

## Key Elements of Teaching Skill of Physical Education Teachers

Chungang Gao<sup>1, a</sup> and Shuhua Song<sup>2, b \*</sup>

<sup>1</sup>School of Physical Education, Yunnan Normal University, Kunming, China

<sup>2</sup>School of Physical Education, Yunnan Normal University, Kunming, China

<sup>a</sup>chunganggao@sina.com, <sup>b</sup>chunganggao@126.com

\* corresponding author

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**Abstract:** Objective: To clarify the elements of physical education teaching skill and lay a foundation for evaluating the teaching ability of physical education teachers. Methods: Literature analysis method. Results: At present, there are different definitions of physical education teaching skill, and most of them are not concise enough. There are drawbacks in classifying physical education teaching skill according to the process of teaching work. The feasible way to clarify the elements of physical education teaching skill is based on the ultimate goal of physical education and takes the student's sports participation as the core. Conclusions: Physical education teaching skill can be defined as skills mastered by physical education teachers to promote students physical education learning. It can be divided into teaching planning skills and teaching implementation skills. Teaching implementation skills can be divided into organizational management skills and movement teaching skills. There is a close interaction among those elements.

### 1. Introduction

Physical education plays an important role in promoting the physical and mental development of students. Physical education teachers are the front-line personnel responsible for the implementation of physical education curriculum, and they are the most basic and core elements to achieve the goal of physical education. Like other disciplines, subject skills and teaching skills are necessary professional abilities for physical education teachers. Subject skills focus on knowledge and skills that physical education teachers have in sport-specific field, teaching skills are more focused on skills that physical education teachers have to promote students learning. Both of the two types of skills serve the teaching of physical education, so that to achieve the goal of physical education. Teaching skills are not equal to subject skills. Subject skills are more limited to individuals and are not necessarily reflected in the communication between teachers and students. Therefore, having specialized knowledge in a particular field does not guarantee that he can teach others. [1]. As a teacher, it is necessary to master subject skills, but it is also necessary to be familiar with how students learn, understand the difficulties that students may face, promote and evaluate students learning and so on. Teaching skills are not the same as subject skills plus ordinary teaching strategies, but more professional skills that require learning and training[2,3].Therefore, it is necessary to clarify the key elements of physical education teaching skill.

### 2. Concept of Physical Education Teaching Skill

Research on teaching skills began in the international education community in the 1970s, and also began in China from the late 1980s to the early 1990s. However, there is not any authoritative definition of the concept of teaching skills [4]. Because the understanding of teaching skills is always based on a certain teaching concept, the difference of various definitions lies not in the understanding of "skills", but in the understanding of "teaching" Based on different viewpoint, there are many different views on teaching skills in China and abroad, such as activity theory, behavior theory, structure theory, knowledge theory and so on. [5]. Numerous researchers pay attention to the

classification of teacher teaching skills in order to highlight the constituent elements of teaching skills, but the results of the classification are not consistent due to the deviation of the starting point and the landing point. Y. Xun has made a list and summary of some classifications, and believes that teaching skills are the synthesis of some basic skills and abilities for teaching formed by long-term teaching practice and experience. Taking the teaching process as the clue, teaching skills are divided into (1) pre-class teaching design skills; (2) class teaching skills; (3) after-class guidance skills; (4) evaluation skills for students learning. Class teaching skills are the core, which is reflected by teachers teaching behavior [5]. However, it is urgent to study how to define teaching skills in an easy-to-understand and easy-to-operation way in order to evaluate teachers teaching ability. This paper holds that the learning needs of students are the basic premise of teachers teaching skills. Teaching skills are the ability of teachers to interact with students in the process of teaching. To evaluate teachers teaching skills, we must not only directly assess teachers' individual abilities, but also indirectly assess it from students learning results. Therefore, from the subjective position of students and the leading position of teacher, in this paper, teaching skills are defined as skills mastered by teachers to promote students learning.

As far as physical education teaching skill is concerned, there are many different definitions in China. Y. Ma and Z.S. Lu analyzed the classification of physical education teaching skill at home and abroad. They noted that there were problems such as unclear logical relationship, improper grasp of classification standards, and chaotic classification and so on. It has brought operational confusion to the practice of physical education teaching skill [6]. After examination and reconstruction, they defined physical education teaching skill as "a kind of behavior pattern to attain the goal and skillfully complete the task of physical education. It is gradually formed under the guidance of physical education theory and teaching theory through continuous practice". Physical education teaching skill can be divided into 3 categories, 8 subcategories and 31 items [7]. However, the definition was not yet concise enough. Based on the definition of teaching skills mentioned above, this paper defines physical education teaching skill as skills mastered by physical education teachers to promote students physical education learning.

