

Research on Innovative Training for the Professional Development of Rural Physical Education Teachers

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Abstract: With the development of quality-oriented education, rural physical education has received extensive attention from all sectors of society. In order to improve the quality of rural physical education teaching, it is necessary to attach importance to teaching reform, especially to enhance the professional quality of rural physical education teachers. The key is to carry out professional training for rural physical education teachers. This article, from the perspective of rural physical education teachers, analyzes the current situation of their professional development and proposes specific innovative training strategies, aiming to explore the path for improving teaching skills and enhancing the professional quality of rural physical education teachers.

Keywords: Rural; Physical education teachers; Professional development

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1. Introduction

Rural education is an important part of China's education system, and its development situation has attracted much attention. Physical education is an indispensable part of rural education, which helps improve students' physical fitness and cultivate their social adaptability. The State Council issued the "Rural Teacher Support Plan," and the document clearly states that the key to the development of rural education is the construction of the teaching staff. In order to meet the needs of educational development and effectively improve the quality of quality-oriented education, rural schools need to attach importance to the development of physical education teachers and adopt scientific and reasonable methods to build the physical education teaching staff. However, physical education teaching in rural areas is affected by many factors, such as relatively scarce resources and relatively lagging concepts, and educational development faces challenges. In this regard, rural schools need to attach importance to the professional development of rural physical education teachers, effectively enhance their teaching ability, promote the deepening of rural education reform, and improve the quality of physical education teaching.

2. The current situation of professional development of rural physical education teachers

In the school's physical education work, physical education teachers play the roles of implementers and developers. Physical education teachers have played an important role in physical education courses. Their professional qualities are directly related to the quality of the courses and affect students' ability to carry out physical activities, which can provide a guarantee for the smooth development of physical education teaching ^[1]. In the current practice of rural physical education teaching, influenced by many factors, some problems have emerged. The summary of the problems includes the following:

- (1) In physical education teaching in rural schools, many teachers are part-time teachers, and their theoretical knowledge level is relatively poor ^[2]. These part-time physical education teachers often guide students to complete physical exercises based on their experience. The knowledge content is relatively traditional. The classroom aims to complete the teaching goals, and the teaching quality needs to be improved.
- (2) Rural physical education teachers lack opportunities for going out for training. Due to the limited conditions of most rural schools and the insufficient number of physical education teachers, physical education teachers often teach multiple subjects by themselves and undertake heavy teaching tasks, lacking opportunities for professional training in physical education.
- (3) Physical education teachers lack in-depth interpretation of professional knowledge and have a shallow understanding of the curriculum standards, resulting in poor teaching effects, and physical education courses have become a kind of formal activity ^[3].
- (4) There is a lack of self-learning and improvement awareness, and the innovation of physical education teaching methods is insufficient. Many rural physical education teachers have relatively traditional teaching thinking and lack the spirit of innovation and research awareness. The existence of the above problems has hindered the development and progress of rural physical education teaching.

In the field of education, physical education teaching is an important component, which is related to the country, society and individuals. The professional development of physical education teachers has received widespread attention. By improving the professional level of rural teachers, the development of rural physical education can be promoted. ^[4] In the above content, the training of rural physical education teachers has played an important connecting role. However, according to the current situation of physical education teaching in rural schools, to carry out high-quality physical education teaching, many teachers are hindered by various factors, such as insufficient knowledge level and blocked training, making it difficult to effectively improve the effect of physical education teaching. In the long term, it is easy to cause physical education courses to become a formality, hinder the development of physical education teaching activities and the improvement of teachers' professional level, and endanger the physical and mental health of students.

3. Innovative training strategies for the professional development of rural physical education teachers

3.1. Focus on teachers' professional development and optimize the working environment

First, rural schools need to pay attention to the professional development of rural teachers and standardize management and training activities. Compared with urban areas, the masses in rural areas have a lag in their cognition of sports and lack attention to physical education courses. Therefore, in rural school teaching, the teaching management layer needs to attach importance to the professional development of physical education

teachers, publicize the importance of physical education teaching, and help parents of students view physical education courses correctly ^[5]. Facing the development of rural physical education teachers, the student-oriented concept can be implemented, the mental health of teachers can be valued, and language encouragement can be adopted to enable teachers to actively participate in teaching practice. The management layer of rural schools needs to strengthen communication with the school's physical education teachers, clarify their needs, and thus carry out effective teacher management activities. From a policy perspective, physical education teachers can be encouraged to integrate into the professional development process and be given opportunities for off-site training ^[6]. For physical education teachers with life difficulties, the school can provide them with more attention and help them increase their income.

