



Training Course for Cultivation of Preschool Physical Education Teaching Ability of Year 4 Students Majoring in Preschool Education, Ankaung University, the People's Republic of China

Chen Huan¹, Phithack Nilnopkoon², Kanreutai Klangphahol³, and Lerlak Othakanon⁴

¹Ph.D. student, Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage Pathum Thani Province, Thailand

^{2,3,4}Lecturer: Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage Pathum Thani Province, Thailand

E-mail: 83801418@qq.com, ORCID ID: <https://orcid.org/0009-0005-1309-5365>

Corresponding author E-mail: phithack@vru.ac.th, ORCID ID: <https://orcid.org/0009-0008-6063-9830>

E-mail: kanreutai@vru.ac.th, ORCID ID: <https://orcid.org/0009-0003-2294-6390>

E-mail: lerlak@vru.ac.th, ORCID ID: <https://orcid.org/0009-0002-2397-6906>

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Abstract

Background and Aim: Physical activity is an important means to promote the comprehensive and healthy development of children's bodies and minds. The national health strategy and population policy adjustment, the development of kindergartens, and the deterioration of children's physical health have all worked together to bring unprecedented opportunities for the development of children's sports in China. The purpose of this paper is to study the background information of the contents of the curriculum of preschool physical education ability of year 4 students and develop the curriculum to improve the preschool physical education ability of year 4 students.

Materials and Methods: The researcher has studied the literature on the development of physical education teachers' physical education ability curriculum to cultivate year 4 students' physical education ability from the aspects of the curriculum development process, components, implementation, and evaluation, and has studied the quality of students' teachers from textbooks, academic documents, and related research. The researcher also used a simple random sampling method to have 4 teachers as a sample. The population is 8 expert teachers in physical education. The research instruments of this study are an interview questionnaire on preschool's physical education ability and lesson plans.

Results: Research findings: 1) The 6 components of the course include principles, objectives, content, instructional strategies using situational teaching methods, materials, and evaluation. 2) Preschool physical education ability which includes: 2.1) General ability, 2.2) Special ability, and 2.3) Application ability. After that, the researcher designed and completed the training course components of preschool physical education, and then evaluated the quality by five experts. The IOC value was between 3.80 -4.00, and the interrater reliability value was between 0.77-0.79 > 0.5. The course components were modified according to the experts' suggestions.

Conclusion: The components of the course which include 6 components could improve the preschool physical education ability of year 4 students effectively.

Keywords: Physical Education Teaching Ability; Training Course; Preschool Education





Introduction:

According to the Guidelines for the Learning and Development of Children Aged 3-6 issued by China in 2012, hereinafter referred to as the Guidelines, "Health" is listed as the primary goal of children's development in this age group. Physical health is an important part and foundation of children's overall physical and mental health. Children's sports activities, as an important means to promote children's physical health, have attracted much attention. It has gradually become a hot topic of common concern in education, sports, and health care (Hao Xiaoceng, 2013).

Problems in the cultivation of Preschool physical education teaching ability of students majoring in preschool education. Although the reform of preschool education in the new era has met the needs of preschool education in China, it has also reflected some problems in the cultivation of physical teaching ability in the actual operation, such as the physical education curriculum is not comprehensive enough. lack of Physical education teaching ability training for teachers. And the demand for students has not been effectively supplied (Xu Jian, 2020; Chang Qing, 2021; Chang Qing, 2021; Wang Wenjun, 2020). However, in order to solve the problems mentioned above, and relevant information about teaching training, the researcher selected to employ the curriculum development process to improve the curriculum components, which include six components: principles, objectives, content, instructional strategy, media, and resource evaluation.

Research Questions:

1. What is the background information for developing a training course to cultivate preschool physical education teaching abilities for year 4 students who are studying majoring in Preschool Education, at Ankang University, the People's Republic of China?
2. How is the training course designed to cultivate preschool physical education teaching abilities for year 4 students who are majoring in Preschool Education, at Ankang University, the People's Republic of China?

Research Objective:

1. To study the background information for developing a training course to cultivate preschool physical education teaching abilities for year 4 students who are studying majoring in Preschool Education, at Ankang University, the People's Republic of China.
2. To develop a training course to cultivate preschool physical education teaching ability for year 4 students who are majoring in Preschool Education, at Ankang University, the People's Republic of China.

