Research on Improving Preschool Education Students' P.E. Implementation Ability from the Perspective of Core Competencies

Chang-Wei GU¹,a, Fang-Bing QU¹,b,* and Jian-Ping WANG¹,c

¹College of Preschool Education, Capital Normal University, Beijing, China

ªgucw@cnu.edu.cn, ²qufangbing@cnu.edu.cn, ³wjp_bjys@163.com

*Corresponding author

Keywords: Teaching Research, Preschool Education Students, P.E Implementation Ability, Core Competencies.

Abstract. The lack of total physical activity of children and the decline of social adaptability are the main educational and social problems that most countries have faced since the 21st century. Children's sport is an important part of children's health education. With the 'hot' and 'needs' of children's sports in recent years, as a college for cultivating the source of kindergarten teachers, it is better to cultivate more excellent teachers who are suitable for kindergartens. Then the college can make better service to the society and improve the health level of young children.

Introduction

The characteristics of young children limit the ability to exercise, just as the revolutionary pioneer Daiying Yun wrote that 'children are self-motivated to participate sports, or too intense, or too quiet, it's no benefit to the development for children’s body and mind, maybe harmful, then we can’t let the young children play freely.'[1] For this reason, it is particularly important for kindergarten teachers to use their knowledge and skills in education to correctly guide and organize young children to participate appropriate sports activities. This also depends on the teaching level of higher education for preschool teachers. Therefore, as a college for cultivating the resources of preschool teachers, it is of great practical significance to actively explore curriculum reform and teaching research to enhance the core competencies of preschool education students in the implementation of early childhood sports.

The "hot" of China's current development of children's sports and the "embarrassment" of colleges or universities to train professional children's P.E. teachers.

The "Hot" and "Need" of China's Current Development of Children's Sports

In recent years, a large number of children's sports institutions, various kinds of children's sports training, children's sports forums and seminars, equipment production and sales well, variety of children's sports events, etc. have emerged along with the improvement of the attention of the pre-school education. According to media reports and incomplete statistics, 739 children's sports business organizations were newly established in China from July to May 20, 2016, of which 395 were training classes, accounting for 45%-53%; 257 were wholesale and retail. 34.78%; 87 articles, equipment and facilities manufacturing, accounting for 11.77%.[2]

The hot wave of the development of children's sports also reflects the "needs" which mainly reflected in the below: [2]

There is an urgent need for teachers who understand both P.E. and pre-school education.

Kindergarten frontline teachers urgently need training in sports knowledge and skills.

Specialized and part-time children's P.E. teachers who graduated from P.E. Major are in urgent need the training of preschool education knowledge.
The "Embarrassment" of Cultivating Teachers of Kindergarten Sports Majors in Colleges or Universities

There is a certain deviation in the orientation of preschool education majors. At present, most pre-school education majors in China use the "public compulsory courses" to locate P.E. courses which the teaching activities are carried out around the disciplines. The course mainly meet the needs of students' exercise, and do not take into account of the future professional needs of pre-school students.

According to the author's experience, the physical activities of the preschool undergraduate students are to strengthen and develop the physical quality. The sports activities related to children's sports, such as the gymnastics, games, and queue formation organizations which required for early childhood education activities only account for a small proportion.

The Core Competencies of Preschool Professional Students' Ability to Implement Sports Based on Investigation and Research

Research on the Structure of Preschool Teachers' P.E. Ability Based on Investigation and Research

In 2017-2018, the author conducted a research on the structure of preschool teachers' P.E. ability. Based on expert interviews and questionnaires, the author formed the structural dimension of preschool teachers' P.E. ability, namely 3 first-level dimensions and 8 two-level dimension, as shown below (figure 1):

![Figure 1. The Structure of Preschool Teachers' P.E. Ability.](image)

In the research, 435 preschool teachers across the country were surveyed and the average score of the survey sample was 3.79 (0-5 points in the study), and the mean value of the study was 4 points or more which indicate the actual situation of the survey was consistent with the situation described in the questionnaire. This figure indicates that the main reason for the lack of P.E. ability of preschool teachers is the lack of sports professional theories and skills.

Core Competencies of Preschool Professional Students' Ability to Implement Early Childhood P.E.

