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

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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 sports are 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.

Keywords: teaching research; preschool education students; P.E implementation ability; core competencies

1 Background
1.1 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.
1.1.1 The background of the development of children's sports

In the latest national physique monitoring bulletin published in China, it is pointed out that compared with 2010, the skinfold thickness (upper arm, shoulder and abdomen), Bunny jump, standing long jump, weight, The indicators such as chest circumference, height, sitting height and sitting position flexion of boys aged 3 to 6 in 2014 have increased by 0.2% to 16.5%; in the meantime the indexes of tennis throwing away, walking on the balance beam and 10 meters run back and forth, reduce amplitude ranging from 0.1% to 2.3. %.
3 to 6 years old girl's skinfold thickness (upper arm, shoulder and abdomen), continuous jumping, standing long jump, weight, chest circumference, tennis throwing distance, height, sitting height, walking balance beam, 10 meters round-trip and other indicators grow between 0.2% and 13.9%; the sitting body's flexion is reduced by 1.2%.

It can be seen from the above data that the overall level of physical fitness of children aged 3-6 years shows an increasing trend, but the development of physical quality shows the characteristics of “unbalanced”. Some indicators of physical fitness of children have a downward trend, which is related to the living environment, changing of the life style, changing in parents' child care concept, as well
as the increased static activities, insufficient physical activity, and lack of effective early childhood P.E..

1.1.1.2 "Hot" in the 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 of the country which also reflects the current strong demand for children's sports. According to media reports and incomplete statistics, 739 children's sports business organizations were newly established in China from July 2016 to July 2018, 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%; 11 new sports social organizations and research institutions in 2017-2018, associations and research institutions each accounting for 50%.

1.1.1.3 The "needs" of the development of children's sports

The hot wave of the development of children's sports reflects the "needs" which mainly reflected in:

(1) There is an urgent need for teachers who understand both P.E. and pre-school education. At present, most kindergartens are not equipped with professional teachers in P.E. Most of the teachers who undertake kindergarten children's P.E. activities are ordinary kindergarten teachers, which are basically students who trained by the college of preschool.

(2) Kindergarten frontline teachers urgently need training in sports knowledge and skills. In the relevant investigation and study, the current teachers in kindergartens generally reflect that they really want to undertake the teaching of children's sports, because children like it, but they don't know how to implement and organize children's sports activities. They thought that they lack the sports knowledge and skills.

(3) 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. In the years of kindergarten teaching and research guidance, the author found that some kindergartens will hire part-time professional P.E. teachers from physical intelligence training institutions, but they will also find that although these teachers who understand children's sports P.E., they lack the knowledge of preschool education. Therefore, they are also difficult to perform better in the implementation of early childhood sports. So they urgently need for being training and promotion.

1.2 The "embarrassment " of cultivating teachers of kindergarten sports majors in colleges or universities

1.2.1 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. It is impossible to reflect the characteristics of pre-school education and professionalism. The pre-school education P.E. curriculum has not been able to meet the professional needs of students well. It does not pay attention to the special nature of students' future occupations and the requirements for P.E. work.

1.2.2 Lack of pertinence in the content setting of physical education courses for Preschool Education Majors

According to the author's experience, the physical activities of the preschool undergraduate students are to strengthen and develop the physical quality from the perspective of the national students' physical fitness standards and the cultivation of students' lifelong sports awareness. 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.

1.2.3 The proportion of children's sports part in the preschool education professional course "Health education and activity guidance for preschool children" is lower

In addition to compulsory public P.E. classes, pre-school students will also learn the content and methods of some children's sports activities in the "Health education and activity guidance for preschool children", but this part of the content is low in the health education of colleges or universities. Among the related materials of "Health education and activity guidance for preschool children", there are a small proportion of sports-related content, some accounting for only 8%, up to 45%. Among in the textbook the content is mainly about teach theoretical knowledge, especially with a few cases. For example, in the "Pre-school Children's Health Education Activities Guide (Second Edition)" published by Fudan University Press, the case is slightly richer.

