

# Research on Competency Optimization Path of Physical Education Teachers in Primary and Secondary Schools under the Background of "Double Reduction" Policy

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**Abstract:** *The competence of physical education teachers in primary and secondary schools is a comprehensive evaluation standard to measure whether physical education teachers in primary and secondary schools can complete their work efficiently and produce excellent performance. Under the background of the "double reduction" policy, physical education in primary and secondary schools puts forward new requirements on teachers' competency from the aspects of education service consciousness, work initiative, teacher continuing education, psychological state adjustment, etc. In order to cope with the changes brought about by the implementation of the "double reduction" policy, this study proposes a six-dimensional optimization path for physical education teachers in primary and secondary schools, including: Strengthening the professional knowledge training of physical education teachers in primary and secondary schools; Pay attention to the training of PE teachers' professional skills; Promoting the improvement of the teaching ability of PE teachers in primary and secondary schools; Strengthen the basic professional quality training of PE teachers in primary and secondary schools; Strengthen the construction of social adaptability of PE teachers in primary and secondary schools; Improving the sustainable innovation ability of PE teachers in primary and secondary schools. In order to provide reference for the personal development and better work of primary and secondary school physical education teachers.*

**Keywords:** "Double reduction" policy, Physical education teachers in primary and secondary schools, Competence, Optimized path.

## 1. Introduction

The competence of physical education teachers in primary and secondary schools is a comprehensive evaluation [1] to measure whether physical education teachers in primary and secondary schools can efficiently complete their work and produce excellent performance. It includes multiple dimensions and indicators such as professional knowledge, professional skills, social adaptability, coping with work pressure, etc., which has an important impact on the quality of physical education in schools, students' physical health and the all-round development of adolescents. In July 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in the Compulsory Education Stage. The main purpose of the "double reduction" policy is to reduce the learning pressure of students in and out of school in the compulsory education stage, and improve the efficiency of students' after-school services and school education and teaching. At the same time, it pays more attention to students' all-round development in morality, intelligence, physical fitness, the United States, labor and other aspects. With the in-depth implementation of "double reduction", the competency optimization path of physical education teachers in primary and secondary schools has gradually become a hot topic for scholars to study. The "double reduction" policy not only emphasizes the teaching quality of school physical education and the improvement of students' comprehensive ability, but also pays attention to the process evaluation of students, advocates the inclusion of physical education in the after-school service system, and requires sports activities to meet the needs of students' diversified and personalized development. However, whether the requirements of the

double-reduction policy will cause problems and contradictions in the teaching process of new teenagers, whether it can promote the development of school physical education more efficiently, and whether physical education teachers in primary and secondary schools can meet the requirements of the "double-reduction" policy in many aspects become the key to the improvement and development of school physical education. To promote the competence of physical education teachers in primary and secondary schools will be an inevitable requirement under the background of "double reduction" policy.

In previous studies, there are a lot of research results on the competence of primary and secondary school teachers, but no unified view has been formed. Li Yingwu et al believe that the competence of primary and secondary school teachers includes several aspects, such as "emotional moral characteristics, motivation and adjustment, management competence, and teaching guidance ability" [2]. Xu Jianping et al. believed that teachers' competence included "teaching ability, knowledge, motivation, personality characteristics and self-image" [3]. DeeHalley believes that competency is a characteristic that enables an individual to perform work efficiently, including "knowledge, ability, trait, skill, attitude, motivation and behavior" [4] and many other aspects. According to the above research, the competency of primary and secondary school physical education teachers proposed in this study refers to the comprehensive ability of primary and secondary school teachers to efficiently complete school teaching tasks in the process of education and teaching, and the optimization path is proposed from the dimensions of professional knowledge, professional skills, teaching ability, social adaptability, professional accomplishment and professional development motivation.

## 2. "Double Reduction" Policy Puts Forward New Requirements on the Competence of Primary and Secondary School Physical Education Teachers

(1) The implementation of the "double reduction" policy puts more emphasis on the education service consciousness of physical education teachers in primary and secondary schools

With the implementation of the "double reduction" policy, schools will gradually pay more attention to the quality education and all-round development of students, and pay more attention to the leading role of PE teachers in the physical and mental health and all-round development of students.