Literature Review:

In October 2016, the Central Committee of the Communist Party of China and the State Council issued the "Healthy China 2030" Planning Outline, which required "to strengthen the integration of physical medicine and non-medical health intervention". "Integration of sports and medicine", as an effective model to improve the national health level and prevent diseases, has become a national strategy





for the first time, which is the noble mission and historical responsibility entrusted to sports by the country. The adjustment of the national health strategy has brought about a new concept of "big health". "Sports are good doctors" has become the loudest slogan of health management, and the idea of lifelong sports has gradually been widely accepted by the people. Voller, RD. Jr, (1982) stated that the age of 3-6 is the starting stage of life, and also the key period of healthy habit formation, sports skill development, and healthy personality cultivation. Physical health and behavior habits in infancy are closely related to the health level in adulthood. Zhou Liang, (2020) stated that the profound change in the concept of health has led to the formation of a new concept of childcare, and health has gradually become the primary factor in the concept of childcare of the new generation of parents. Developing children's sports and improving children's physical health is conducive to promoting the comprehensive implementation of the "Healthy China" strategy. As the basic support of China's "Healthy China" strategy, children's sports also ushered in the best development opportunities.

In 2010, the State Council issued two important documents on preschool education, namely the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) (hereinafter referred to as the Outline and the Several Opinions of the State Council on the Current Development of Preschool Education), which directly pointed out that preschool education (especially in rural areas) is the weakness and bottleneck of China's education development. The Outline clearly calls for the development of universal preschool education, which will be popularized nationwide in 2020. The number of children in kindergarten is expected to increase from 26.58 million in 2009 to 40 million in 2020. In 2017, the State Council issued Opinions on the Implementation of the Third Preschool Education Action Plan, which required that the public service system of preschool education with wide coverage, basic guarantee, and quality should be basically completed by 2020. The release of a series of documents highlights the importance that the country attaches to preschool education, and also exposes the huge gap in preschool education talent reserve. According to the data compiled by the Prospective Industry Research Institute of the Ministry of Education, as of the end of 2016, there are 239,800 kindergartens in China, with the number of children in kindergartens reaching 44.1386 million, and the shortage of preschool teachers is more than 1.9 million. In recent years, China's preschool education has developed by leaps and bounds at a high speed. The huge market demand has become a strong engine for the development of preschool education and preschool sports.

Mackie P, & Sim, F., (2018) stated that the deterioration of children's physical health is a major public health problem facing the world. Ci Xin, (2018) mentioned that recently, China Youth Daily and China Women's Daily have successively published articles calling for the continuous deterioration of the physical condition of children aged 3-6 years in China to be urgently concerned, and the timely intervention of relevant departments has become urgent. State Administration of Sports, (2014) researched that according to the National Physical Fitness Monitoring Report released in 2010 and 2015, boys' tennis throw, walking on the balance beam, and 10-meter round-trip running have a downward trend, ranging from 0.1% to 2.3%, and girls' sitting forward bending performance has decreased, ranging from 1.2%. What is more alarming is that the prevalence of obesity, myopia, dental caries, and other health data outside the indicator system of the national physique monitoring report is rising.





The problem of preschool physical education

Problems in the cultivation of Preschool physical education teaching ability of students majoring in preschool education. Although the reform of preschool education in the new era has met the needs of preschool education in China, it has also reflected some problems in the cultivation of physical teaching ability in the actual operation. The following are descriptions of problems of preschool physical education in the aspects of the curriculum, teachers, teaching methods, students' needs, and learning initiative.

1. Physical education curriculum is not comprehensive enough

Xu Jian, (2020) mentioned that the cultivation of physical education teaching ability in modern preschool education is closely related to the comprehensive traction of modern preschool children. On the premise of improving the activity ability of preschool children and expanding the scope of activities, the setting of physical education ability training courses for preschool education majors is not comprehensive enough. The reasons for this phenomenon are, on the one hand, the lack of research on the practice of modern preschool education, and the failure to fully recognize the relationship between the physical education teaching ability in preschool education and the application of various abilities in preschool education; On the other hand, the ability training in the curriculum of PE teaching ability training failed to effectively connect other abilities of preschool education majors and optimize the allocation of resources.

2. Lack of Physical education teaching ability training for teachers

Chang Qing, (2021) stated that physical education teaching ability belongs to comprehensive ability, which requires all-around physical education teachers to obtain comprehensive practice. For example, physical education teaching ability includes children's physical ability traction training, gymnastics skill training, dance action guidance training, as well as related ball games and game sports. However, due to the relatively rapid changes in the preschool education industry as a whole, there are relatively more changes in the content of physical education in preschool education. On the one hand, the direct training of such teachers needs a certain time interval; On the other hand, the relative lack of new all-around physical education teachers has jointly led to the relatively insufficient cultivation of physical education teaching ability.

