

A Study on the Problems and Paths of Post-Service Education for Rural Secondary School Physical Education Teachers in China in the New Era——Based on a Survey in LY, HN

Miao Yabo, Apollo Endrano

University of the Cordilleras, Baguio, 2600, Philippines

Abstract: *In order to promote the realization of the "four-in-one" goal of school physical education in the new era, promote the professional development of rural secondary school physical education teachers, and improve the quality of rural secondary school physical education teachers, the state promulgated the Opinions of Teacher Team Construction in the New Era and the Action Plan for Revitalizing Teacher Education (2018-2022) to guide the development of physical education teachers in rural secondary schools. Through the literature method, questionnaire survey method and mathematical statistics method, the post-service education of rural secondary school physical education teachers in China was studied, and the results found that the problems of post-service education of rural secondary school physical education teachers were manifested as follows: rural secondary school physical education teachers lack awareness of post-service education, the content of post-service education of rural secondary school physical education teachers lags behind and is not updated in time, the lack of diversified training methods for post-service education of rural secondary school physical education teachers. The path of post-vocational education for rural secondary school physical education teachers is proposed: physical education teachers change their concepts and have a comprehensive understanding of post-vocational education in the new era, update the content of post-vocational education for rural secondary school physical education teachers, integrate traditional Chinese sports, implement diversified post-vocational education training methods, optimize the evaluation of post-vocational education, and establish a credit bank for post-vocational education training.*

Keywords: *rural secondary schools; physical education teachers; post-service education*

1. Introduction

A highly qualified teaching team is a fundamental guarantee for improving the quality of education, specifically in the field of school physical education, that is, the improvement of the quality of physical education classroom teaching. The promotion of physical education curriculum reform is inseparable from a team of physical education teachers with advanced concepts, serious attitudes, excellent business skills and rich experience. The new period of building a moderately prosperous society has entered the final decisive key period, the construction of socialist countries and the realization of the Chinese dream, the call for a strong country in education, sports and other strategies and policies, the cultivation of a high level, professional hard, high quality, capable teacher team has become the current for the urgent task of education. Rural primary and secondary school physical education teachers as one of the vital parts of the development of rural school physical education, and rural primary and secondary school physical education teachers currently have many problems. Physical education teachers are one of the main forces in rural basic education, bearing the great responsibility of training rural sports population, their professional level and overall quality directly affect the current construction of the new socialist countryside, post-vocational education for the improvement of rural teacher education is also an essential part, should be given great attention.

2. Survey on the current situation of post-service education of physical education teachers in rural secondary schools in China

2.1 Object of study

This paper investigates the problems and pathways of post-service education for physical education teachers in rural secondary schools in China, using 100 rural secondary school teachers in LY, HN Province as the respondents.

2.2 Research Methodology

2.2.1 Literature-based approach

The research content was combined with the research content, and the relevant information was searched in the databases such as Zhiwang and Wanfang, using "sports", "rural" and "post-vocational education" as key words, and downloaded from government websites. The research results collected were organized and analyzed to provide the basis for writing this paper.

2.2.2 Questionnaire method

To investigate the situation and current determination of physical education teachers in rural secondary schools in China, a questionnaire was developed by drawing on existing research results. A random sampling method was used to investigate 100 rural secondary school physical education teachers in LY city, HN province, 100 questionnaires were distributed and 96 questionnaires were returned, with a 96% questionnaire return rate. Among them, 92 questionnaires were valid, and the questionnaire efficiency rate was 95.8%.

2.2.3 Mathematical and statistical methods

The data collected from the questionnaire was organized and analyzed using Excel software to provide data support for the study of this paper.

2.3 Research results and analysis

2.3.1 Survey on post-service education cognition of physical education teachers in rural middle schools

As can be seen from Table 1, among the surveyed rural middle school physical education teachers, 21 (22.8%) have a good understanding of post-service education; 38 people (41.3%) knew more about it; 20 people, accounting for 21.7%, knew a little; 13, or 14.2 percent, did not know. Thus, the teachers in rural middle school physical education teachers know the situation of the education is good, as for most of the teacher education have a certain understanding, but a few teachers just blindly obey school arrangement, the post-career education and related policy documents do not understand, rural sports teachers of teachers in education understanding is not accurate, and in the subsequent post-career education, may affect the teacher the positivity and the demand for post-service education are not accurate, which leads to the effect of post-service education is not obvious.(Table 1)

