

A Study on the Necessity of Introducing Teaching-plan-telling into Physical Education Undergraduates' Courses in Normal Universities

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Abstract

The cultivation target of physical education major in normal universities is mainly physical teachers' qualification in basic education. Training of teaching-plan-telling on students of sports teaching major in normal universities has significant meaning to enhance the quality of students in a comprehensive way, realize the target of professional education and facilitate students of sports in normal universities to adapt to basic education as soon as possible after graduation.

Through analysis in the essence of teaching-plan-telling and disadvantages that exist at present in physical internship among students who major in physical education teaching in normal universities, this article explained the role of introducing teaching-plan-telling in teaching of students of sports education in normal universities according to the requirement of research on classroom teaching under the background of new course. The research results indicated that teaching-plan-telling is a bridge for students of sports in normal universities to go towards practice, and can encourage them to learn carefully the educational theories, improve the quality of educational internship and shorten the time from a student of sports in a normal university to a qualified sports teacher. Teaching-plan-telling is an effective form to enhance the teaching capacity and teaching and research capacity of students of physical education in normal universities, so it ought to be regarded as an important content in professional teaching in physical education of normal universities.

Keywords: Teaching-plan-telling, Physical education undergraduates, Physical practice, Teaching capacity

As a feasible and effective teaching practical pattern, in recent years, teaching-plan-telling has aroused wide attention and received extensive application in the basic education field since it has enhanced in an overall way the quality of students of sports in normal universities, fulfilled the target of professional education and facilitated students of sports in normal universities to adapt to the basic education job as soon as possible after graduation. For the time being, the activity of "teaching-plan-telling" has been brought widely into teacher recruitment in elementary and secondary schools, professional title assessment, performance appraisal, teaching evaluation and teaching observation and imitation, etc. The quality of students of sports in normal universities has direct effects upon their employment opportunities and employment quality in the future. Thus, how to cultivate the capacity of "teaching-plan-telling" of a student of sports in a normal university is an urgent and realistic issue that is faced up with by higher normal universities.

So far as students of sports in normal universities are concerned, their skill of teaching-plan-telling reflects their knowledge and capacity in the professional aspect of a discipline and their level of educational teaching. Training of teaching-plan-telling not only encourages them to summarize and improve the professional theory they have learnt and enhanced their teaching skills, but also can enable them to find out new problems in the process of teaching-plan-telling, broaden their field of vision, find out new thoughts and new methods to resolve these problems and improve their ability to analyze problems and resolve problems. Therefore, students of sports in normal universities should grasp this critical period of learning in school and strengthen cultivation and improvement of their skills of teaching-plan-telling so as to adapt to the requirement of basic education reform and lay firm foundations for their employment in the future.

Currently, some universities in China, especially education colleges and universities have been equipped with macro teaching laboratories and make full use of advantages of macro teaching, that is, operational skill, conservation the current status and editing comparison function. These colleges and universities integrate in an organic way the

teaching skill and training pattern of “teaching-plan-telling” into the environment of micro teaching, which will have an essentially pushing forward effect in improvement of teaching skills of students of sports in normal universities.

1. Connotation of Teaching-plan-telling

With continuous development of teaching-plan-telling in practice, people’s knowledge in the concept of “teaching-plan-telling” is also in a continuous developmental process. Then, what exactly is teaching-plan-telling? For the time being, there are a lot of definitions, and there has not been a final conclusion.

Some people believe that, teaching-plan-telling refers to a sort of teaching and research activity in which teachers are asked to face judge teachers or other audience on the basis of their preparing a class and systematically discuss their teaching assumptions and theoretical basis, and then the audience are asked to give comments on their discussion so as to achieve the target of mutual communication and improvement together. This definition mainly defines property and function of teaching-plan-telling and ascertains that teaching-plan-telling is a sort of teaching and research activity, with the major purpose to achieve mutual communication and improvement of teachers.

According to Zhenhua Huo, teaching-plan-telling is a sort of teaching and research activity and organization form of teacher training in which teachers express their teaching design and theoretical basis before their peers or experts on the basis of preparing adequately a lesson, then the audience give their comments for common discussion by all and confirmation of opinions for improvement, and the teachers revise and improve their teaching, the purpose of which is to improve classroom teaching effect and professional qualities of teachers. (Zhenhua Huo, 1996) This definition summarizes the property, content, object and function of teaching-plan-telling, ascertaining that the property of teaching-plan-telling is a teaching and research activity and organization form of teacher training, the content of teaching-plan-telling is to state the teaching design and theoretical basis and the function of teaching-plan-telling is to enhance the classroom teaching effect and professional qualities of teachers.

There are also some other people who believe that, “the so-called ‘teaching-plan-telling’ means that a lecturer gives commentary on his own lesson or comments on lessons of others based on a certain purpose. It mainly means that a lecturer gives commentary on his own lesson before class or gives comments on the teaching design or theoretical basis of the lessons taught by those who listen to his lesson after class so as to achieve the purpose of mutual communication and improvement. (Peili Li & Huaiyang Liu, et al., 2006) This definition mentions more “teaching-plan-telling after class” than the previous two definitions and expands the scope of the content of teaching-plan-telling, but has also not involved teacher training and teaching-plan-telling of students of sports in a normal university.