From the social level, with the continuous improvement of the social awareness of the importance of physical education, the public gradually improves the awareness of the educational significance of physical education for children; From the school level, with the improvement of the investment in physical education facilities and equipment, schools continue to provide better working conditions and teaching environment for physical education teachers. With the strengthening of the organization and promotion of sports events and activities inside and outside the school, various amateur competitions are gradually increasing; From the individual level, parents are more clearly aware of the role of sports on the growth of children, the children in the school sports effective development of more attention, the requirements of physical education teachers are gradually increased.

Based on this, physical education teachers in primary and secondary schools should pay more attention to their own awareness of education service, take the initiative to participate in a variety of intra-class and extra-curricular service work in school, and create a better soft environment for students' sports.

(2) The implementation of the "double reduction" policy emphasizes the initiative of physical education teachers in primary and secondary schools

With the implementation of the "double reduction" policy, the work of PE teachers in primary and secondary schools has become more complicated, which requires PE teachers to highly examine the meaning of double reduction, which is both an "opportunity" to be grasped and a "danger" to be vigilant. They should improve their skills standards and re-plan campus activities. It is necessary to put forward optimal practice strategies [5] from the concept and mode of PE teaching, the setting and content of PE curriculum, and school sports activities and competitions, which lead to a sharp increase in the workload of PE teachers.

First of all, the working hours are lengthened. Although there are differences in the implementation of education policies in different places, basically primary and secondary schools must ensure that students have 1 hour of campus sports activities every day, seriously implement the "three lessons, two exercises, two activities", and some primary schools even

implement the "five lessons, two exercises, two activities" every week. That is, arrange 3-5 hours of sports and health courses every week, arrange 2 extra-curricular sports activities every day, 1 radio exercise, 2 eye exercises, 30 minutes of sports activities between classes, and arrange students to go out of the classroom for appropriate activities and relaxation during each class, no special circumstances shall not crowd out sports and health classes and time for sports activities. The increase of physical education courses and the extension of after-school physical education service time also mean that the working time of primary and secondary school physical education teachers is extended.

Secondly, the work intensity is also increasing. After the implementation of the "double reduction" policy, all kinds of recess sports activities and sports association activities have gradually become standardized. PE teachers generally feel that the work intensity is increasing, the work is complicated and more tired. In addition to the work that must be implemented in the school, such as recess exercises, sports associations, recess care and duty, some physical education teachers in primary and secondary schools are also responsible for the organization and planning of the school's sports festival and various sports events according to the arrangement of the school, and even many teachers need to design and manage physical education homework.

All the above circumstances lead to the increase of the workload and work intensity of physical education teachers in primary and secondary schools, which emphasizes the initiative and innovation of physical education teachers.

(3) With the implementation of the "double reduction" policy, more attention is paid to the continuing education of primary and secondary school teachers

The implementation of the "double reduction" policy has put forward higher requirements for the quality of physical education teaching. After the "double reduction", the physical education curriculum is not connected smoothly, the learning section is not closely connected, the number of sports is too large, the curriculum content is not unified gradually emerged, the curriculum outline has disorganized knowledge, the teaching theme is scattered, the main line logic is confused and other phenomena [6], which also makes the professional improvement of primary and secondary school physical education teachers in trouble. From the point of view of physical education, the current increase in physical education courses has led to the shortage of physical education teachers and sports venues. The teaching venues and equipment of physical education teachers are limited, and the difficulty of stratified teaching and group teaching is increased. This requires PE teachers in the teaching process of teaching methods, teaching content and teaching form need to be constantly innovative.

In terms of sports activities, schools now actively organize and encourage students to participate in them, and PE teachers put forward new requirements in organizing various sports activities in schools. In terms of after-school services, many schools have incorporated sports into after-school services, including improving students' ability to exercise independently, providing students with training plans and

suggestions for after-school exercise, making full use of equipment and venues, etc. Some teachers also learn some new sports according to students' needs and different programs offered by schools. To create sports games in line with the development of The Times, so that students can feel the freshness and interest of sports, especially for students who are seriously lacking in sports, it is necessary to constantly mobilize students' interest in sports. In terms of homework design, since the "double reduction", primary and secondary schools have also begun to assign PE homework. PE teachers need to constantly try to test students' extracurricular learning and sports ability by designing homework, which requires PE teachers to have a deeper understanding of students' situation and even develop parent-child exercise content. To guide parents to create a good atmosphere for family sports.

