

The Problems and Strategies of Cultivating Technical Teaching Skills for Physical Education Teachers under the OBE Concept

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Abstract: The OBE concept is the core concept of teacher education certification, and guiding the teaching of various subject courses based on this concept is an important measure to ensure the quality of teacher education. In the current operation of sports technical teaching, there is a phenomenon of detachment from the concept of training objectives, processes, and evaluations, low matching between talent training output and demand, and a lack of attention to the cultivation of technical teaching skills. Using literature review, comparative analysis, and other methods, this study explores the difficulties and reasons for the formation of physical education skills among students in normal universities. It proposes strategies to transform the "church" thinking into "teaching", reshape work, and empower physical education teachers, in order to provide new ideas for promoting the professional development of physical education teaching and teacher training.

Keywords: OBE Concept; Sports Skills; Teaching Skills; Normal Students

1. Introduction

The OBE concept emphasizes "reverse design, forward construction". Based on this, the talent cultivation of teacher education majors should establish a targeted training system according to the core competency requirements of teachers. The setting of goals, courses, processes, evaluations, and other aspects should serve this purpose and lay a foundation for students' future teaching work. Subject teaching ability is the most unique ability of teachers, which distinguishes subject teachers from other positions. However, in the process of its cultivation, due to the overly traditional curriculum and training mode, [1] there are problems such as the disconnection between demonstration

skills and sports skills cultivation, and the fragmentation of physical education teaching skills cultivation. [2] In modern school physical education, there is also controversy over the relationship between school physical education and competitive sports. Physical education textbooks classified by sports projects have formed a "technical teaching" dominated physical education teaching, which has led to the phenomenon of narrow sports goals, teaching methods, and teaching methods. [3]

Physical education skills is currently the subject with the most courses and class hours in physical education teacher training, occupying an important position in the cultivation of teacher training students. However, in terms of the teaching outline, course objectives, course teaching process design, and course evaluation of skills, they mainly focus on sports knowledge and skills, and rarely see the content of specialized teaching skills cultivation in skills. This deviates from the training requirements of OBE output orientation, resulting in a lack of integrated teaching of specialized skills and teaching knowledge skills for physical education teacher training students. That is, although students have acquired certain teaching knowledge and skills and specialized sports knowledge and skills, they cannot be integrated into specialized teaching, lacking targeted teaching, such as the inability to integrate demonstration skills with sports skills to carry out standardized action demonstrations. Wait. Therefore, it is necessary to design a reverse oriented curriculum for physical education based on results, actively explore new paradigms for physical education teaching that conform to the OBE concept, strengthen the specialized teaching skills of physical education teachers, and improve their physical education teaching level. Starting from the professional quality and ability of teachers, based on the self

function of technical teaching, this study focuses on the goal setting, teaching content and process setting, and teaching evaluation setting in the teaching syllabus based on the cultivation of physical education technical teaching skills, providing path support for the improvement of technical teaching skills of physical education normal students under the OBE concept.

2. The Problem of Cultivating Teaching Skills in the Technical Classroom Teaching of Physical Education Teacher Trainees

The cultivation of relevant teaching skills through practical teaching is the way to develop physical education teaching skills in universities. [4] The purpose of practical courses in physical education majors is to cultivate students' basic physical education teaching abilities. [5] Therefore, in the teaching of physical education skills, it is important to attach importance to cultivating students' ability to teach sports knowledge and skills, ensuring that students' sports skills and teaching techniques grow synchronously. It is necessary to achieve both "self mastery" and "teacher mastery", ensuring that students' abilities to speak, teach, evaluate, and observe in class continue to develop. [6] However, currently in the teaching of physical education majors, emphasis is often placed on the acquisition of motor skills. Physical education majors mainly focus on the learning of motor skills, and traditional teaching models represented by explanatory demonstration linear teaching models have long been used in teaching, [7] neglecting the cultivation of students' teaching skills. In classroom teaching, teaching objectives, content, process, methods, evaluation, etc. lack attention to teaching skills, which is not conducive to the cultivation of physical education majors' technical teaching skills.