The above definitions on teaching-plan-telling respectively reflect certain features of teaching-plan-telling, but all of these definitions have their own disadvantages. According to the author of this article, in order to clarify the connotation of teaching-plan-telling, we have to take into consideration the following three aspects. Firstly, teaching-plan-telling is performed under guidance of a certain educational and teaching theory and is mainly expressed in an oral form; secondly, what teaching-plan-telling is to express the teaching design or predicated teaching behavior of a teacher in face of peers or experts to comment by the audience. Sometimes, teaching-plan-telling involves the aspect of bilateral interaction; thirdly, teaching-plan-telling is a sort of operable teaching and research activity of training on classroom teaching skills with combination of theory and practice. In addition, as a result of different subject objects, the emphasis of a teaching-plan-telling also differs from each other. For example, students of sports in a normal university refer to students at school in normal universities who are receiving regular normal education and are at a stage of learning, but who are, at the same time, the fresh troops of the teaching body in the future. Thus, they pay more attention to learning and training in skills of normal universities just because they participate in teaching-plan-telling with this particular double identity. Hence, the connotation of teaching-plan-telling should be reflected.

2. Effect of Teaching-plan-telling on Students of Sports in Normal Universities

2.1 Teaching-plan-telling Is Able to Enhance the Language Expression Capacity of Students of Sports in Normal Universities

Language expression competence is one of the basic teaching capacities among PE teachers and is an important aspect of teaching capacity of teachers. The core of teachers’ imparting capacity is the language expression competence and language is the major tool for teachers to transmit their influences on students. Since teaching-plan-telling calls for competent language expression competence, which requires that a teacher finishes a special subject teaching-plan-telling theory and technical operation according to the process of teaching within a

limited period of time and enables his listeners to get easily understood, a large amount of data summary analysis is necessary, which is finally expressed in concise language. Through “teaching-plan-telling”, students of sports in normal universities are requested to prune a PE class which is supposed to last 40 to 45 minutes and refine the class to express it clearly within 10 to 15 minutes, which calls for sufficient preparation and solid basic skill. Teaching-plan-telling offers the opportunity for students of sports in normal universities to exhibit their sports language arts and express their sports teaching style in face of their tutors and classmates, including the organization, consistency, logic, figurativeness, emotionality and accuracy of sports language. Evaluation of a certain form enables them to obtain feedback information about the effect of their teaching-plan-telling. Therefore, to continuously improve the expression and infectivity of teaching-plan-telling language and express a sports class clearly and thoroughly has become a target which students of sports in higher normal universities should attempt to pursue and finally achieve.

2.2 Teaching-plan-telling Is Able to Encourage Students of Sports in Normal Universities to Continue to Learn Educational Theories

Teachers not only have to make clear in a teaching-plan-telling what they are going to teach and what students should learn, but also have to further explain why they teach what they have selected and how students will learn. That is, they have to explain clearly their foundation and their ideas. In the meanwhile, teaching-plan-telling requires teachers to comprehend and grasp the target of their class, their teaching material and teaching reference, come to understand students' knowledge structure and capacity and exhibit their teaching theory and management level. This calls for students of sports in normal universities to possess systematic and solid professional theoretical knowledge and to learn new knowledge and new theory. When they make a design on a sports class, they have to take into consideration modern sports theory and methods, such as, sports theory, learning theory, modern course and theory, interrelation between teaching and learning, teaching process, teaching principle, teaching method, teaching organization and teaching evaluation, etc. They also have to get a mastery of modern education technology and computer assistant teaching means and employ proficiently multi-media for sports teaching. They have to explore sports teaching theory, read a large amount of sports education and teaching reference books and reference material and employ new theory, new knowledge, new technology and new method of sports teaching to guide the teaching practice. With scientific theoretical guidance, students of sports in normal universities are able to avoid randomness and blindness in classroom teaching, enable the process of sports teaching to correspond with the education rule and embody characteristics of sports teaching. All the above is able to encourage students of sports in normal universities to continuously learn education and teaching theory and integrate theory with practice in an organic way.

2.3 Teaching-plan-telling Is Able to Encourage Students of Sports in Normal Universities to Reflect after Teaching and to Innovate Their Teaching

