

Theoretical Logic and Practical Strategies for the Reform of Technical Classroom Teaching for Physical Education Teachers under the OBE Concept

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Abstract: By using literature review, logical analysis and other methods, this paper considers the theoretical logic and practical value of classroom teaching reform for physical education normal students. It examines and analyzes the current reform of technical classroom teaching for physical education normal students under the OBE concept, analyzes the existing practical problems, and studies the strategies. After that, it is found that due to the influence of subject oriented and subject differentiation, the teaching mode of physical education technical classroom for normal students has not yet shaken off the traditional knowledge and skill imparting teaching mode; The integrated teaching reform of physical education teacher training courses should be aimed at meeting the needs of teacher training students' ability output; We should adhere to the student-centered approach, follow the laws of knowledge and skill formation, optimize teaching content and methods, implement the fundamental task of "cultivating morality and talent", and integrate the cultivation of teacher ethics and practical teaching abilities into the teaching of professional knowledge and skills in practical subjects; Conduct interdisciplinary comprehensive education and continuously enhance the professional competence of teachers with the concept of "continuous improvement".

Keywords: Teacher Trainees; Sports; Classroom Teaching; Technical Subject; Strategy

1. Introduction

After the 21st century, physical education teacher education in China began to shift from a "quantity oriented" to a "quality oriented" approach. The Decision on Deepening Education Reform and Comprehensively

Promoting Quality Education, the National Medium - and Long Term Education Reform and Development Plan Outline (2012-2020), China's Education Modernization 2035, and the Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era have all put forward requirements for improving teachers' professional level and teaching ability. However, there are still many problems in the teaching of professional skills that play an important role in the teaching ability of normal students, such as "teaching content that is detached from the reality of primary and secondary school basic education, teaching methods that are trained and indoctrinated, and teaching assessments that are single and rigid", which have not been substantially solved and have become a stubborn problem in the teaching of technical skills in universities. The problem of technical skills teaching has also become a key issue that restricts the quality of physical education teacher training. [1] In 2017, the Ministry of Education issued the "Implementation Measures for the Certification of Teacher Education Majors in Ordinary Higher Education Institutions (Provisional)", which focuses on the cultivation of teacher education students' abilities. Guided by the three concepts of student centeredness, output orientation, and continuous improvement, it promotes the construction of connotation in teacher education majors and ensures that the knowledge, ability, and quality of teacher education students meet the standard requirements upon graduation. This provides theoretical basis and practical support for the reform of physical education and technical teaching for teacher education students. However, there is still limited research on the reform of physical education teaching under the certification of teacher education majors, and continuous targeted theoretical exploration and practical verification are needed to meet the current demand for high-

quality physical education teachers. In view of this, this article intends to clarify the theoretical logic of the reform of technical classroom teaching for physical education teacher trainees under the certification of teacher education majors, and examine its problems based on the concept and requirements of teacher education professional certification, in order to provide reference for the efficient and long-term implementation of technical teaching for physical education teacher trainees.

2. Theoretical Logic of the Reform of Technical Classroom Teaching for Physical Education Teachers under the OBE Concept

2.1 Connotation of the Reform of Technical Classroom Teaching for Physical Education Normal Students

2.1.1 The reform of physical education skills classroom teaching for normal university students is the interdisciplinary integration of teacher training

Physical education classroom teaching not only involves the learning of sports knowledge and skills, but also the improvement of teaching knowledge and abilities, as well as the cultivation of emotional morality and ideological and political education, involving multiple disciplines such as physical education, education, psychology, etc. Under the OBE concept, the reform of technical classroom teaching for physical education teacher trainees is based on the original improvement of sports knowledge and skills, guided by the student-centered, output oriented, and sustainable development concept of teacher professional certification. In learning technical sports knowledge and skills, it is oriented towards the graduation needs of teacher trainees, determines classroom teaching objectives, selects content, matches teaching methods, processes, and evaluations, and meets the technical sports knowledge and skills of teacher trainees; Teaching knowledge and skills; The requirements for ideological and political morality, as well as the quality requirements for learning and development. This reform is the integration of multiple disciplines that breaks down the boundaries of existing professional disciplines. It is not only the integration of sports knowledge and teaching knowledge and skills, but also the integration of technical teaching and ideological and political education.

In the reform, interdisciplinary theories such as physical education, education, psychology, and ideological and political education should be integrated and applied to innovate concepts, methods, processes, and evaluations, in order to achieve efficient operation of physical education teaching.