Table 1: Survey of Rural Middle school Physical Education Teachers' Cognition on post-service Education (N=92)

Cognitive	Very well understand	Relatively understood	General understood	Not understood	A combined
The number of	21	38	20	13	92
The percentage	22.8%	41.3%	21.7%	14.2%	100%

2.3.2 Content investigation of post-service education of physical education teachers in rural middle schools

As can be seen from Table 2, among the surveyed rural middle school physical education teachers, the training content is physical education teaching methods and skills of 63, accounting for 68.5%; The training content was social sports knowledge of 21 people, accounting for 17.4%; The training content was sports science knowledge of 16 people, accounting for 17.4%; 16 people (17.4%) were trained in new sports. The training content was sports scientific research knowledge of 12 people, accounting for 13.0%;The training content was ideological and political education for 30 people, accounting for

32.6%;The training content of modern information technology has 23 people, accounting for 25%.It can be seen that the post-service education and training content of physical education teachers in rural middle schools is mainly physical teaching methods and skills, which can meet the needs of professional development of physical education teachers and improve the teaching level of physical education teachers. Secondly, the content of political and ideological education is relatively large. The state attaches great importance to teachers' ethics. Through ideological and political education, teachers' ideological level can be improved. In the new period, the rural PE teachers in middle schools in the education and training, on emerging sports project of content is less, because the country has issued relevant policy time is shorter, post-career education training content, training teachers for no update from teachers for emerging sports training is less, it's need to update the training content, meet the teacher's teaching on the basis of reality. (Table 2)

Table 2: Content Survey of post-service Education of Physical Education of Physical Education Teachers in Rural Middle Schools (N-92)

Content	Physical education teaching methods and skills	Social sports knowledge	Sports science knowledge	Emerging sports items	Sports scientific research knowledge	Ideological and political education	Modern information technology
The number of	63	21	16	16	12	30	23
The percentage	68.5%	22.8%	17.4%	17.4%	13.0%	32.6%	25%

2.3.3 Survey on post-service education and training methods of physical education teachers in rural middle schools

As can be seen from Table 3, among the surveyed rural middle school physical education teachers, 62 (67.49%) were trained online; The training method is classroom teaching, 19 people, accounting for 20.7%;The training method is special training 7 people, accounting for 7.7%; There were 4 people, accounting for 4.2%, who were trained on-site. It can be seen that post-service education and training of physical education teachers in rural middle schools are mainly taught on line, and lack of offline training. Physical education is a practical activity with physical exercise as the basic means. In the post-service training mode of physical education teachers in rural middle schools, the single training mode based on network teaching is difficult to meet physical education teachers' participation The need for post-service education all activities.(Table 3)

Table 3: Survey on post-service Education and Training Methods of Physical education teachers in rural Middle Schools(N-92)

Training methods	Online	Classroom teaching	Special topic training	On-site observation	A combined
The number of	62	19	7	4	92
The percentage	67.4%	20.7%	7.7%	4.2%	100%

2.3.4 Survey on post-service education and training evaluation system of physical education teachers in rural middle schools

Table 4: Survey on Evaluation System of post-service Education and Training of Physical education teachers in rural Middle schools(N-92)

Evaluation system of	Compiling teaching plan	Teaching display	credits	attendance	The test
The number of	23	49	35	15	21
The percentage	25%	53.3%	38%	16.3%	22.8%

As can be seen from Table 4, among the surveyed rural middle school physical education teachers, 23, accounting for 25%, made evaluation through compiling teaching plans; 49 people (53.3%) evaluated by teaching display; 35 students, accounting for 38%, passed the credit evaluation; 15, or 16.3 percent, evaluated their attendance; Twenty-one ,or 22.8 percent, were evaluated through the exam. It can be seen that the post-service education evaluation method of physical education teachers in rural middle schools is mainly terminal evaluation, which is mainly based on teaching display and credits. The process evaluation of physical education teachers' learning progress and the improvement of teaching level of post-service education and training is insufficient, resulting in the lack of objectivity and comprehensiveness of the assessment of post-service education. (Table 4)

3. Problems of post-service education of physical education teachers in rural middle schools in China in the new period

First, rural middle school physical education teachers lack the understanding of post-service education.

