

Research on the Countermeasures of Improving the Teaching Ability of Physical Education Teachers in Applied Universities

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Abstract: Teachers decide the quality of education. The research on the teaching ability of college PE teachers is an important part of the construction of teachers in colleges and universities. This is of great significance to the reform of higher education. Under the new form, whether the university physical education faculty can adapt to the needs of the development of China's higher education in the new century is an urgent research topic before us. As a measure of the quality of excellent physical education teachers, the teaching ability is even most important thing. At the same time, this research has certain practical significance for promoting the construction and development of physical education teachers in applied universities in China.

1. Introduction

The ability of college physical education teachers to use teaching methods is based on the requirements of teaching objectives, the characteristics of teaching content, the actual situation of students, the teaching environment, teaching time and efficiency. The survey found that the basis of the choice of teaching methods for PE teachers in applied universities in China is the top three in terms of the content and characteristics of the textbooks, the actual situation of the students and the purpose of teaching. The choice of teaching time and efficiency is based on less. It can be seen that the application method of physical education teachers in applied colleges and universities in China is strong, but the relationship between teaching time and efficiency is not enough. This needs to be continuously improved^[1].

2. The status quo of teaching ability of applied teachers in applied universities in china

The cognitive ability of physical education teachers mainly refers to the ability of teachers to analyze and judge teaching objectives, teaching tasks, learner characteristics, teaching methods and strategies and teaching scenarios. Teaching cognitive ability is the foundation, which directly affects the level of teachers' teaching preparation and affects the quality of teaching design. Among them, six capabilities are the most critical and important, namely, keen observation, rich imagination, creative thinking, the ability to correctly perceive information, logical thinking and associative ability. After investigation, the PE teachers in applied universities in China all agree on the six options of cognitive ability, which indicates that the applied PE teachers in China have good

performance in cognitive ability^[2].

3. Key teaching ability of applied teachers in applied universities in china

The design ability of physical education teacher teaching program. The design of the teaching plan exists before the classroom teaching. Whether the design is reasonable and the quality is very important for the effect of classroom teaching. Therefore, the design ability of classroom teaching is an integral part of the classroom teaching ability of physical education teachers. In the application of teaching programs in China, the top five students in the design of teaching programs choose the teaching content, teaching methods, teaching objects, exercise load and student development. It shows that college physical education teachers can grasp the key elements when designing teaching plans and have a good teaching plan design ability. However, there are also some fixed teaching experiences that hinder the improvement of the design ability of physical education teachers^[3]. The key points of design technology are shown in Table 1.

Table 1: Key points of design technology

Design	Content	Method	Object
Time	2849.2292	2694.8742	2994.9615
Ratio	72.3%	76.9%	71.9%

The ability of physical education teachers to grasp the teaching characteristics. The ability to grasp the teaching characteristics of college physical education teachers means that the physical education teachers of colleges and universities can grasp the various characteristics of the teaching of the subject-oriented physical education and can flexibly handle the use of teaching materials, teaching methods, teaching objects, etc. according to the teaching situation, so that the teaching is very The ability to serve the subject's teaching objectives well. To measure the grasp of physical education teachers' ability to control the teaching, we can start from the characteristics of physical education classrooms that we master. The more teaching characteristics we have, the stronger our ability to control teaching.

4. Strategies for improving the teaching ability of applied teachers in applied universities in china

4.1. Improve the vocational training system and strengthen the teacher's moral education

Regarding the construction of vocational training system for young physical education teachers in colleges and universities, there are generally two types of pre-employment training and post-employment training. The former is the training and education that teachers receive before the formal teaching. The purpose is to provide young physical education teachers with the mentality adjustment required for the skills training and role transformation necessary for physical education. The latter is a long-term education and training process, which runs through the teachers. Throughout the career, the goal is to enable young physical education teachers to maintain the professionalism and advancement of professional knowledge and teaching ability to adapt to the changing needs of teaching. For qualified colleges and universities, it can provide corresponding education and training bases for young physical education teachers and recruit some masters or doctors with solid basic knowledge and willing to engage in college education, to develop corresponding training plans for young physical education teachers. Let young physical education teachers receive professional and systematic education theory, basic knowledge and professional skills training during their school years and appropriately let them serve as teaching assistants, so as to prepare corresponding knowledge reserves and experience for later occupations. At the same time,