2.1.2 Reform of physical education skills curriculum for normal university students is the practice of the fundamental task of moral education and talent cultivation

The fundamental task of education is to cultivate virtue and nurture people. Moral education emphasizes not only imparting knowledge and skills, but also paying more attention to cultivating students' moral qualities and core values. It focuses on integrating moral education into the entire process of teaching and nurturing students, running through all aspects of education and teaching, guiding students to externalize and internalize core values and other content, and cultivating patriotism, global vision, and innovation ability. The reform of physical education skills classroom teaching for normal university students emphasizes the integration of sports morality, teacher ethics, and core values contained in the teaching of skills and knowledge into the improvement of knowledge and abilities, and internalizes them as the driving force for learning skills and knowledge under the perceptual guidance of sports morality, teacher ethics, and core values. It not only exists tangibly in the classroom teaching process, but also has practical context support for internalization and externalization; in the assessment and evaluation, there are assessments of both knowledge and ability, as well as moral behavior, to achieve the goal of cultivating students' moral character through "technique" and cultivating their moral character through "Dao" in physical education teaching. The integration of "technique" and "Dao" can help achieve the goal of cultivating students' moral character through physical education teaching. [2] And lay a foundation for teacher trainees to "learn how to educate people" and set a good example.

2.1.3 Reform of physical education skills curriculum is the professional development path for physical education teachers

The reform of physical education curriculum is a process in which physical education teachers and students participate, experience, and

continuously develop together. During the reform process, technical teachers are reflective practitioners who need to constantly reflect and adjust course content, objectives, methods, and processes based on specific curriculum contexts, in order to promote their professional growth. The graduation requirements for normal university students are "one practice, three learning", which includes practicing teacher ethics, learning to teach, learning to educate, and learning to develop. Among them, "learning to develop" mainly requires normal university students to learn lifelong learning and possess abilities such as reflection, communication, and cooperation to adapt to the needs of the times and educational development. The reform of physical education skills classroom teaching is a teaching form that is centered on student development. The achievement of its goals, the arrangement of content, the use of methods, and the formulation of evaluations should all revolve around students as the main body. It advocates for students to be independent, cooperative, reflective, and innovative in task driven, problem led, and situational creation methods, thereby cultivating learning habits, learning abilities, reflective abilities, and communication and cooperation skills.

2.2 The Value of Reforming Physical Education Skills Teaching for Normal University Students from the Perspective of Certification

2.2.1 Solving the difficulties in technical teaching for physical education teachers

Under the traditional teaching philosophy, the teaching mode of physical education skills in schools is mostly "teacher explanation + student practice", with teachers aiming to teach movements and students aiming to learn movements.[3] However, under the certification of teacher education majors, the education of physical education teachers should implement the graduation requirement of "one practice, three learning". Based on this graduation requirement, the professional skills teaching of physical education teachers should not be limited to the learning of sports skills. Teaching reform research on how to "practice teacher ethics, learn how to teach, learn how to educate, and learn how to develop" while learning sports skills. In teaching, there should be content on both ideological and moral education, as well as teaching ability cultivation, teaching reflection,

and educational training. At the same time, corresponding methods and processes should be matched on the premise of complying with laws, truly realizing that subject courses serve the output of teacher literacy, and solving the problem of traditional technical subject teaching that only imparts sports knowledge and skills.

2.2.2 Provide a pathway for cultivating the subject teaching ability of teacher trainees

In the cultivation of physical education teachers, teaching students how to teach is more important than teaching them how to play. [4] Professor Siedentop believes that the failure of physical education teaching is due to the lack of teaching skills among physical education teachers, rather than a lack of motor skills[5]. However, subject teaching and teacher education are separated and cannot be effectively integrated, resulting in students being unable to apply educational and teaching knowledge to subject teaching well, such as the phenomenon of being able to perform actions but not correctly using demonstration skills. Integrating the education and teaching abilities of teachers and the cultivation of teacher ethics into the teaching of physical education skills can provide a path for the integration of subject courses and teacher education courses, and enhance students' subject teaching abilities.

2.2.3 Expanding ideas for the implementation of ideological and political education in college professional courses

The physical education curriculum contains rich ideological and political elements, but there are still practical difficulties in the ideological and political construction of physical education majors, such as insufficient achievement of curriculum ideological and political goals, and urgent need to improve the integration of ideological and political education and the way of educating people. [2] Digging into the ideological and political elements in the teaching of physical education majors, exploring ways to integrate ideological and political education, optimizing the path and evaluation of integrating ideological and political education into the curriculum, can better implement the fundamental task of "cultivating morality and nurturing people", and enable students to cultivate sports skills, teaching training, and educational abilities in the teaching of physical education majors, while enhancing the professional ability and

ideological and political literacy of teacher candidates. Conducting research and practice on ideological and political education in the teaching of technical subjects for normal university students, in line with the characteristics of physical education, and organically integrating ideological and political education with technical subject teaching, can expand the path of implementing ideological and political education in professional courses in universities.