Secondly, improve and adjust the incentive mechanism and optimize the teacher evaluation system. Through the implementation of incentives and evaluations, it can promote the professional development of teachers and enhance the quality of physical education teachers ^[7]. Among them, the evaluation of teachers needs to implement the concept of diversification. For example, from the perspective of the evaluation subject, attention needs to be paid to student feedback and evaluation. Regarding the implementation of teachers' teaching work, students have more say, and teachers need to pay attention to students' thoughts. From the perspective of the evaluation criteria, the teachers' professional ethics of physical education teachers is an important reference criterion. Through the inspection of their qualities, long-term teacher training activities can be carried out ^[8]. Based on the optimization of assessment and evaluation indicators, schools can choose appropriate incentive techniques in combination with conditions. For physical education teachers who are conscientious and have strong abilities at work, a greater inclination in performance-based wages can be given. Through the establishment of the teacher honor system, teachers with outstanding performance can be rewarded. In conclusion, the implementation of various incentive methods in schools is conducive to further promoting the professional development of teachers and enhancing the quality of physical education teachers.

3.2. Increase educational support and optimize the teaching staff

The government needs to increase the intensity of teacher training, attach importance to the professional development of rural physical education teachers, and promote the improvement of teaching quality and effectively achieve educational equity by building a high-quality physical education teacher team ^[9]. To achieve the goals of physical education, the government needs to adopt various measures, such as increasing investment in teacher training, providing good financial support for teachers, and attracting normal school students to teach in rural areas through the establishment of preferential policies, effectively expanding the physical education teacher team. Normal universities and colleges need to strengthen the connection with rural schools, carry out in-depth exchanges and cooperation, and ensure that the teaching content and curriculum setting can meet the situation of rural schools and conform to the teaching needs ^[10]. Through the implementation of the above practices, it can help teachers carry out better practices in rural schools, promote the organic integration of their theoretical knowledge and practical activities, and accelerate their professional development pace.

In addition, local teacher-training colleges and universities need to play a leading role, grasp the development needs of rural education, and carry out educational reform activities in combination with the situation of physical education teaching. Regarding the relevant content of talent cultivation, precise design and curriculum innovation can be carried out to promote the organic integration of teaching and collaborative innovation, and effectively enhance the forward-looking and practical nature of the curriculum ^[11]. For the training of rural physical education teachers, it is not only necessary to invite experts in but also to send teachers

out. Through the organic integration of teaching and practice, precise training for rural teachers can be conducted. The rural teacher team constructed through the above activities can have good professional qualities, teaching and research abilities, and gradually grow into an excellent teaching force in physical education^[12]. At the same time, schools need to encourage teachers to participate in various forms of continuing education and professional development to ensure the modernity of teaching methods and knowledge, help them adapt to the changing teaching environment, and effectively meet the needs of students.

3.3. Enhance professional development awareness and infiltrate the concept of lifelong learning

First, pay attention to improving the professional quality of rural school physical education teachers and cultivating their awareness of professional development. Physical education teachers belong to professional occupations. Only by mastering good professional qualities, deepening the impression of physical education knowledge, and having good wisdom, whose wisdom source belongs to professional qualities, which usually affects career development^[13]. Based on this, rural school physical education teachers need to consciously improve their professional qualities, continuously enhance their development awareness, deeply understand the significance of professional technology development for professional construction, truly maintain initiative, receive relevant education and training, and promote the improvement of their abilities. Rural schools can organize activities such as lectures and symposiums, invite professionals in the field of physical education to conduct professional quality propaganda for physical education teachers, help teachers understand the professional qualities of physical education, and truly start from the level of consciousness to stimulate the professional development belief of rural physical education teachers.