3. The demand of students has not been effectively supplied

Chang Qing, (2021) concluded that in the current practice of preschool children's education and teaching, no matter the questionnaire survey of relevant kindergartens or the family survey based on social units, it is generally believed that preschool physical education has the characteristics of homogeneity, and it mainly depends on the use of some game facilities to complete, and even some researchers believe that the continuous development of this phenomenon may cause the pure gamification of preschool education, which is not conducive to the scientific sports activities of children, In serious cases, it will also cause certain adverse effects on its healthy growth.

Wang Wenjun, (2020) stated that the cultivation of the physical education teaching ability of preschool education students is relatively insufficient, which leads to a lack of initiative in the learning process of students. Specifically, students' physical education teaching ability, in addition to classroom





training, focuses on their own independent learning and training. Through this personalized experiential training, students can deepen their comprehensive understanding of physical education teaching ability, so that they can further transform the knowledge and experience attached to this professional ability into their own professional ability, and lay the foundation for the follow-up preschool education practice. However, due to the lack of corresponding resources to follow up, students' learning of physical education teaching ability is relatively single, and the demand for physical education teaching ability is gradually increasing, but it can not be effectively met, which makes them gradually lose their interest in learning and self-confidence in the application of physical education teaching ability, and thus leads to the lack of initiative in the learning process of students.

Teaching training

Meng Xianling, (2013) pointed out that interactive and participatory teaching training is a process in which teachers enhance their ideas through theoretical learning, then engage in interactive communication and discussion, and participate in practice to apply ideas to teaching, combining theory with practice, so as to achieve the goal of promoting teacher professional growth training. The implementation process of the new classroom seminar: 1. Transform the concept of teaching and learning through interactive communication, 2. Demonstrate and guide open classes, 3. Participate in practice and comprehensively implement the new classroom seminar.

Liu Jianghong, (2016) concluded that the main purpose of the physical education teaching design course is to improve the physical education classroom teaching effect of physical education teachers in combination with new forms (social needs, school physical education curriculum reform), including design strategies for major teaching links such as physical education teaching objectives, content, organization, evaluation, methods, and environment. The extracurricular sports activity design course mainly includes the planning and implementation of various extracurricular sports activities such as school-based courses, sports clubs, sports competitions, etc. The main purpose of the course is to clarify the understanding of sports teachers about extracurricular sports activities, handle the relationship between extracurricular sports activities and sports teaching, and how design sports activities that can stimulate students' enthusiasm for participating in sports exercises.

Ma Rui, (2020) stated that the American teaching training course standards for young children take physical literacy as a starting point, expanding it to five dimensions of learning. It includes motor skills, motor knowledge, physical activity and fitness, social behavior, and psychological skills, with emphasis on five learning areas according to age development characteristics in different segments.

Guo Yangyang, (2021) mentioned the strategies for constructing preschool physical education teaching training courses in vocational colleges: 1. Reforming teaching content and methods, 2. Attaching importance to textbook construction, 3. Strengthening the construction of teaching staff, 4. Developing venue resources, 5. Optimizing the evaluation system.

Liu Xin (2016) stated that the construction of preschool physical education training courses in higher vocational colleges in Sichuan Province: 1. The formulation of preschool physical education curriculum standards includes the principles that should be followed in the formulation of preschool physical education curriculum standards and the formulation of preschool physical education





curriculum goals; The design of the content of the early childhood physical education curriculum includes basic theoretical knowledge of early childhood physical education activities, early childhood basic movement activities, early childhood physical education games, introduction and basic movements of early childhood basic gymnastics, early childhood outdoor physical education activities, early childhood physical fitness testing and evaluation, and early childhood physical education activities observation and practice; 3. The organization and methods of preschool physical education courses; 4. Learning and assessment of preschool physical education courses; 5. Appraising the rationality of the content arrangement of preschool physical education courses.

Thus, in order to solve the problems mentioned above, and relevant information about teaching training, the researcher selected to employ the curriculum development process to improve the curriculum components, which include six components: principles, objectives, content, instructional strategy, media, and resource evaluation.

Curriculum Development model

1. The Models of Bobbitt and charters: Grassroots Rationale

Bobbitt, F., (1918) compared creating a curriculum to constructing a railroad: Once the general route is planned, the builder engages in surveying and then the laying of track. Developing a curriculum is like planning a person's route to growth, culture, and that individual special ability. Like a railroad engineer, an educator must "take a broad overview of the entire field [and see] the major factors in perspective and in relation." A general plan for the educational program can then be formulated, followed by "determining content and experiences necessary for the learner" Even today, many educators believe that curriculum development must include some means of monitoring and managing learning; that is, students' interactions with specific contents. Such monitoring enables an effective structure of curriculum and instruction.