2.1 Lack of Expression of Teaching Objectives and Effectiveness in Cultivating Teaching Skills

The teaching objectives of physical education should serve the achievement of professional training objectives, and should be formulated in accordance with the content of professional talent training objectives, in line with the expected professional abilities that can be cultivated by the teaching of the subject. That

is, the actual conditions of teaching should be considered to determine which content of professional talent training should be achieved and what can be achieved by the teaching of the subject. From the perspective of output, the ability goals in the training objectives of professional talents should be formulated based on the professional abilities required for the professional fields that talents can serve after graduation. The technical subjects of higher physical education are different from the teaching requirements of other professional physical education technical subjects. As a profession for cultivating physical education teachers, it is necessary to serve the cultivation of their technical teaching abilities. However, in the actual setting of teaching objectives in technical subject teaching syllabi, there is often a focus on the three aspects of technical subject knowledge, technical subject sports skills, and emotional goals, with little description of the achievement effect of technical subject teaching skills, and a lack of conditions and topic expression for achieving the three elements of objectives.

2.2 Lack of Teaching Ability Cultivation Content in the Teaching Content

The selection of classroom teaching content for technical subjects in physical education majors should serve the achievement of teaching objectives. Due to the lack of description of the effectiveness of technical teaching skills in the description of curriculum objectives, under the guidance of the central ideas in the curriculum materials, the selection of technical teaching content for physical education teacher students mainly serves the achievement of goals in sports knowledge, skills, student physical fitness, and emotions. The lack of training content for technical teaching skills results in students not being able to gain practical experience in teaching sports knowledge and skills, which is not conducive to the formation of specialized physical education teaching skills.

2.3 Lack of Teaching Ability Cultivation Methods in the Teaching Process

Cognition and practice are the most important elements in the formation of skills, and these two aspects are not the same for different skills. The cognitive elements required for

sports skills focus on the principles, methods, and techniques of sports, while the cognitive elements of physical education teaching skills require the principles, methods, and techniques of physical education teaching. It not only requires educators to be familiar with the knowledge, principles, and methods of sports, but also to be able to apply them to different teaching objects and situations; Secondly, the requirements and methods for practical exercises are also different. The core of practicing physical education teaching skills lies in practicing and handling different teaching elements such as sports textbooks, teaching objects, and teaching environments, as well as their relationships. It can make personalized teaching strategies to cope with different teaching situations. The commonly used practice methods currently include simulated teaching, lesson presentation, etc. In the current curriculum of vocational education, there are very few methods for cultivating teaching skills in this subject.

2.4 Lack of Teaching Ability Cultivation Process in the Teaching Process

At present, there are two main problems in the ability structure of students majoring in physical education, namely the disconnect between demonstration skills and sports skills cultivation, [2] and the fragmentation of sports teaching skills cultivation in the teaching and cultivation system. [8] In the cultivation of students majoring in physical education, the cultivation of sports teaching skills is less than that of sports skills. In the current teaching process of practical courses, the main teaching mode is to master sports skills, and the entire process focuses on the learning, practice, and correction of students' sports skills, with little attention paid to the manifestation of this sports skill in their future career - action demonstration ability. Without the ability to demonstrate movements in learning and practice, although students can make correct movements, they cannot choose the correct demonstration position, demonstration surface, demonstration speed, and when to fully demonstrate and decompose the demonstration. There is also a lack of effective learning and practice in other teaching skills such as textbook analysis, introduction, explanation, questioning, organizing exercises and corrections,

classroom organization and regulation, etc., which cannot effectively form targeted teaching skills for technical subjects in the classroom.

2.5 Lack of Assessment of Teaching Ability in Teaching Evaluation

At present, the performance evaluation of students majoring in physical education mainly focuses on the mastery of technical knowledge and sports skills. Among them, process evaluation mainly focuses on the mastery of stage knowledge and skills, and is mainly evaluated by physical education teachers for physical fitness and skills; In addition to considering students' attendance and attitude towards class, the final evaluation generally consists of specialized skill assessments and knowledge paper assessments, and there is a lack of evaluation of the content of technical teaching skills in the entire assessment.