### **3. Analysis on Elements of Physical Education Teaching Skill**

#### **3.1 Methodology of clarifying elements of physical education teaching skill.**

Methodology is extremely important to clarify the core elements of physical education teaching skill. Limiting physical education teaching skill to class teaching is a narrow view. Y. Ma and Z.S. Lu have criticized it and believed that "teaching" is the unity of preparation before teaching, class teaching and reflection after teaching. Physical education teaching skill should be aimed at the goal of physical education teaching, and the classification must follow the requirements of formal logic, so as to facilitate effective guidance of teaching practice. According to the time sequence of the teaching process, they divided physical education teaching skill into teaching preparation skills, class teaching skills, teaching summary and reflection skills [6]. However, this classification method still has serious shortcomings. The definition of physical education teaching is too narrow in time. Physical education teaching cannot be regarded as a separate class teaching, nor can it be regarded as a separate unit teaching. Teachers should also take into account the relationship between multiple class teaching and unit teaching. Teachers should consider the situation of physical education teaching from the perspective of one week, one month, or even one semester, so as to reflect the integrity of physical education. Obviously, this is a higher skill requirement for physical education teachers.

The more important thing we must keep in mind in studying physical education skills is the ultimate goal of the research, that is, to serve the objectives of physical education and teaching. This fundamental goal points out the direction for the development of teachers teaching skills. Different documents and experts have different views on the expression of objectives for physical education and teaching, but promoting physical and mental development of students is the consensus. The attainment of this goal depends on the particularity of the teaching environment, teaching method and educational function of the physical education curriculum. Active physical activities in wide space

can bring benefits to adolescents that cannot be replaced by other disciplines. While promoting the good development of muscles, bones and other body components, through interpersonal communication and sport learning, students can gradually cultivate their emotions about sports activities, promote social and psychological development, and learn to conduct and adjust interpersonal relationships through sports activities. Those will have a profound impact on personality and healthy behavior for students. Thus, to determine elements of physical education teaching skill, it is necessary to take the physical educational goal as the foundation and consider the contribution of these elements to the realization of those goals. Moreover, from an operational point of view, the number of elements should not be too bulky.

### 3.2 Determination of the elements of physical education teaching skill.

Starting with the goal of promoting students physical and mental development, and committed to achieving this goal effectively, the teaching skills of physical education teachers can be theoretically divided into skills for psychological development and skills for physical development. The two distinguish and promote each other, and they are unified in promoting students participation in sports. From a practical point of view, around the goal of promoting students to participate in sports, teachers teaching skills can be divided into teaching planning skills and teaching implementation skills.

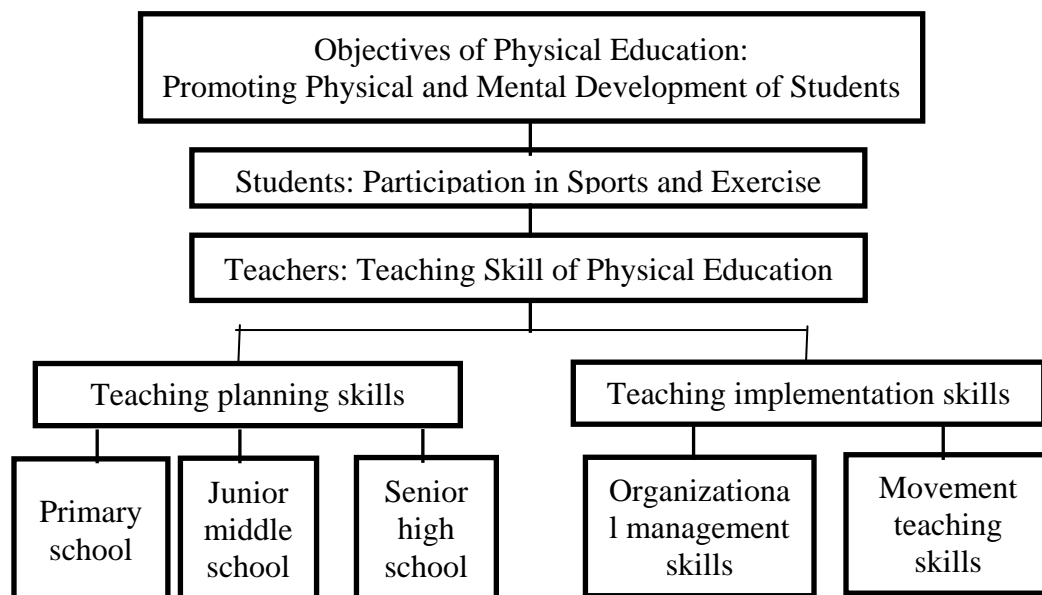


Figure 1. The Relationship between Physical Education Objectives and Elements of Teaching Skills