The curriculum development process is as follows: (1) Selecting objectives. (2) Dividing them into ideals and activities. (3) Analyzing them to the limits of working units. And (4) Collecting methods of achievement.

2. The Tyler Model: Four Basic Principles

Tyler, R.,'s (1949) technical-scientific model is one of the best known. Tyler published "Basic Principles of Curriculum and Instruction", in which he outlined an approach to curriculum and instruction. Tyler's model is deductive; it proceeds from the general to the specific. Furthermore, the model is linear; it involves a certain order or sequence of steps from beginning to end. Those involved in curriculum inquiry must try to: (1) Determine the purpose of the school. (2) Educational experience needs to be relevant to the purpose. (3) Organize the experiences. And (4) Evaluate the purposes.

3. The Taba Model: Grassroots Rationale

Hilda Taba (1962) believed that a curriculum should be designed by its users. Teachers should begin by creating specific teaching-learning units for their students and then build to a general design. Taba advocated an inductive approach rather than the more traditional deductive approach of starting with a general design and working toward specifics. (1) Diagnosis of needs. (2) Objectives setting. (3)





Select content. (4) Organization of content. (5) Choose a learning experience. (6) Organization of learning activities. And (7) Evaluation and means of evaluation.

The key differences between Bobbitt and charters model, the Tyler model, and the Taba model is that the Tyler model and Bobbitt and charters model of curriculum is a linear model that contains four concepts, whereas the Taba model of the curriculum contains a long process of curriculum development, including seven steps. These three models' concepts are used for curriculum development in this study. Synthesizing the three models, the researcher obtained the following six steps for developing the preschool physical education teaching ability course: (1) Constructing Principles. (2) Formulating Objectives. (3) Selecting Content. (4) Selecting Instructional strategy. (5) Choosing media and resources. And (6) Constructing Evaluation Instruments.

Situational teaching theory

Zhang Ximeng (2019) mentioned that the Situational Instructional Strategy is a kind of Teaching method that combines the content of teaching materials in various specific activity scenarios, and stimulates students' strong teaching form in a very intuitive way by creating simulation scenarios. The use of situational teaching can not only enable students to invest and participate in teaching to the maximum extent but also help cultivate students' practical operation ability and achieve the goal of ability training. In conclusion: the application of situational teaching in curriculum teaching can be divided into three stages: pre-class preparation stage, classroom implementation stage, and post-class expansion stage. 1) The pre-class preparation stage is the process in that teachers select the most appropriate typical activities and complete the teaching design according to the course objectives, teaching content characteristics, and students' specific conditions. The completion of teaching design includes preparation of a teaching plan, creation of an activity environment, and production of teaching aids; 2) The classroom implementation stage is students, and teachers assume the responsibility of organization and guidance. The teacher should complete the steps of demonstration, imitation and creation, problem discussion, and summary according to the time arranged in advance; 3) The after-class expansion stage is the review and consolidation stage of students, and also the evaluation stage of teachers' teaching effect, including two steps: students' completion of homework and teachers' evaluation of students' homework

Xu Donglei, (2006) stated that the situational instructional strategy refers to the Instructional Strategy in which teachers purposefully introduce or create vivid and concrete scenes with certain emotional colors and images as the main body in order to arouse students' certain attitude experience, thus helping students understand the teaching materials and develop their psychological functions. The core of the situational instructional strategy is to stimulate students' emotions.

Xiao Lang (2022) concluded that the situational instructional strategy in school physical education curriculum refers to the effective teaching mode put forward by teachers through theoretical research and practical accumulation in the practice of school physical education teaching activities. Its main connotation is to build a simple, happy, and effective classroom atmosphere for learners by teachers according to the specific teaching requirements in the school physical education curriculum, then play the purpose of fully mobilizing and improving interests and subjective positive effects. In





situational education, children's mental and physical activities can not only cultivate their enthusiasm for learning but also improve their physical quality.

In summary, the researcher synthesized the concept and the steps of the situational strategy approach as follows:

- Step1: The pre-lass preparation stage
- Step2: The classroom implementation stage
- Step3: The after-class expansion stage

Preschool physical education teaching ability

Yan Fei (2016) concluded that preschool physical education teaching ability refers to the ability of students to systematically guide children's physical exercises or activities in an organized, planned, and targeted manner using the acquired physical knowledge and skills during education and teaching. In this study, preschool physical education teaching ability includes three aspects:

1. General educational ability is the basic ability that preschool teachers need to possess when completing physical education activities, and it is the foundation for individuals to achieve educational activities. It corresponds to "communication and cooperation", "reflection and development", and "environment creation" in the field of professional standards for preschool teachers, mainly including "language expression ability" and "thinking innovation ability".