3. Analysis of the Reasons for the Problems in the Cultivation of Technical Teaching Skills for Physical Education Teacher Trainees

Behavior is the activity generated by organisms under various internal and external stimuli, and physical education teachers' classroom teaching behavior is mainly a series of activities taken under the guidance of goals. Under the OBE concept, the goal of physical education teacher training students' technical teaching should be directed towards the professional qualities of teachers, serving to cultivate technical teaching skills. However, due to the influence of traditional "subject based" teaching philosophy, limitations in teacher recruitment and professional development environment, etc., there is a lack of teaching skill objectives in the technical teaching goals of physical education teacher trainees.

3.1 The Influence of the "Discipline Based" Ideology

He et al. pointed out that most physical education teachers currently have a rigid "subject based" approach, [9] and scholar Zhang also pointed out the need to reform the old knowledge based and subject based approaches. [10] It can be seen that there is still a large phenomenon of "knowledge

centered curriculum theory" or "subject centered curriculum theory" as the main guide in physical education teaching in universities. This subject based thinking emphasizes treating the subject as the core of teaching, and all teaching activities revolve around the subject. This traditional teaching form has a profound impact, manifested in the construction of vocational teaching syllabi and the development of course activities in universities, which are arranged and implemented with the main line of imparting subject knowledge and sports skills, resulting in a deviation between the achieved subject goals and the training goals. The fundamental problem of education lies in the issue of human beings. The setting of subject courses is an important way to achieve educational goals. The education and teaching of subjects should be based on the development needs of students. The setting and implementation of technical subjects for physical education teachers should meet the needs of students' future careers. This kind of curriculum teaching that focuses on imparting subject knowledge and skills deviates from the needs of students' career development and cannot meet the training needs of physical education teachers.

3.2 Misalignment between the Employment and Demand of Physical Education Teachers in Higher Education Institutions

The current sources of physical education teachers in universities are complex, and they are generally selected based on their level of physical education skills. Non teacher education teachers occupy an important position in physical education teaching. In 2020, the "Opinions on Strengthening and Improving School Physical Education Work in the New Era" stipulated the establishment of full-time (part-time) coach positions in primary, secondary, and tertiary schools, and the establishment of a system to hire outstanding retired athletes as physical education teachers or coaches. This regulation is conducive to introducing high-level sports professionals to enrich the teaching staff, promoting the integration of sports and education, and breaking down the barriers of "teaching and training" for sports teachers. [11] However, there are also drawbacks of introducing teachers with strong sports and

training skills but lacking educational and teaching knowledge and skills, resulting in a mismatch between the supply side and the demand side of teaching skills training for physical education teacher training students in normal universities. This has led to a deviation from the original intention of the physical education professional skill teaching, which should focus on cultivating physical education teachers.

3.3 Limitations on the Development Environment of Physical Education Teachers

Currently, there is a widespread phenomenon in universities where the promotion of teacher titles prioritizes scientific research over teaching and has strict requirements. Compared to other disciplines, it is difficult to output scientific research achievements in sports, but development evaluation and professional title promotion still use the same standards as other disciplines. This results in university teachers having very little energy to devote to teaching research and improvement under the pressure and heavy workload of professional title promotion. In addition, the lack of opportunities for post employment training and improvement has resulted in the knowledge and concepts of education and teaching remaining at their original level for a long time, unable to meet the needs of current education and teaching reforms. Under the impact of new ideas, it is difficult to have the energy to reform and adapt teaching, and the teaching quality cannot meet the needs of teacher training under the OBE concept.

4. Strategies for Cultivating Technical Teaching Skills of Physical Education Teachers under the OBE Concept

The cognitive-behavioral theory suggests that an individual's changes in behavior stem from changes in their own cognitive activities, [9] and self-awareness is an intrinsic factor that determines their own behavior. The transformation of the cultivation of technical teaching skills should attach importance to teachers' understanding of physical education teacher trainees' technical teaching, provide them with a professional development environment, empower and empower teachers, make them transform their existing teaching ideas to conform to the teaching reform under

the OBE concept, transform the "church" thinking into "teaching", and reshape their work based on this understanding.

4.1 Transforming the Concept of "Church" into "Church Teaching"

Under the OBE concept, physical education teachers should focus on cultivating physical education teaching skills to meet the demand for talent output in their respective fields, and change the original "subject based" thinking. They should not attach importance to imparting knowledge and skills at the expense of learning and practicing teaching skills. Incorporating specialized physical education teaching skills learning and practice content into specific teaching practices, and matching corresponding learning and practice methods and processes for each content, a certain amount of subject teaching skills learning and practice time should be allocated for each class, and a certain weight should be given to the evaluation of teaching skills in the final grade evaluation, transforming from simply "teaching" students sports knowledge and skills to "teaching" them sports knowledge and skills.