Secondly, teachers need to attach importance to the update of their professional skills and develop the concept of lifelong learning. In the teaching process in the new era, rural physical education teachers play an important role. They not only need to attach importance to the imparting of sports knowledge and skills, but also need to attach importance to the innovation of professional knowledge and abilities to truly adapt to the development needs of the times. To promote the realization of the above goals, rural physical education teachers need to combine their situations, conduct thinking and summarization, recognize various problems and challenges encountered in daily teaching, develop the habit of regular recording, clarify the parts that need to be adjusted, and effectively avoid repetitive mistakes. Teachers can also make better use of their spare time to continuously improve their professional knowledge and skill levels^[14]. At the same time, physical education teachers can study the literature of industry experts and scholars, enrich their theoretical knowledge reserves, deepen their understanding of advanced teaching concepts and methods, apply knowledge to teaching, and effectively improve the teaching level. In addition, teachers can also use video recording to record classroom teaching, effectively discover the deficiencies in the classroom, and carry out targeted adjustments. Through teachers' self-reflection activities, it can promote their comprehensive growth and provide more assistance to the education cause.

3.4. Create a rural sports atmosphere and carry out sports work smoothly

First, optimize the rural sports culture environment to enable physical education teachers to have a good sense of integration. Rural schools need to pay attention to the social sports culture atmosphere in the local area, actively carry out social sports activities, so that villagers can understand sports and actively participate in sports activities. From individuals, families to village collectives, they should have a correct understanding of physical education teaching, thereby recognizing rural physical education teachers and establishing an image of

responsible and capable teachers^[15]. By exerting this force, higher requirements and progress can be imposed on the teaching ability of rural physical education teachers. Use various social forces to build special materials and reward outstanding rural physical education teachers, including at the material and spiritual levels. Among them, for outstanding physical education teachers who have taught for a long time, commendable work can be carried out in the form of awarding certificates and setting up role models to effectively enhance the sense of responsibility of physical education teachers and form a sense of pride in dedicating themselves to the countryside and cultivating morality and talents.

Secondly, improve the quality of life of rural physical education teachers and ensure their smooth teaching. Rural schools not only need to pay attention to the working treatment and conditions of physical education teachers, but also need to attach importance to their living and working environment and give them more care, so that they can concentrate on teaching. Through the improvement of the education and living standards in rural areas, a good humanistic environment can be created to guarantee the quality of life of rural physical education teachers and enable teachers to engage in teaching at ease. At the same time, the improvement of the all-round performance-based work guarantee mechanism is conducive to the enrichment of the employment channels, which can enable teachers to actively participate in physical education teaching and effectively improve work efficiency.

3.5. Build a team of volunteer teachers and innovate training methods

Based on the challenges faced by rural physical education teachers and the current situation of rural physical education teacher training, schools need to optimize the training model and carry out comprehensive evaluation activities, such as sending education to the countryside and voluntary services. Through the implementation of the above measures, rural physical education teachers can be helped to participate in training and receive the most direct and practical training activities, effectively enhance their enthusiasm for participating in physical education teaching, and continuously improve their professional knowledge level. To build a good team of rural physical education teachers, schools need to attach importance to the training of volunteer teachers. Starting from the level of volunteer training, it is of great significance to build a high-quality, highly stable and highly professional team. Based on this, schools need to understand the situation of volunteers, conduct strict screening, and help them master good professional knowledge and teaching feelings. At the same time, schools can also increase the recruitment scale, build a high-quality team of teacher volunteers, and provide high-quality services for rural physical education teachers. In addition, starting from the levels of hierarchical training and remote training, exploration activities can be carried out, training methods can be innovated, and a high-level team of teacher volunteers can be built. Through the normalization of rural physical education teacher training, voluntary services can be continuously developed, and the long-term and healthy development of rural sports can be promoted.

4. Conclusion

To sum up, in the process of rural education innovation, rural physical education teachers have played an important role. Their professional growth directly affects the quality of physical education teaching and is even related to the physical and mental health development of students. To exert the positive role of rural physical education teaching, rural schools need to innovate training activities, build a professional development platform for rural physical education teaching, encourage them to participate in training activities, and effectively improve their professional skills. Specifically, rural schools can build a good team of rural physical education

teachers by measures such as optimizing the working environment for teachers, enhancing teachers' awareness of professional development, building a team of volunteer teachers, promoting the improvement of teaching quality, helping students master more skills, and developing good physical fitness. In the future, rural schools will continue to explore and practice, innovate the way of teacher training, to promote the process of professional development of rural physical education teachers and contribute to the prosperity of rural physical education.

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