2. Special education ability is the specialized ability that preschool teachers need to solve specific problems in specific situations, and it is the guarantee for individuals to achieve educational activities. It corresponds to the "support and guidance of game activities", "motivation and evaluation", and "creation of environment" in the field of professional standards for preschool teachers, mainly including "the ability to make toys, teaching tools and creating games," and "good business skills."

3. Application education ability directly affects the solution of practical problems, and the solution of practical problems is based on general education ability and special education ability. Application education ability is the key for individuals to complete educational activities, which corresponds to the "organization and care of daily life", "planning and implementation of educational activities", and "creation of the environment" in the field of professional standards for preschool teachers, mainly including "organizational ability for indoor sports activities", "keen insight in outdoor sports activities", and "leadership ability for preschool hiking activities"

The evaluation of students' preschool physical education teaching ability is conducted through an observation table after the implementation of the training course.

Current course status: Course structure and time allocation: The preschool physical education teaching ability course is a compulsory course for year 4 students. The course consisted of 1) Principles, 2) Objectives, 3) Content, 4) Instructional strategy, 5) Media and resources, and 6) Evaluation. The problems with the courses focus on theoretical study and ignore the cultivation of students' physical education ability. The time for the study of this course is one semester (four months)

Constructing a training course: The current course ignores skill teaching, so the researcher created a new course to supplement the existing courses, which mainly trains the general ability, special ability, and application ability of preschool physical education. Based on some theories of course development, the researcher constructed the new course structure, which generally includes the





following six stages:

1. Constructing Principles: With the healthy development of children as the heart, promote the harmonious development of children's bodies and minds. The main task of early childhood education is to implement the principle of combining physical education with education, implement the education of comprehensive development of children's morality, intelligence, body, and beauty, and promote the harmonious development of children's body and mind, including three aspects:

1.1 The principle of professionalism, the formulation of the course reflects the direction of the educational institutions for talent training, is the embodiment of the social needs, and reflects the students' yearning for the employment field. The curriculum standard of preschool physical education should be compiled according to the requirements of the talent training program, which should fully reflect the requirements of occupation and post;

1.2 The principle of combining theory with skill, the theory is the foundation of the curriculum, and preschool physical education must pay attention to skills, and the combination of the two can better implement teaching;

1.3 The principle of innovation, preschool physical education is different from traditional sports, therefore, we need to break the traditional concept of sports, not by the standard of physical education to measure children's physical education. At the same time, we should start from the reality of the course, with the students Based on the physical development situation, in the principle of grasping the characteristics of the curriculum, the students, and the participation in the curriculum unity.

2. Formulating Objectives: The training course objectives consisted of knowledge objectives, ability objectives, and quality objectives.

2.1 Lv Weili, (2008) stated that knowledge objectives are mainly embodied in understanding the characteristics and significance of children's sports activities; understanding the knowledge of young children's sports and health, and the techniques and principles of young children's sports movements; master the teaching methods of walking and running, jumping, throwing, and climbing for young children; the basic principles and organizational methods of sports games; understand the type structure and creation principles of infant gymnastics; master the forms and organization methods of sports activities such as mat sports and equipment activities for young children; master the basic knowledge of physical fitness testing and evaluation for young children.

2.2 Xu Zhuoya, (2003) mentioned that the ability objectives are mainly embodied in being able to create scientific and reasonable early exercises for young children based on their basic gymnastics knowledge; being able to design outdoor activities based on children's basic knowledge of outdoor activities; ability to organize physical education activities in kindergartens; have teaching ability suitable for children's sports activities; be able to conduct a scientific and reasonable evaluation based on the results of physical fitness tests for young children.

2.3 Lv Weili, (2008) concluded that the quality objectives are mainly reflected in developing efficient workability; developing good professional habits and meeting the quality requirements of preschool education teachers; having the ideological quality of being serious, responsible, good at communication and collaboration; Improve psychological status through sports activities and cultivate a positive and optimistic attitude towards life; improve the ability to resist setbacks and regulate emotions,





and cultivate strong willpower.

3. Selecting Content: The modified content was 1) General education ability which includes language expression ability, creative thinking ability; 2) Special education ability which includes the ability to make toys, teaching tools and creating games, good business ability; 3) Application education ability which include indoor sports organization ability, keen insight in outdoor sports activities, leadership in young children's hiking activities;

4. Selecting Instructional Strategy: The researcher selected a situational teaching method to employ in the training course for the cultivation of preschool physical education. The teaching method can be divided into three stages: 1) the Pre-class preparation stage, 2) the Classroom implementation stage, and 3) the After-class expansion stage.