Teaching-plan-telling can be performed either before class or after class. If a teaching-plan-telling is performed before class, a teacher is required to predict on any outcome of his implementation of the teaching design, such as, prediction on the fulfillment situation of the teaching target of the class or the classroom atmosphere of the class, etc. If a teaching-plan-telling is performed after class, a teacher is required to give comments on his feeling or experience in a class, comparison of the teaching result with its anticipated purpose after implementation of the teaching design, review, analysis and survey of the entire teaching process and summary of gain or loss and success or failure of the teaching. Then, the teacher can have the consciousness of self-reflection and ability of self-control, continue to enrich his qualities, improve his self-development capacity and enhance step by step his teaching competence. A teacher who is good at retrospecting would not purely repeat a teaching activity that has been conducted for several times. Teaching-plan-telling has affected each participant to a certain extent, and it is able to arouse them to ponder and to attempt to improve themselves. This activity means of teaching-plan-telling also invisibly leads teachers to perform a relatively systematic and in-depth reflection on their teaching, and the significance of reflection lies in re-adjustment and resolution of some defects and problems existing in previous teaching. Each one has the wish to express his own particular opinion or make certain innovation in a collective activity, since such atmosphere based on this sort of collective activity helps to motivate students of sports in normal universities to reflect on a new course, to update teaching methods and to ponder over how to teach in an effective way. Innovation originates from reflection on problems and the status quo, but innovation also needs some means and methods that are really able to activate teachers' thinking. Teaching-plan-telling is exactly one that is able to encourage to discover problems on the basis of reflection and to search for new breakthrough points, which is likely to arouse innovation among lecturers in the process of teaching and to enable them to use their own knowledge and

to resort to positive thinking activities to create some new teaching thoughts, teaching methods and teaching approaches.

3. Disadvantages Existing in Educational Internship by Students of Sports in Normal Universities

Identity of a student of sports in normal universities is student, and at most a standard teacher. Normally, there are two problems among students in normal universities in the process of professional learning. On one hand, their scope of learning the educational professional theory is relatively limited, which causes them hardly to come to contact with new and more rational educational concepts. On the other hand, the professional activities of students in normal universities are merely confined to a specific field. As a result, they tend to have the following several disadvantages during the period of internship. Firstly, their teaching internship activities are confined to a small scope and are only limited to conventional and short term teaching skills or management methods. Secondly, they do not have enough rational perception of their own teaching activities and they just take for granted some teaching content, but have never been aware why they have chosen such content. Thirdly, they tend to regard discipline as the most significant issue in teaching. Fourthly, they are unlikely to integrate educational theory with teaching practice.

The essence of teaching-plan-telling is to employ systematic and standard language to expound the teaching design and theoretical foundation of certain teaching content for opinions of improvement and further improving the original design to make the teaching content scientific, rational and feasible. Since students of sports in normal universities have not undergone teaching practice, they tend to be devoid of the operational capacity of designing the process of classroom teaching. In the meanwhile, since sports class is performed in an open and complicated environment, and as a result of the diversified characteristics of sports teaching target, the multi-function characteristics of sports teaching material and diversification of sports teaching methods and means as well as the complex relations between these elements, the process of sports teaching has its complexity and uncertainty. Thus, a systematic training of teaching-plan-telling on students of sports in normal universities can enable the students to make a scientific and overall design on the classroom teaching according to such educational theories as pedagogy, psychology and pedagogics, find out their basis for such as design and prepare a manuscript for the teaching-plan-telling, and then explain to their classmates or tutors the teaching design or basis of a certain class or give comments on the teaching design or basis of the class they have listened to. Finally, the students are required to make analysis and evaluation on the content they have taught with their tutors and classmates, discuss opinions for improvement together with them, further improve the teaching design of the class and improve the classroom teaching skills.

4. Conclusion

Skill training of teaching-plan-telling conducted by higher normal universities is an effective approach to enhance in an overall way the professional quality of students of sports in normal universities, the need to realize sports education target and is one of the important aspects to facilitate students of sports in normal universities to adapt to the basic education job as soon as possible after graduation. In skill training of sports teaching-plan-telling, the procedure of task confirmation - task analysis - task implementation - task evaluation can enable students of sports in normal universities to better "learn by using" and grasp the basic knowledge and skills of sports teaching-plan-telling in the process of sports teaching-plan-telling, which better cultivates the capacity of teaching-plan-telling of students of sports in normal universities. The professional growth process of teachers is a process in which individuals and the educational environment positively and actively interact with each other. At present, pre-service training of students in normal universities should highlight professional skill training and practical aspect and cultivate new skills requested for course reform. Yet, sports teaching-plan-telling can enable students to grasp skills of teaching-plan-telling within a limited period of time. Through integration of discussion and comments between students and students and between students and teachers, students are able to communicate with each other and learn from others' strong points to offset their weaknesses and improve themselves and integrate in an organic way the personal experiences of lecturers with collective wisdom, which has the effect of two-way communication. A teaching-plan-telling is able to cultivate and improve the oral expression ability of students, enhance their Putonghua level and exercise their courage. In order to make a perfect teaching-plan-telling, students will take the initiative to refer to materials, look up for evidence, seek for methods, discuss with students and consult with teachers and become passive learning to active learning. In the process of research together with teachers and students, students have the opportunities to enrich their educational theory knowledge, grasp some teaching methods and come to understand the trend of educational reform.

In one word, teaching-plan-telling is the comprehensive use of multiple knowledge, concentrated manifestation of

several capacities and the bridge of students of sports in normal universities to go towards the educational practice. Teaching-plan-telling is able to encourage students to learn carefully the educational theory, improve the educational internship quality and shorten the time from a student of sports in normal universities to a qualified sports teacher. It can be said that, teaching-plan-telling is an effective means to enhance the teaching capacity and teaching and research capacity of students of sports in normal universities, so it should be regarded as an important content in educational practice of students in higher sports education.

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