2. The core competencies of preschool professional students' ability to implement sports based on investigation and research

2.1 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 and 8 two-level dimension, as shown below(figure1):
In order to further understand the P.E. ability of preschool teachers, the "Investigation Status of Preschool Teachers' P.E. Ability" was designed in the research, and 435 preschool teachers across the country were surveyed. In the survey, 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 indicate that the ability performance is better. And the score below 4 points indicates that the level of P.E. ability of preschool teachers is general. The average score of each subject of dimension 1 "capability of mastering the theory of children's P.E." is generally lower than the average score of each topic of the other two dimensions, indicating the preschool teacher has a lower ability in this dimension than the other two dimensions. In addition, in the study the problem that the scores above 4 points are all related to the basic educational ability of preschool education, but the scores related to the sports professional knowledge and skills directly related to the children's sports are relatively low. For example, "the teaching of basic movement skills of children (such as walking, running, jumping, throwing, etc.) can be carried out well, "the safety of young children can be ensured in children's sports activities", and "the teaching process can be effective with young children." "Interaction" is more reflected in the basic educational ability of preschool teachers and the necessary educational ability as a preschool teacher; but in "being able to skillfully design and implement children's sports games", "can reasonably arrange and adjust the exercise load in time" which are directly related to children's P.E., the scores of sports professional knowledge and skills are low. This obvious difference indicates that the main reason for the lack of P.E. ability of preschool teachers is the lack of sports professional theories and skills.

![Figure 1. The Structure of Preschool Teachers' P.E. Ability.](image-url)
2.2 Core competencies of preschool professional students' ability to implement early childhood P.E.

2.2.1 Concept analysis

Core competencies is a must-have character and key ability that students gradually adapt to the needs of their lifelong development and social development in the process of receiving the corresponding semester education. It is a combination of students' knowledge, skills, emotions, attitudes, values and other requirements; it points to the process, paying attention to the students' understanding in the process of their cultivation, rather than result-oriented; at the same time, core competencies have the characteristics of stability, openness and development. It is a dynamic optimization process accompanied by lifelong sustainable development and advancing with the times. It is the basic guarantee for individuals to adapt to the future society, promote lifelong learning and achieve comprehensive development.

The core competencies of preschool professional students' ability to implement P.E. is designed to integrate students' pre-school related professional disciplines, rationally arrange compulsory and elective courses, and design online courses, so that students can form the necessary basic knowledge and key capabilities of children's sports implementation ability during school.

2.2.2 The core competencies of preschool students' ability to carry out preschool P.E.

With preschool education in full swing and the vigorous development of children's sports, as the high-school institution that trains young teachers, only by cultivating high-quality talents, can it better serve the preschool field. As far as children's sports is concerned, only by carefully studying the core competencies required for the development of students, can we better carry out curriculum reforms in order to better meet the future professional needs of students.

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 to implement sports (see the following figure2), which contains five aspects:

1. Basic knowledge about children's sports

When it comes to children's sports activities, the first thing to focus on is the basic knowledge about children. 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 knowledges. Moreover, we must know that only appropriate physical activities can promote the all-round development of young children. For this reason, pre-school students must carefully study the subject knowledge of children's anatomy, physiology, and preschool children's
health through compulsory, elective, and self-study methods, so they will lay the foundation for future work.

(2). The design ability of children's P.E. activities.
The children's sports activities mainly consist of children's independent sports games, regional activities, sports games, P.E. activities and children's gymnastics, etc. The design activities of teaching activities mainly refer to the design ability of sports games, P.E. activities and children's gymnastics. The educational activities of young children are different from those of primary and secondary schools. The activities of children with different ages are different. For this reason, the design ability of high-quality educational activities will determine the quality of children's sports activities and the physical health of young children. As a pre-school education student, they are all normal students. 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.

(3). The ability to implement early childhood sports activities.
Preschool major is a very practical major which practicality is especially important. 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 and observe and use them during the internship and apprenticeship to promote the improvement of implementation ability. Only in this way can students master the ability of children's sports activities.

(4). The innovation and practice ability of children's sports activities.
In the era of rapid development of today's society, children's sports activities have also undergone major changes. They cannot stay in games such as "Old Wolf what time is it?" and "Blow Bubbles". Teachers are required to use their talents to create or design more interesting sports games or teaching activities. As a new generation of college students, pre-school students have ideas, creativity, and access to advanced forms of culture and art which is conducive to students to play their own intelligence and create sports activities that children like.

(5). Evaluation ability of children's sports activities
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. As a pre-school education major, students need to master the ability of preliminary scientific evaluation, and be able to evaluate children's physical activities, be able to evaluate teaching activities designed by oneself from subjective and objective aspects. On this basis, they can continuously improve the level of observation, education
and teaching.

Figure 2. The Core Competencies of Preschool Professional Students' Ability.