Stage 1: The pre-class preparation stage is the process in that teachers select the most appropriate typical activities and complete the teaching design according to the course objectives, teaching content characteristics, and students' specific conditions. The completion of teaching design includes preparation of teaching plan, creation of activity environment, production of teaching aids;

Stage 2: The main body of the classroom implementation stage is students, and teachers assume the responsibility of organization and guidance. The teacher should complete the steps of demonstration, imitation and creation, problem discussion, and summary according to the time arranged in advance;

Stage 3: The after-class expansion stage is the review and consolidation stage of students, and also the evaluation stage of teachers' teaching effect, including two steps: students' completion of homework and teachers' evaluation of students' homework.

5. Choosing Media and resources: Teaching resources are various conditions that can be used for the effective development of teaching, including teaching materials, case studies, films, pictures, and courseware.

5.1 For the textbook, the researcher selected "Children's sports activity design and guidance, a textbook written by Liu Xin (2004);

5.2 For the media, the researcher selected "The University of China MOOC- Preschool children's games (https://www.icourse163.org/course/NJTY1001755203?from=searchPage&outVendor=zw_mooc_pcsgjg)

6. Constructing evaluation: Based on the objectives that the researcher wants to achieve, the evaluation instruments used in the study were:

6.1 A student observation form about physical education teaching ability

6.2 A students' satisfaction questionnaire toward the training course for the cultivation of physical education teaching ability





Conceptual Framework

The research title Training Course for Cultivation of Preschool Physical Education Teaching Ability of Year 4 Students Majoring in Preschool Education, Ankang University, the People's Republic of China, was designed with the conceptual frame namely;

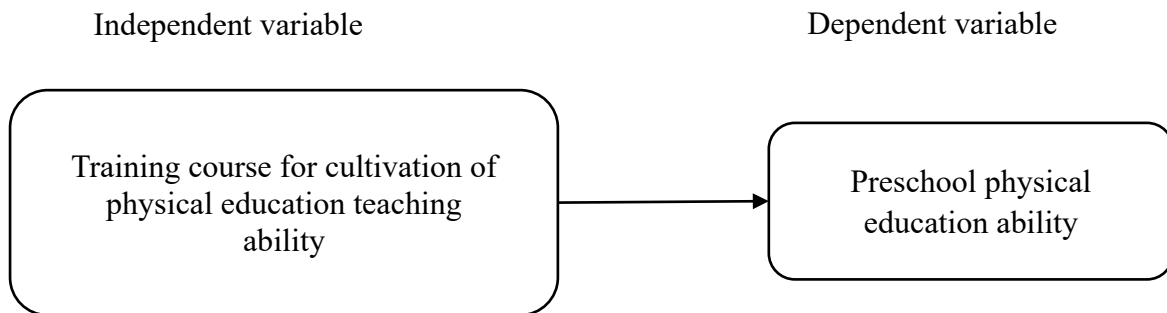


Figure1: Independent variable and dependent variable

Methodology

Phase 1: Study the background information for developing a training course to cultivate preschool physical education teaching ability for year 4 students by using two methods: (Details are mentioned in the Review)

1. Study through texts books, Government documents, academic documents, and related research.
2. Study through interviewing on the following topics: (1) Government preschool physical education policy. (2) Problems with preschool physical education courses in the aspects of principles, content, instructional strategy media, and resource evaluation. (3) Problems in the implementation of teaching ability courses in preschool physical education. (4) Situational teaching theory. (5) Preschool physical education teaching ability. And (6) Course development process and course components.

Population and sample: The population was 8 experts in physical education at Ankang University, the People's Republic of China. The sample for interviewing this study is 4 experts in physical education derived by simple random sampling.

Research instrument: An interview questionnaire about preschool physical education teaching ability. Research designs are: (1) Content Analysis by studying curriculum documents, related research about curriculum components and curriculum development process, educational philosophy, learning theory, and instructional strategy, including the preschool physical education teaching ability. (2) Interview questions for background information focusing on curriculum components of preschool physical education teaching ability training course

Area of content: Government policies document, the problem of preschool physical education and Curriculum development theory

Data collection: Study information from a textbook, government documents, academic



document-related research, and expert questionnaire to collect data

Data analysis: Content analysis

Phase 2: Develop the course of cultivating preschool physical education ability by using a situational teaching method

Process: Study curriculum development process. Develop the course of cultivating preschool physical education ability by using a situational teaching method. Analyze course components. Construct research instruments. And Evaluate the course components and research instruments by the experts.

Population and sample: The population was 8 experts in physical education at Ankaung University, the People's Republic of China. The sample of this study is 5 experts to assess the components of the training course to cultivate preschool physical education teaching ability of year 4 students derived by simple random sampling.