Based on this, the increase of work content has put forward higher quality requirements for physical education teachers in primary and secondary schools, and promoted teachers' independent learning on the basis of teachers' continuing education organized by schools.

(4) The implementation of the "double reduction" policy pays more attention to the adjustment of physical education teachers' psychological state in primary and secondary schools

After the implementation of the "double reduction" policy, the workload of physical education teachers in and out of class has increased suddenly, and the difficulty of teaching content design and organizational form in the teaching process has continuously increased, making physical education teachers feel unprecedented pressure. In addition, it is also necessary for PE teachers to pay attention to the cultivation of students' extracurricular interests and talents, which is more challenging for teachers, and PE teachers have to spend more time and energy on lesson preparation and study, etc. The teaching ability and psychological quality of PE teachers in primary and secondary schools are a challenge, which brings not only physical pressure, but also huge psychological pressure. In addition, there is pressure from the society. The implementation of the "double reduction" policy has promoted the sudden increase of PE education practitioners, the vigorous development of off-campus PE training, and the overall improvement of social PE education level. Objectively, new requirements have been put forward for PE teachers in primary and secondary schools. Parents are generally worried about whether their children can achieve the amount of exercise and the quality of PE teachers. These pressures from the society and parents have put forward new requirements and challenges for PE teachers' adaptability, pressure coping ability and emotional control ability. With the improvement of the education department's emphasis on primary and secondary school sports, sports training has ushered in a broader space for development. Some primary and secondary schools introduce off-campus training institutions into the campus, bringing a lot of advanced sports education concepts. In the future, the physical education industry will further promote the development of students' quality, and the number of practitioners inside and outside the school will continue to increase. Objectively brings the competitive pressure of primary and secondary school physical education teachers.

### **3. Competency Optimization Path of PE Teachers in Primary and Secondary Schools under the Background of "Double Reduction" Policy**

#### **3.1 Strengthen the Professional Knowledge Training of Physical Education Teachers in Primary and Secondary Schools**

The implementation of the "double reduction" policy plays a vital role in the improvement of the competence of physical education teachers in primary and secondary schools, and the guidance of continuing education or training.

First of all, the content of professional knowledge training should be targeted and practical. In view of the problems that PE teachers may encounter in teaching practice, for example, how to design diversified PE courses to meet the needs of different students, how to use scientific training methods to improve students' PE skills, etc., professional and specific guidance should be provided. At the same time, the training should cover the updating of educational teaching theories, so that PE teachers can keep up with the development of The Times and integrate the latest educational concepts into their teaching.

Secondly, the study of professional knowledge and skills should be strengthened. Physical education is highly professional. Teachers should not only master the technical movements and teaching methods of various sports, but also understand the relevant knowledge of exercise physiology, sports psychology, sports nutrition, sports biomechanics, sports biochemistry and so on. Schools can organize regular internal training, invite experts to give lectures, and provide a platform for teachers to learn and communicate. At the same time, teachers are encouraged to study independently, participate in relevant online courses and academic research, and constantly broaden their knowledge and enhance their professional knowledge reserve.

#### **2.2 Pay Attention to the Cultivation of Professional Skills of Physical Education Teachers in Primary and Secondary Schools**

The sports skills course refers to the course [7] for the purpose of imparting sports techniques, skills and basic knowledge of sports through physical exercises. Due to the particularity of physical education in primary and secondary schools, in the process of learning the design and organization of teaching, physical education teachers are not only required to have the ability to develop new teaching content, but also to have a strong ability to display sports skills, organize after-school amateur training, and organize students to participate in sports competitions. Therefore, the master and application of sports technology is a necessary professional skill for physical education teachers in primary and secondary schools. At present, the proportion of sports skills courses, theoretical courses and practical courses is constantly adjusted, and the proportion of sports skills shows a declining trend. Sports skills courses of sports teachers can not meet the class requirements. Many physical education teachers believe that the current sports skills class hours can not meet the needs of

primary and secondary school teacher education, especially "track and field and gymnastics class hours are too little" [8].