3. Curriculum reform strategy of preschool professional children's sports implementation ability based on the perspective of core Competencies

Under the background of the current strong demand for children's sports, as a professional college for the cultivation of young teachers, curriculum and teaching reform are imperative. The goal of curriculum and teaching reform lies in the cultivation of the core competencies of pre-school students. For this reason, the author explores the cultivation strategies of the core competencies of preschool students' P.E. activities.

3.1 Reasonable construction of physical education teaching level for preschool students

There is a direct relationship between the training of the core competencies of preschool students' P.E. activities and the curriculum reform in the training program. In accordance with the principle of “strengthening technical application ability and improving professional accomplishment”, the goal of pre-school major training students is to cultivate talents with "full of theory, understanding teaching strategy, can organization and be demonstrate". Therefore, the level of professional characteristics should also be highlighted in sports related courses ((figure 3):

3.1.1 In order to improve students' physical health, enhance students' physical fitness, meet the national standards for 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. so that students can cultivate good sports habits and improve their sports skills in a limited period of time as much as possible, which can basically achieve the goal of "organizing and demonstrating".

3.1.2 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".

3.1.3 In the fourth year of Preschool Major, we can learn from the undergraduate training program of Beijing Normal University. 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.

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<tr>
<th>Grade one and two:</th>
<th>P.E. compulsory courses+ elective courses</th>
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<tr>
<td>Grade three:</td>
<td>Health education and activity guidance for preschool children</td>
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<tr>
<td>Grade four:</td>
<td>limited elective course of “Preschool Physical Education Teaching Method”</td>
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<td></td>
<td>full of theory, understanding, organizing and demonstrating</td>
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<td>understanding, organizing and demonstrating</td>
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Figure3. The Different Level of Physical Education Teaching.

3.2 Linking related courses, forming course groups and improving students' core quality.

On the basis of improving the professional knowledge of physical education and related knowledge of physical education, preschool students also need to learn systematically about children's physical, psychological, teaching environment and teaching strategies. Taking the College of Preschool Education of Capital Normal University as an example, the subjects directly related to preschool physical education include college physical education, preschool hygiene, preschool health education and activity guidance, and preschool sports game elective; the subjects indirectly related to preschool physical education include pedagogy, preschool children development psychology, kindergarten environment creation and other professional core courses. 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' physical education activities, our college began to make an attempt in curriculum reform in 2017:

3.2.1 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. For example, the Department of Physical Education should aim at the training needs of pre-school students, and provide courses such as “Sports Games Electives” and “Gymnastic Electives” for the students in this course. College of Preschool Education needs to sort out and divide the relevant knowledge of children's physical education (including human anatomy, children's physiological health, children's basic movement development, different types of children's physical activities, design of children's physical activities, etc.) in Hygiene and Guidance of Children's Health Education and Activities, so as to facilitate students to learn step by step and master relevant knowledge more systematically which give full play to the promoting role of curriculum group in the professional growth of students.

3.2.2 Combine the characteristics of the subject, and actively carry out professional elective courses among senior students. Take College of Preschool Education, 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, and further learn the adaptation and creation of children's sports games so as to improve the core quality of preschool students' sports implementation ability.

3.2.3 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. As a professional with a high degree of practice, internship plays an important role in the enhancement of the professional ability of students' knowledge. The different grades of internships are also different. It is necessary to combine the training programs closely and design the internships carefully for each semester, so that students can better observe the children in kindergartens, familiarize themselves with the physical activities of kindergartens, and observe the strategies of kindergarten teachers how to implement children's sports activities. Then it will lay a good foundation for the study of theoretical knowledge in the classroom, and is also conducive to the formation of the core competencies of students' P.E. activities.

3.2.4 Actively prepare to build online courses and strengthen the cultivation of students' self-study
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. In this way, in the case of limited professional hours, part of the theoretical knowledge is made into micro courses and online courses, so that students can self-study and flipped classroom; on the other hand, the reduction of theoretical hours can increase the content of classroom practice teaching, which just reflects the characteristics of physical education learning, and is more conducive to the formation of students' learning and professional core competencies.

4 Conclusion

With the gradual implementation of various reform measures of preschool education in China, the deepening development of kindergarten curriculum. Preschool field curriculum will inevitably move towards integration and specialization and preschool professional students need to improve the core quality of children's sports implementation ability. The purpose of the reform is to improve the teaching level of preschool graduates in the guidance of children's sports activities, and constantly meet the growing demand of the kindergarten.

References