In order to achieve the goal of "four in one" in school physical education in the new era, the Central Committee of the CPC and The State Council have issued a series of related plans and policies on the level of teachers, guiding the development and reform of physical education teachers in primary and middle schools through official documents^[1]. Physical education teachers are indispensable in school education work, but they affect the actual operation and development of school physical education, and play a pivotal role in realizing the goal of "four in one" in Chinese school physical education work. Relevant policies clarify that the purpose of post-service education for teachers is to train professional physical education teachers with high overall quality for schools to ensure the smooth development of school physical education. At present, physical education teachers in rural middle schools in China lack of understanding of the latest documents issued by the state in the new period, outdated ideas, lack of in-depth understanding of the value and significance of post-service education, resulting in the passiveness of physical education teachers to participate in post-service education, and there is a certain blindness in taking post-service education as the school's task.

Second, the content of post service education for PE teachers in rural middle schools lags behind and is not updated in time.

In 2020, the General Office of the CPC Central Committee and The State Council issued a document on school physical education in the new era, requiring the development and inheritance of traditional Chinese national sports as the new target of school physical education work^[2]. This requires the integration of martial arts, archery and other traditional sports in Physical Education Teaching and builds a sports competition system with Chinese characteristics. The document clearly requires that Chinese traditional events be added to school physical education to form a competition system. At this stage, the content of physical education in rural middle schools in China lacks traditional sports teaching because of the lack of special physical education teachers. To solve this problem, we mainly rely on post service education. The lack of training of emerging sports in the content of post-service education, especially the lack of training for Chinese traditional sports, makes it difficult to effectively implement relevant national policies, and affects the normal development of school sports work.

Third, the post-service education of PE teachers in rural middle schools lacks diversified training methods.

It is very important for PE teachers in rural middle schools to participate in post- service education and training. The correct training method can promote the learning efficiency of physical education teachers participating in post-service education^[3]. At present, the main way for PE teachers in rural middle schools to participate in post- service education is online teaching, and other training methods are less. The single form of online teaching can hardly meet the needs of physical education teachers' post- service education, especially the training of physical education teachers. In the training of physical education teaching methods and new sports events, offline training based on physical education is indispensable. The lack of post service education methods in offline practical teaching has greatly reduced the effect of post service education.

Fourth, the post-service education of PE teachers in rural middle schools lacks a perfect evaluation system.

Teaching evaluation plays a key role in educational work and directly affects the development of post vocational education. A sound educational evaluation system is an important guarantee for developing post vocational education. At this stage, the evaluation value of physical education teachers in rural middle schools participating in post service education is not perfect. The evaluation indicators for physical education teachers mainly include writing teaching plans, training attendance, teaching exercises, written tests, credits, etc. These indicators are "summative evaluation" indicators, and "process evaluation indicators" are lacking. They lack attention to the progress of physical education teachers in the educational process after they participate, and it is difficult to understand the progress of physical education teachers in the learning process in time^[4]. The summative evaluation causes the enthusiasm of physical education teachers to participate in post-service education to be affected, and even some teachers have coping psychology, which ultimately affects the effect of post-service education.

4. The path of post-vocational education for physical education teachers in rural middle schools in China in the new era.

First, physical education teachers change their minds and have a comprehensive understanding of post-vocational education in the new era.

In the new era, the Chinese government adhered to the goal of "four-in-one" of school physical education, vigorously promoted school sports and raised the requirements for physical education teachers^[5]. Rural middle school physical education teachers need to raise their awareness of post-vocational education. Teacher post-service education is the most direct measure to improve the comprehensive quality of teachers. Therefore, middle school physical education teachers should change their minds and renew their understanding of post-vocational education. Correct concept of post-vocational education is the guarantee for post-vocational education. In the new era, after-vocational education has raised the requirements for teacher development, non-single lifelong education, and professional requirements. Teachers' professional level affects the teaching effect. In the new era, quality education is vigorously advocated. Therefore, teachers need to improve their professional ability so as to keep pace with the times.

In the new era, physical education teachers in rural middle schools need to make it clear that post-vocational education is an organic content of lifelong education, participate in post-service education with the concept of "lifelong learning" to promote the professional development of teachers. Cultivate the awareness of independent development of rural physical education teachers, constantly reflect on themselves in education and teaching, pay attention to teaching action research, give full play to the function of online training, and carry out mixed training combining online, rural and offline, etc. The major of middle school physical education teachers should be closely combined with practice, realize the organic combination of theory and practice, and qualitative improvement in professional quality. Strengthen the understanding of post-vocational education by middle school physical education teachers, change the inherent concept, clarify the purpose of participating in post-vocational education, stimulate the enthusiasm of physical education teachers to participate in post-vocational education, and improve the effect of post-vocational education.