colleges and universities need to gradually improve the pre-job training mechanism for young physical education teachers to ensure the orderly development of pre-job education and training. Therefore, the training focus should be guided to comprehensively grasp the relevant research results within the scope of physical education and the training methods can also be the combination of academic exchanges and lectures will be used to further expand the horizons of young physical education teachers so that they can maintain the advanced nature of the discipline. In the post-service teaching ability training, it is necessary to specifically combine the characteristics of physical education, to carry out education training for the subject teaching knowledge and teaching ability and actively carry out professional ethics education, thus providing a powerful guarantee for the improvement of college physical education teaching effect^[4]. The way the school improves the quality of teaching is shown in Figure 1.

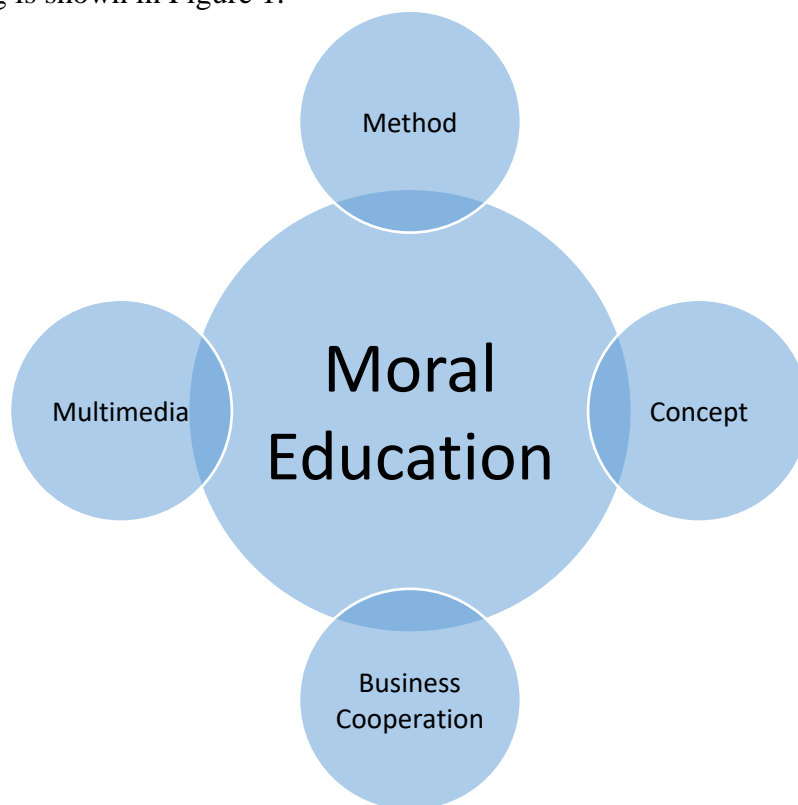


Figure 1: Way of school improves the quality of teaching

4.2. Enhance teaching knowledge and actively carry out exchange learning

As stated in the above narrative, the current youth physical education has a high degree of general education and a relatively solid professional knowledge and skills. However, in terms of teaching knowledge, it is relatively lacking and the teaching level needs to be further improved. For example, the construction of a series of physical education curriculum and professional construction as a platform and to improve the teaching level of young physical education teachers, to form a group of young teachers to join hands and encourage young sports teachers to actively integrate into the teacher community, in order to achieve each common progress of young teachers. In addition, all colleges and universities can actively implement various incentive mechanisms, such as the establishment of the "Youth Teaching Excellence Award" and the year-end assessment of young physical education teachers, in order to encourage the majority of young physical education teachers to actively learn and actively communicate and actively carry out various activities.

Research activities to continuously improve their teaching level^[5].

5. Conclusion

All in all, the teaching ability, as an indispensable important quality for the majority of young physical education teachers, is not formed in one fell swoop, but gradually formed in long-term study, thinking and practice. Based on this, colleges and universities need to specifically combine the characteristics of young physical education teachers in the school, gradually improve their vocational training system, strengthen the teacher's moral education for young physical education teachers; encourage young physical education teachers to actively establish new teaching concepts, innovative teaching methods and actively develop with other teachers. Exchange and interaction to gradually improve their teaching knowledge and finally gradually improve the teaching ability of young physical education teachers from all aspects and provide necessary teachers for the improvement of physical education in colleges and universities.

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