Area of content: Curriculum development process, curriculum quality assessment, components of the training course, and components of teaching ability.

Research instruments: lesson plans, training course evaluation form the sample of this research in phase 2 is 5 experts to evaluate course components of the training course for the cultivation of preschool physical education teaching ability.

Evaluation form of the training course, the experts evaluate the appropriateness of the training course. Lesson plans based on situational teaching theory: The researcher analyzed the validity of lesson plans using IOC. The validity value should be more than 3.51.

Table 1: The criteria of the Mean score

Mean cores	Meaning
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

The researcher analyzed the appropriateness of lesson plans using interrater reliability value of lesson plan 1 equal 0.90, lesson plan 2 equal 0.72, lesson plan 3 equal 0.83

Data collection: Study information from a textbook, government documents, academic document-related research, and expert questionnaire to collect data

Data analysis: Data were analyzed by using statistical procedures relevant to research objectives.

Result:

The findings based on the two objectives were shown below:

1. Study the background information related to the development of preschool physical education teaching ability course, found that the researcher gained knowledge and concept of developing course components consisting of principle, objective, content, instructional strategy, media and resources, and evaluation; student preschool physical education teaching ability components were comprised of 1) General educational ability, 2) Special education ability, 3) Application education ability.





2. To develop a training course to cultivate preschool physical education teaching ability for year 4 students. The study found that this step aimed to determine the quality of the draft document before its implementation. The draft document was evaluated by experts regarding the appropriateness and consistency of each component of the draft. The finding of the evaluation which was collected and analyzed was presented in Table 2 as follows:

Table 2: The finding of the training course evaluation by experts

Items		Mean	SD	Interpretation of appropriateness and consistency
preschool physical education teaching ability training course	Principle	3.7	0.45	High level
	Objective	3.2	0.55	Moderate level
	Content	3.6	0.45	High level
	Instructional Strategy	3.7	0.45	High level
	Material	4.1	0.55	High level
	Evaluation	3.8	0.55	High level
	Total/Overall	3.7	0.50	High level

As shown in Table 2. It was revealed that the draft curriculum was reviewed by five experts in this subject area, all of whom are professors. It was concluded that the course expert mean was 3.60-3.80 and SD was 0.45-0.55, the Mean total was 3.7, SD total was 0.50, which was statistically significant, and therefore, the draft of the training course could be used.

The finding of the lesson plans evaluation which was collected and analyzed by arithmetic means and standard deviation were presented in the table below. This procedure aimed to determine the quality of the lesson plans before their implementation.

Table 3: The finding of lesson plan evaluation by experts

Lesson Plan	Mean	SD	Interrater Consistency (Cronbach's alpha)	Interpretation of appropriateness and consistency
1 General ability training of preschool physical education for year 4 students	3.87	0.49	0.78	High level
2 Special ability training in preschool physical education for Year 4 students	3.83	0.47	0.77	High level





Lesson Plan	Mean	SD	Interrater Consistency (Cronbach's alpha)	Interpretation of appropriateness and consistency
3 Cultivation of the application ability of preschool physical education for Year 4 students	3.91	0.45	0.79	High level
Total/Overall	3.87	0.47	0.78	High level

As presented in Table 3. It was revealed that the sent lesson plan 1 was reviewed by my dissertation advisor with five experts in this subject area, all of whom are professors. It was obtained that the course expert Mean was 3.80-4.00 and SD was 0.45-0.49, the Mean total was 3.87, the SD total was 0.47, and the interrater value was between 0.77-0.79 > 0.5, which was statistically significant, therefore, the quality of lesson plans were high level and the lesson plans can be used.

Discussion:

According to the research objectives, the researchers used the process of curriculum development to develop the curriculum of preschool physical education teaching ability and solved the problems existing in the current curriculum, including principles, objectivity, the content of curriculum strategies, materials, and evaluation this based on curriculum development theories of Bobbitt, F., (1918), Tyler, R., (1949) and Hilda Taba (1962). These three curriculum experts' theories were implemented and confirmed by the following educators:

Liu Xing, (2017), stated that Bobbitt wanted to accurately present specific educational goals in the form of scientific research on real society. In fact, it was to strive to transcend the current situation and transform educational concepts into concrete and nuanced educational practices. This was a great help to front-line educators at that time. In addition, this method also has a preset basis, which is to use extensive and objective data to determine the choice of educational goals, which goes beyond the decisions made by individual teachers based on individual experience, and its reliability undoubtedly improves greatly. Wu Jingxian, (2017), mentioned that the theory of life standard proposed by Bobbitt, that is, education prepares for future life. Education needs to give students the practical knowledge and skills that society really needs. The curriculum is essentially a series of experiences aimed at enabling students to achieve the goals required by society and providing them with the knowledge and skills they will need in the future. Moreover, Bobbitt emphasizes the need to make them concrete and targeted. Shao Tianyi, (2022), pointed out that the emergence of educational values in Bobbitt's curriculum theory depends on the contributions made in the acquisition of experience. Bobbitt believes that the experience standard is one of the important characteristics of Bobbitt's curriculum theory. Bobbitt emphasizes the value of experience in the curriculum and advocates the connection between school and social progress. This is highly similar to Dewey's understanding and is considered a part of American progressive





education. In Bobbitt's view, knowledge is extracted from the rich experience of mankind, and experience is the foundation of education. blindly using textbooks to impart knowledge does not constitute true education and learning. A true curriculum cannot only point to knowledge but must point to the experience of students.

Tariq Mehmood Bhuttah, (2019), stated that Tyler's model is prescriptive, showing what course developers have already done and should do. His focus on "the nature and structure of knowledge, the needs of society, and the needs of learners" has made the Taylor model "social-centric.". The model is deductive, and linear, from general to specific. From start to finish, it requires a specific sequence of steps. Lau,(2001) pointed out that the Tyler model is the most famous modern curriculum development model, which stipulates the four main components of the curriculum: purpose, experience, method, and evaluation.

Costa and A. Loveall, (2002), mentioned that the Taba model emphasized the role of teachers in curriculum development. She proposed a method of clarifying what needs to be learned by students. The Taba model starts at the bottom and is a grassroots approach. Taba's approach is to follow a behavioral approach and gradually develop a curriculum plan based on goals and objectives. Li Jing, (2015) stated that Taba is the main representative figure of the "inductive thinking mode". She strongly opposes teachers' teaching of ready-made conclusions directly to students and encourages students to form their own conclusions by processing their own information. She believes that thinking skills can be taught through teaching, but they must be taught through specific teaching strategies, and they should be used in a certain order. Taba's inductive thinking mode includes three teaching strategies: the formation of concepts; the interpretation of data; and the application of principles. Zhang Hua,(2000), mentioned that the Taba model suggests that education should be a continuous speaking and dynamic process. While learning under traditional education is often static, which is inappropriate. Dynamic learning is manifested as the active and effective actions of learners.

As for the instructional strategy, it is based on the situational teaching method, which is consistent with the research of the following researchers.

Jiao Yang, (2020) confirmed that situational teaching has been widely used in physical education classrooms. Currently, it aims to inspire students to think and attract their attention by creating problem situations; Constructing a story scene to enable students to enter the scene and actively learn; Creating game scenarios, combining teaching with pleasure, learning happily, or using multimedia to create scenarios, and comprehend learning.

He Kai, (2021) mentioned that the application of situational teaching methods in high school physical education curriculum helps "teaching and learning" and makes classroom teaching more efficient. Gao Chao,(2021) stated that effective situational teaching can attract students 'attention, and mobilize students' learning enthusiasm and initiative, so as to stimulate students' interest in sports. Yao Yuanyang, (2022) gave an opinion that, unlike traditional teaching models, situational teaching methods can vividly display the teaching content and objectives of physical education classrooms through situational activities, achieve effective interaction between teachers and students, and comprehensively improve the teaching effect of physical education classrooms.





Recommendations

1. This training course can be used to train students through situational teaching methods, which is conducive to improving students' interest in learning and meeting students' needs. The curriculum developed in this way is suitable for the students to master the preschool physical education teaching ability and improve the teaching effect.

2. Both teachers of preschool education majors and physical education majors can apply the curriculum development process to their own curriculum. The improved principles, objectives, content, teaching strategies, and evaluation of the training course are good resources for implementation in the curriculum.

3. The development process of this course is rigorous, systematic, and theoretically based. It is not only applicable to preschool education majors, but also to the development of other courses throughout the school, and can serve as a guideline for the development of other courses.

Conclusion:

In short, preschool education has certain particularity, which is related to the overall development of preschool children's education and has an important impact on children's growth and follow-up learning. Due to the appropriate and scientific training in physical education ability which is conducive to the comprehensive development of children, it is necessary to improve the physical education teaching ability of preschool education students.

The curriculum development to cultivate year 4 students' ability in preschool physical education teaching is a rigorous process of designing and constructing educational and teaching structures. The main process includes the following six steps: (1) Construct the principles of the course, (2) Determine the objectives of the course, (3) Select content, (4) Select instructional strategies using situational learning method, (5) Select materials, media, and resources, and (6) Evaluation on the training course. Through the development of the course, we can provide theoretical support and practical experiences for other teachers to develop their professional courses.

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