Second, update the content of post-service education for physical education teachers in rural middle schools and integrate them into traditional Chinese sports.

In the new era, the state has updated the content of teachers' post-service education, requiring "according to the actual situation of front-line education and teaching, enrich the training content and improve the quality of training, so as to promote teachers to study teaching steadfastly and conscientiously, conscientiously summarize problem improvement methods, make real efforts and progress, and improve the teaching level. ." Especially for rural teachers, the state requires that "rural school education should be combined with the actual situation, targeted in the application of new curriculum standards and new textbooks, and focus on training in educational concepts and methods, so that teachers can have more choices and ensure that the training achieves a certain effect." The update of the national policy requires the optimization of after-service education. The "On Comprehensively Strengthening and Improving School Physical Education in the New Era" promulgated by the Chinese government emphasizes the integration of traditional Chinese sports into school physical education teaching. The number of rural physical education teachers familiar with traditional sports is small, which needs to adapt to the requirements of the development of rural middle school sports in the new era under the guidance of national policies, and integrate traditional sports into the content of post-vocational education. There are many traditional sports events in China, such as martial arts, wrestling, shooting and other traditional sports projects with ethnic characteristics. Under the condition of perfect field equipment and good protection measures, it is suitable for teaching in schools. However, there is a lack of middle school physical education teachers who are competent in teaching traditional sports. Based on this, the content of the post-service education and training content of physical education teachers integrates the relevant content of the Chinese transmission sports project, so that physical education teachers can deeply study traditional sports projects. On the one hand, it is conducive to the development of physical education teaching in schools, and on the other hand, it promotes the inheritance and development of traditional Chinese sports projects.

Third, implement diversified after-vocational education and training methods

The training effect of post-service education for middle school physical education teachers is greatly affected by the training method. Requirements for the construction of the teaching team issued by China in 2018: focus on the professional level of teachers, take the training method as the

breakthrough, seize the advanced multimedia means given by the Internet era, break the limitations of time and space, and realize the hybrid training of offline training and offline training.

Compared with other disciplines, sports is more unique. Physical education not only requires students to be proficient in sports knowledge, but also requires students to participate in physical exercise, focusing on physical exercise, realize the educational value of physical education for students, and promote the healthy physical and psychological development of students. The after-service education of physical education teachers in rural middle schools should be combined with offline classroom teaching and on-site observation to achieve the expected results. It is difficult to meet the needs of teachers by simply adopting online education, which will greatly affect the learning quality of physical education teachers after-service education.

In the new era, the post-service education and training methods of physical education teachers in rural middle schools need to be transformed and innovated. With the help of the favorable opportunity of multimedia teaching given by the Internet era, the dual linkage between online and offline models will be carried out, so as to improve the effectiveness of post-vocational education.

Fourth, optimize the evaluation method of after-vocational education and establish a credit bank for after-vocational education and training.

In practice, we will gradually improve the evaluation system of post-vocational education and conform to the times. In the new era, the state has raised the requirements for post-service education for teachers, so the evaluation system needs to be updated. Requirements for the development of the teaching team introduced in 2018: training should be diversified, support free choice of learning, apply the credit system to teacher post-service education, establish a credit bank for teachers and the corresponding credit management system, and raise the training of teachers' post-service education to the same. At the level, and strengthen the connection between the two.

In the new era, in order to improve the effect of middle school physical education teachers participating in post-service education and give full play to the supervisory role of the evaluation system, it is necessary to establish a credit bank for teachers participating in after-service education and training, dock with the Internet, record teacher training and credits in real time, and retain the training content of teachers at each stage of learning. The achievements and progress, analyze the learning progress of teachers and other data, pay attention to the teachers' achievements, and affirm them. At the same time, combining the credits obtained by teachers from participating in training with academic education, evaluation of professional titles, etc. to improve the establishment of credit banks can stimulate the enthusiasm of rural middle school physical education teachers to participate in post-vocational education.

5. Conclusion

In the new era, based on the guidance of the concept of professional development of physical education teachers and based on the professional standards of physical education teachers, the education of physical education for physical education teachers is more systematic, scientific, orderly, and more effective. The professional development of physical education teachers in rural middle schools will be further internalized into the "professional consciousness" of physical education teachers, which is the ultimate goal of teacher education and the expression of teachers turning "passive education" into "active education". Through self-learning and self-education, physical education teachers in rural middle schools promote personal professional development and success, so as to provide talent security for the development of rural physical education teaching.

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