The design of sports skills course for primary and secondary school teachers should first emphasize the development of basic sports skills courses such as track and field, gymnastics and martial arts. Basic sports skills mainly include the basic skills and skills of martial arts, track and field and gymnastics, the mastery of these basic skills and skills mainly rely on track and field, gymnastics, martial arts and other courses to achieve; Mastering these basic sports skills and learning mechanics analysis of movement skills can lay a good foundation for special sports skills such as big ball games, small ball games and dancing. Therefore, the skills of track and field, gymnastics, martial arts should be given priority to development, and the corresponding continuing education training should be added in the process of work.

In addition, local education authorities should promote a wide range of ethnic traditional sports in local areas according to local conditions. At present, most primary and secondary school physical education teachers are more inclined to competitive sports with their professional knowledge and skills, and it is difficult to give professional teaching and guidance [9] to ethnic traditional sports. The promotion of traditional sports allows primary and secondary school physical education teachers to receive more traditional sports elements, and promotes the development and grafting of novel teaching elements. The General Office of the CPC Central Committee and The General Office of the State Council issued Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era, pointing out that "schools should attach importance to the promotion of traditional Chinese sports." [10] The training of local traditional sports such as martial arts boxing, chess, dragon boat racing, dragon dance and lion dancing should be carried out according to local conditions, and the integration of these sports into physical education and extracurricular sports activities in primary and secondary schools will not only help to inherit traditional Chinese sports, but also help to activate the atmosphere of sports in and out of class in primary and secondary schools. At the same time, it is also of great significance in cultivating the Chinese national identity and cultural self-confidence of primary and secondary school students.

### **2.3 Promote the Improvement of Physical Education Teachers' Teaching Ability in Primary and Secondary Schools**

On the basis of professional knowledge and skills training, we should strengthen the cultivation of teaching ability. In addition to the traditional centralized teaching, online learning, field visits, group discussions and other forms can also be adopted. The most important thing is to do a good job before class and review work after class. Online learning can break the restrictions of time and space, streamline and institutionalize online learning, avoid formalism, combine online learning with assessment, and enable PE teachers to acquire knowledge anytime and anywhere. On-the-spot observation enables them to intuitively learn excellent teaching cases and draw experience from them; Field visits and group discussions must be combined, and group

discussions can help promote communication and cooperation among teachers and solve problems in teaching together.

The teaching guidance link should adhere to the principle of differential treatment and pay attention to the individualized development of children. Each PE teacher has his own unique teaching style and advantages, and individual differences should be fully considered in the guidance process, and tailored suggestions should be provided according to the actual situation of teachers. For new teachers, the focus is on how to quickly adapt to the teaching environment and master the basic teaching methods; For experienced teachers, it focuses on helping them break through the teaching bottleneck and achieve teaching innovation.

In addition, training and guidance should also focus on practical operation. In the quality cultivation system of physical education teachers in primary and secondary schools in China, practice teaching is the key link of physical education teacher training, and the integration of professional theoretical education and practical skills is of vital [11] importance. Through simulation teaching, case analysis and other methods, so that physical education teachers in the actual operation to consolidate the knowledge, improve teaching ability. At the same time, an effective feedback mechanism should be established to timely understand the teachers' application after training, so as to further guide and improve the existing problems.

### **2.4 Strengthen the Basic Professional Quality Training of Physical Education Teachers in Primary and Secondary Schools**

Scholars have not reached a consensus on the research of PE teachers' professional quality. Some people think that professional quality includes professional ethics, rich sports knowledge and strong ability quality [12]; Some people think that professional accomplishment includes "ideological and moral accomplishment, cultural accomplishment, professional skills, ability accomplishment" [13]. This study holds that the basic professional accomplishment of primary and secondary school teachers mainly includes: professional ethics, sports humanistic accomplishment, discipline cultural accomplishment, sports-related knowledge, life attitude, value judgment and so on. To strengthen the basic professional quality of primary and secondary school teachers, the main purpose is to make primary and secondary school teachers have firm confidence, use the knowledge to answer the primary and secondary school students' learning, life, sports and other fields related problems, and make friends with children, so as to get the trust of children and solve the practical problems of children. Fully realize the importance of their own posts to primary and secondary education, and enhance the confidence in physical education teaching work. Establish lifelong sports consciousness, improve self-learning ability, correct work attitude and enhance professional ethics. In addition, good professional quality, is the primary and secondary school physical education teachers professional development of the internal motivation, accumulate knowledge, enhance a variety of problem-solving experience; On the other hand, good professional quality plays an important role in the continuous update of the knowledge system, so that they can keep a clear head at all times, keep

pace with The Times and constantly innovate.