3. Analysis of Classroom Teaching Issues in Physical Education Teacher Training

3.1 The Impact of "Discipline Based" Approach

It is difficult to accurately trace the origin of the discipline based approach, but it appeared in educational research as early as 1960, emphasizing the independence and importance of subject knowledge. In terms of philosophy, it emphasizes the systematic transmission and mastery of knowledge and technology. In practice, it emphasizes that curriculum design, teaching objectives, content, and strategies should reflect the inherent nature and attributes of the discipline, and the systematic and complete nature of subject knowledge; In the process, disciplines are often regarded as the center and purpose of education, and teaching design emphasizes the imparting of knowledge[6]; Emphasis is placed on summative evaluation in evaluation, lacking formative evaluation [7]. After 1976, physical education courses were mainly focused on "sports techniques and movements", neglecting the students' subjective needs, which laid the foundation for the difficulty of mastering a sports skill even after 12 years of physical education classes. [8] Although the idea of "student-centered development" has been established to this day, the habits formed under the influence of "discipline oriented" still exist in physical education teaching in China, and the technical teaching of physical education teachers in universities has not completely shaken off its influence.

3.2 Differentiation between Disciplines

Physical education is an interdisciplinary field between natural sciences and humanities and social sciences. The knowledge and technology of physical education majors integrate

interdisciplinary education, psychology, training, philosophy, and other aspects. Efficient implementation of interdisciplinary theme deep learning in physical education courses is conducive to correctly handling the relationship between physical education courses and other interdisciplinary fields, cultivating students' interdisciplinary literacy and comprehensive abilities. [9] Disciplinary differentiation limits students' ability to integrate multidisciplinary knowledge to solve educational problems. The drawbacks of disciplinary differentiation are mainly reflected in the field of education, which leads to the fragmentation and opposition of disciplinary courses. In the teaching of physical education majors, it is mainly reflected in the teaching of unrelated disciplines such as education. Although students have mastered two sets of mutually fragmented knowledge systems, they cannot integrate and use them. This single and fragmented knowledge structure affects students' thinking patterns and innovation abilities, making it difficult to form interdisciplinary comprehensive literacy, achieve interdisciplinary education goals, and meet diverse social needs, thereby hindering students' personal growth and career development.

3.3 Evaluation Does not Match Objectives

The talent cultivation goals of the physical education major are specific action guidelines and ability requirements refined based on the graduation requirements of normal students in the "one practice, three learning" major. They are the requirements for qualified teachers in terms of professional quality put forward by the normal education major, as well as the specific concepts and practical paths for talent cultivation in the physical education major. They are an important support for achieving its talent cultivation goals. However, there is a phenomenon in real teaching where the evaluation orientation does not match the training objectives. Scholar Zhou Jianxin proposed in his article that the evaluation of physical education in Chinese universities has long been influenced by the evaluation orientation of "structural assessment and comprehensive evaluation", which has led to the lack of due attention to the evaluation subject status of teachers and students, and the inability to effectively stimulate their

participation consciousness in teaching evaluation. Moreover, from the perspective of evaluation content, when evaluating sports skills, the evaluation system of Chinese universities still focuses on academic performance rather than whether teaching results are consistent with teaching objectives, and lacks reflection on the teaching objectives themselves. [10]

Scholar Zhao Jun also pointed out that "in the teaching process of practical courses for students majoring in physical education, teachers mainly focus on the explanation and practice of technical movements, and there is less explanation on how to teach a certain movement, which reduces the opportunities for students to practice their teaching abilities. In the final assessment, some practical courses are assessed in the form of theory and practice, while others are only assessed in the form of practice. However, in the practical examination stage, the examination content mainly focuses on the assessment of technical movements, and almost does not involve the assessment of teaching abilities. Such assessment content is more like cultivating athletes rather than physical education teachers. [11]

4. Strategies for the Reform of Technical Classroom Teaching for Physical Education Teachers under the OBE Concept

4.1 Return to the Education Oriented Approach

The fundamental task of education is to cultivate virtue and nurture people, and implementing ideological and political education in subject courses is an important way to achieve this fundamental task. Subject courses should be guided by the goal of talent cultivation while helping students develop their moral character, fully leveraging their value in cultivating talent literacy. Professor Ji Liu pointed out that the ontological function of curriculum is to cultivate people, and once it leaves this ontological function, the curriculum no longer exists[12]. Therefore, the reform of physical education curriculum must be people-oriented, adhere to the core principle of student-centered, and return to the origin and original intention of curriculum education. [8] Change the previous trend of emphasizing technology over ability[13], knowledge over education, and shift towards cultivating 'whole person'. Under