Based on the research on the P.E. ability of preschool teachers and the characteristics of pre-school students, the author summarizes the core competencies of preschool professional students' ability (see the following figure2):

**Basic Knowledge:** Young children are not "small adults". Children are different from adults in terms of bones, muscles, joints, etc. As preschool students who the future kindergarten teachers, they must master these basic knowledge.
The Design Ability: The design activities of teaching activities mainly refer to the design ability of sports games, P.E. activities and children's gymnastics. They need to meet the ability to plan the school year, semester, and monthly teaching plan, they need to design and write the educational activities. Only in this way can the children’s sports activities be scientific and systematic.

![Figure 2. The Core Competencies of Preschool Professional Students' Ability.](image)

The Ability to Implement Early Childhood Sports Activities: As a kindergarten teacher in the future, pre-school students need to learn and master how to carry out children’s sports activities, master some teaching skills and strategies. Only in this way can students master the ability of children's sports activities.

The Innovation and Practice Ability: In the era of rapid development of today's society, children's sports activities have also undergone major changes. Teachers are required to use their talents to create or design more interesting sports games or teaching activities.

Evaluation Ability: Is the design of sports activities good? How much is the participation of young children? How is the fitness effect? All of these require teachers to have more scientific evaluation methods and make correct and objective evaluations of existing activities.

Curriculum Reform Strategy of Preschool Professional Children's Sports Implementation Ability Based on the Perspective of Core COMPETENCIES

Reasonable Construction of Physical Education Teaching Level for Preschool Students

The level of professional characteristics should also be highlighted in sports related courses (figure 3.):
In order to improve students' physical health, at the same time strengthen the cultivation of students' sports basic skills (slogans, organization of queue formation), track and field, basic gymnastics, ball games, martial arts and other sports skills in the P.E. compulsory courses started by the pre-school students in the first and second grades. In the course implementation process, we should appropriately add elective courses such as aerobics, children's gymnastics, ball games, etc.

In the third year of Preschool Major, students should master the theory and method of children's sports activities through the study of “Health education and activity guidance for preschool children”, so as to achieve the goal of "understanding, organizing and demonstrating".

In the fourth year of Preschool Major, in the seventh semester, we will open the limited elective course of “Preschool Physical Education Teaching Method”. This course is aimed at the students who are interested in preschool P.E. so as to cultivate the physical education talents of preschool education major.

**Linking Related Courses, Forming Course Groups and Improving Students' Core Quality**

In practice teaching of many courses, teachers seldom communicate with each other. They set their own teaching content on the premise of student training program, ignoring the cross and integration of disciplines, which in turn leads to the problems of teaching repetition and low relevance in different disciplines. In order to better promote the cultivation of the core quality of preschool students we should:

- **Course group construction**: the teaching of pre-school hygiene, college physical education and activity guidance for children's health education are effectively integrated to form a curriculum group. In the process of teaching, the overall construction of different departments and different courses is formed.

- **Combine the characteristics of the subject, and actively carry out professional elective courses among senior students**: Taking CNU as an example, they have two courses in the professional elective course, children's sports games and comprehensive training of physical quality. The purpose of these courses is to enable preschool students to realize the transition from being able to play and love sports games to being familiar with and master the implementation strategies of some children's sports games.

**Combining Closely with Professional Internships to Promote the Core Quality of Students**

Internships account for a high proportion of preschool professional student training programs in higher education institutions.

Actively prepare to build online courses and strengthen the cultivation of students' self-study ability. Nowadays the learning style of students has changed a lot. At present, the teaching is guided by the students' learning effect, and actively promotes the transformation from "teaching" as the center to "learning" as the center. Therefore, the hybrid teaching mode mainly based on micro class and MOOC has gradually become a trend, and really plays the main role of students in teaching.
Summary

The study believes that the core competencies of preschool professional students in the implementation of children's sports ability are: basic knowledge, design ability, implementation ability, innovation and practice ability, evaluation ability.

At the same time, the study believes that the ability of preschool professional students to implement sports can be improved from the following aspects:

- Reasonable structure of preschool students' physical education teaching content;
- Establish relevant curriculum groups based on core competencies;
- Enhance the effectiveness of professional internships and promote the formation of students' core competencies;
- Building online courses to provide quality digital teaching resources.

Acknowledgement

This research was partially supported by grants from the Capacity Building for SciTech Innovation-Fundamental Scientific Research Funds (19530050186). We would also like to express our appreciation to the Infant and Child Learning and Developmental Lab from the College of Preschool Education, Capital Normal University.

References