### 2.5 Strengthen the Construction of Social Adaptability of Physical Education Teachers in Primary and Secondary Schools

Physical and psychological factors of primary and secondary school physical education teachers mainly include good physical quality, healthy body, good social adaptability and interpersonal relationship, gentleness, understanding, diligence, kindness, responsibility, enthusiasm and imagination, psychological quality and characteristics [14]. With the implementation of "double reduction" policy, it is of great significance to explore the strategies and methods to improve the competence of primary and secondary school physical education teachers, especially to continuously strengthen their social adaptability. To eliminate the social misunderstanding of the work content and job responsibilities of primary school physical education teachers through their own abilities, fully realize their own importance, strive for social attention and respect through their own advantages and work results, and construct the structure of physical education teachers' own psychological ability. On the one hand, strengthen the research on the nature of the work of primary school physical education teachers through scientific research, so that the society can fully recognize the status of primary school physical education teachers and advocate the respect and protection of the rights and interests of primary school physical education teachers; Social media should insist on the correct report of the work of primary school physical education teachers, eliminate the outdated concept of public primary school physical education teachers and work content, and build a social atmosphere of respect and protection.

To strengthen the construction of physical education teachers' ability to adapt to society, first of all, we should pay attention to the renewal of physical education teachers' own educational ideas. The educational concept is the core element to guide the theory and practice of physical education teaching. Physical education teachers in primary and secondary schools need to establish the educational concept of taking students as the center and promoting the all-round development of students, and pay attention to the cultivation of students' physical and mental health and sports skills. By participating in professional training, academic discussion and other activities, they keep in touch with cutting-edge educational ideas and integrate them into daily teaching. Secondly, gradually change the parents' cognition of the work of primary school physical education teachers, the family members of primary school physical education teachers should give full support and understanding, and guide primary school physical education teachers. Thirdly, let the primary school PE teachers have a positive working attitude and eliminate the confusion of the primary school PE teachers' work. Finally, family members should take the initiative to reduce the family pressure of primary school physical education teachers and separate family and work. In addition to relieving the pressure of public opinion and media on public primary school physical education teachers, physical education teachers should actively participate in the psychological professional promotion courses held by schools and other ways, so as to enhance the competence level of primary school physical education teachers.

### 2.6 Improve the Sustainable Innovation Ability of Physical Education Teachers in Primary and Secondary Schools

To realize the sustainable development of physical education teachers in primary and secondary schools is not only a matter of their personal planning, but also an important [15] part of the organization and management planning of primary and secondary schools. The sustainable development of teachers is affected by their own internal attitude, the external attitude of social environment and the teachers' own control, and at the same time, the internal attitude, the external attitude and the control influence the innovation work behavior [16] through the complete mediating effect of innovation intention. Research has confirmed that the endogenous attitude of primary and secondary school teachers has a positive effect on the behavior of sustainable innovation work. Therefore, to improve the innovation ability, we should fully consider the inherent characteristics of teachers' own interests and hobbies in work innovation, and constantly stimulate their own innovation will and behavior. At the same time, PE teachers' self-control also has a positive effect on innovative work willingness, indicating that if PE teachers in primary and secondary schools have good working innovation conditions, they will have innovative willingness, and then sustainable innovative behavior. In the opposite case, even if PE teachers have innovative ideas, they cannot put them into practice due to insufficient innovation resources, so it is difficult for them to generate innovative will. Exogenous attitude has a negative effect on innovation intention, indicating that external factors such as pursuing professional title promotion and salary can not directly trigger teachers' inner enthusiasm and willingness for work innovation.

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