4.2 Reshaping the Work

The concept of "job reshaping" was first proposed by two scholars, Wrzesniewski and Dutton, in 2001. It emphasizes two aspects: work relationships and work tasks, referring to the cognitive and behavioral changes of employees towards job characteristics. That is, when employees recognize and perceive changes in job characteristics, they take proactive actions to design their work, rather than being driven by the organization from an organizational perspective. In their article, [12] He et al. pointed out that job reshaping provides a new analytical framework and development ideas for the professional development of physical education teachers, and has become a new channel for teachers to fully exert their subjective initiative and consciously change their work content. [9] Chen and Zhou also believe that reshaping teaching work has unique significance for innovative teaching behavior of university teachers. [13]

Teachers are the first resource for educational development. Under the OBE concept, teachers, as the first responsible person for

teaching, should fully exert their subjective initiative in teaching reform, consciously and actively reshape their work, adjust their work cognition and behavior, change the original "subject based" thinking, design and implement teaching processes that aim to cultivate the future professional qualities of physical education teacher trainees, and establish a goal process evaluation integrated physical education skill teaching model based on this, rather than just focusing on the cultivation of specialized sports knowledge and skills.

In response to the requirements for improving teaching ability in teacher literacy, the expression of teaching objectives in physical education technical courses should include descriptions of teacher ethics and teaching ability achievement results. The entire design and implementation should include the learning and practice time and content of technical teaching skills, and the evaluation of professional technical teaching skills should be integrated throughout the entire process and result evaluation.

4.3 Empowering and Empowering Teachers

Mei et al. believe that empowering teachers and unleashing their autonomy are of great significance in enhancing their intrinsic drive and self-efficacy for professional development. [14] Zhang believe that the prerequisite for physical education teachers to play their role as key subjects should be their empowerment and empowerment actions. Therefore, empowering and empowering college physical education teachers is a prerequisite for them to fully exert their subjective initiative and reshape their work. [15]

Based on the problems existing in the cultivation of teaching skills for physical education teachers, attention should be paid to their professional growth and development in the empowerment and empowerment content, providing opportunities for promotion and training for physical education teachers, especially focusing on the training of operational norms and evaluation of teaching skills, in order to enhance their ability to practice and evaluate teaching skills; At the same time, attention should also be paid to the current reform of physical education teaching

in universities and advanced teaching ideas; Pay attention to the needs and changes of talent cultivation in teacher education majors. In addition, in response to the professional characteristics of physical education teachers, we will change the phenomenon of "emphasizing scientific research over teaching", downplay the requirements of scientific research, emphasize the acquisition of teaching achievements, and refer to the promotion requirements of physical education teachers in other similar universities at home and abroad to develop targeted professional title evaluation and promotion standards, providing teachers with diverse and selectable evaluation channels.

5. Conclusion

In order to make up for the shortcomings of physical education teaching in cultivating the teaching skills of normal students, solve the targeted training problem of physical education teaching skills for normal students, build a link between cultivating sports skills and producing teaching skills, and cultivate students' ability to teach relevant sports techniques to different teaching objects in different teaching contexts, physical education teaching in universities should undertake the task of cultivating the teaching skills of normal students. This is the demand of normal majors and an important way to match the supply and demand of normal students. Under the OBE concept, constructing a new paradigm of integrated goal process evaluation in physical education teaching requires teachers to actively reshape their teaching work, transform their teaching ideas, and shift from "teaching" students to "teaching" students; In specific teaching: teaching objectives should highlight the cultivation of teacher ethics and focus on improving teaching abilities; In the teaching process, emphasis is placed on the combination of sports technology learning and teaching skills application, providing students with sufficient project-based teaching practice scenarios; Both sports knowledge and teaching knowledge and skills are equally emphasized in teaching evaluation. On the other hand, relevant departments should empower and empower teachers, provide them with training opportunities for restructuring, promote their professional

growth and development, and unblock channels for teacher title evaluation and appointment, providing a prerequisite for reshaping teachers' work.

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