Teaching planning skills refer to the ability to make feasible teaching plans according to the characteristics of students with physical and mental development. This kind of teaching plan must conform to the students of anatomical, physiological and psychological characteristics at different developmental stages, and can stimulate and maintain students' motivation to participate in sports. According to the length of the cycle, it can be divided into stage planning, annual planning, semester planning, and class planning and so on. Teachers should be able to use all kinds of sports flexibly and reasonably in each kind of plan, ensure students participate in sports actively, and help students experience the pleasure and sense of success brought by sports activities. Stage planning is a very high requirement for physical education teachers. It involves some important stages of life development, from primary school to secondary school, and even university. This kind of comprehensive consideration ability is difficult to obtain, because the physical and mental development of adolescents is a continuous, long-term process, from 7 to 18 years old, more than 10 years, throughout all stages of primary and secondary schools. In this stage, various factors have a complex and enormous impact on the physical and mental development of students. This brings great

challenges to sports teaching and research, but it is a problem that physical education teachers should think about from the perspective of the whole and dynamic development of individual development. From a practical point of view, physical education teachers should have the ability to plan at least one of the three stages, primary school for six years, and junior middle school for three years or senior high school for three years. Class planning is the smallest unit of teaching planning. Lesson plan is a type of class plan that receives more attention. However, teaching planning skills cannot be affirmed or denied by only one lesson plan. The proportion of class plans should not be too high in evaluating teaching planning skills.

Teaching implementation skills can be divided into organizational management skills and movement teaching skills. The former enables students to carry out sports activities in an orderly manner according to a certain external form, while the latter ensures that students can efficiently learn the specific movement skills of sports. The combination of the two is student-centered, full participation in sports activities. The relationship between physical education objectives and teaching skills is shown in Figure 1.

#### **4. The Relationship Between Elements of Physical Education Teaching Skill**

##### **4.1 Relationship between teaching planning skills and teaching implementation skills.**

Teaching planning skills refer to the ability to master the teaching as a whole. Neither the psychological development of students nor the study of sports skills can be achieved in a short period of time. Therefore, teachers have to be trained to plan for a longer period of time. Teachers must have good subject knowledge and skills, be good at planning, combine short-term and long-term plans, and ensure the accomplishment of the plan. Unrealistic plans cannot be well implemented in practice while a realistic plan is easy to implement. The evaluation of teaching planning skills is based on whether the plan can be successfully implemented. Implementation skills are the ability to put plans into practice. Perfect plans, if not implemented, cannot achieve teaching goals. Thus teaching implementation skills are more of practical skill. Individual sport-specific skills are not equal to teaching implementation skills. Teaching implementation skills are reflected in the interaction process between teachers and students, and lead to the expected impact of teachers on students' body and mind. A single class teaching cannot perfectly reflect the teaching implementation ability of teachers. It should be judged by whether the students achieve the class or curriculum objectives, among which the most important is to stimulate and cultivate the motivation of sports participation.

##### **4.2 The relationship between organizational management skills and movement teaching skills.**

Teaching implementation skills are divided into organizational management skills and movement teaching skills. Organizational management skills are embodied in one hand in the maintenance of class order. Mastery of terms used for rank formation or transformation and other subject skills are the basic skill for physical education teacher in group management and teaching. More importantly, organizational management skills should also embody the ability of teachers to promote interpersonal communication among students. One of the different characteristics of physical education class from other disciplines is that it can enable students to cooperate and compete with each other, thus promoting students social and psychological development. Physical education teachers should be good at strengthening interpersonal communication among students by organizing various sports activities. Teachers with excellent organizational and managerial skills can make the class atmosphere active and students motivated. The evaluation of teachers in organizational and management skills should be based on students' intra-group communication and inter-group interaction activities. Organizational management skills also provide basic conditions for the teaching of motor skills. An orderly class environment can improve the efficiency and effectiveness for students learning motor skills.

Movement teaching skills have always been the focus of the evaluation of physical education teachers. Mastering good sport-specific skills is helpful for students to improve and maintain their motivation to participate in sports activities. However, mastery of a sport-specific skill for students

depends to a large extent on the teaching of teachers. Teachers should not only have excellent sport-specific skills, but also have excellent teaching skills. The level of sport-specific skills does not represent the level of teaching skills. In everyday teaching practice, what is needed is a higher level of teaching skills, rather than a high-level of sport-specific skills. In fact, in order to meet the various requirements of students, physical education teachers need to master a variety of basic sport-specific skills, and it is impossible to master numerous high-level sport-specific skills. But in order to achieve the goal of movement teaching, teachers need to have effective teaching skills. This includes the standardization of movement, the correct display of action demonstrations, and the use of refined language and so on.

## 5. Summary

Physical education teaching skill is a kind of professional skill different from sports-specific skill. The ultimate goal of physical education should be regarded as the criterion for classifying physical education teaching skill. From a practical point of view, physical education teaching skill can be divided into teaching planning skills and teaching implementation skills. The latter can be divided into organizational management skills and movement teaching skills.

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