the OBE concept, the technical courses for physical education teachers should not be solely focused on "skills". Instead, the value of technical courses in educating students should be fully utilized, guided by the talent cultivation goals of teachers. In physical education teaching, not only should the content of physical education knowledge and sports ability be arranged, but also the content of teacher ethics cultivation, subject teaching ability cultivation, subject reflection and innovation ability cultivation should be arranged. This will achieve the value of cultivating talents' sports knowledge and ability, teaching ability, reflection ability, innovation ability and morality through the curriculum, and change the current situation of physical education teaching solely focusing on the cultivation of technical knowledge and sports ability.

4.2 Output Oriented

Lv Huimin and others pointed out that what we need to cultivate is "teachers", not "athletes". Having skills alone is not of great use, knowing how to "teach" is the key. [14] The quality of teacher training for normal students refers to the quality of teachers, guided by the quality standards for primary and secondary school physical education teachers, focusing on the professional ability needs of physical education teachers after graduation, integrating teacher professional ability training throughout the entire process of teacher training, and implementing it in various aspects such as physical education professional construction, discipline construction, training plan formulation, curriculum teaching, quality evaluation, etc., comprehensively cultivating the qualities required for physical education teachers in primary and secondary schools for normal students, avoiding "subject only teaching" and "fragmented teaching" that deviate from the main line of teacher professional needs, and solving the problem of low matching between teacher training and teacher output.

Based on this concept, the teaching of technical courses for physical education teacher candidates should also be designed with the output of professional ability needs of physical education teachers as the guide, and should be matched with their ability output in terms of goals, teaching content, methods, implementation process, implementation

environment, curriculum and teaching evaluation. The design of goals should include descriptions of the effects that should be achieved, such as teacher ethics standards, teaching ability, reflection ability, and teaching research ability, while adhering to the development of students' technical knowledge and skills; In terms of teaching content, specific teaching content should be added to develop the above-mentioned aspects, and corresponding teaching methods should be matched, strictly guiding the implementation of technical teaching and evaluation according to the goals.

4.3 Interdisciplinary Comprehensive Education

Interdisciplinary comprehensive education is an educational model that integrates knowledge and skills from multiple disciplines, cultivates students' comprehensive literacy, and is the core lever for deepening curriculum reform. Interdisciplinary comprehensive education can make up for the shortcomings of subject based education, solve the teaching problems of traditional subject based teaching with fragmented knowledge, deviate from the main line of teacher training, cultivate students' ability to solve complex problems, strengthen their critical thinking and innovation abilities, and develop their core literacy; It is also an important way to implement the fundamental task of "cultivating virtue and nurturing people", and to achieve all-round education for all staff, throughout the entire process.

Under the influence of the "discipline oriented" ideology, the teaching of physical education teacher trainees' technical subjects is "technique", and the teaching form of "technique" is not conducive to students' comprehensive application of interdisciplinary knowledge such as physical education, education, psychology, etc. to solve complex problems in physical education teaching. It also lacks important content for cultivating teacher ethics, which affects the formation of students' subject teaching ability, reflection ability, innovation ability, and comprehensive qualities such as teacher ethics.

To achieve interdisciplinary comprehensive education in the teaching of physical education majors, and to solve the inertia thinking and teaching patterns formed by long-term disciplinary differentiation, it is necessary to strengthen the systematic planning at the school

level, emphasize the collaborative cooperation among teachers, integrate social and interdisciplinary resources, establish a teacher development community, sort out the correlation points between disciplines, clarify the division of labor and collaboration logic of teachers in each discipline, establish specialized joint curriculum reform projects, and create content scenarios for ideological and political education and interdisciplinary comprehensive education in curriculum design, providing a practical platform and basis for the cultivation of students' professional ethics and the improvement of their ability to comprehensively apply multidisciplinary knowledge. For example, Ohio State University has established the "Learn to Teach Physical Education" program to cultivate students' practical teaching abilities. [15]

5. Summary

The OBE concept emphasizes that teacher training should be based on the needs and development of society, and the entire process of training should be planned with the guidance of training results, in order to achieve a high degree of matching between training and output, and truly cultivate high-quality teachers that meet the needs of society. Guided by the OBE concept, the classroom teaching reform of physical education skills for normal university students returns to the education oriented approach, comprehensively plans the entire process of education, and adopts an interdisciplinary comprehensive education model. This helps to break the fragmented teaching state of physical education skills that deviates from the main line of teacher training, and provides ideas for ideological and political education in physical education skills, effectively playing the role of skill teaching in cultivating high-quality physical education teachers.

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