

Research on the Training of Preschool Physical Education Teachers Based on the Theory of Space, Capital, and Habit

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Abstract: This article aims to explore the training model of preschool physical education teachers based on the theory of "space, capital, and habits". Preschool physical education plays an important role in the development of children's physical fitness and cognitive abilities. This article first introduces the theory of "space, capital, and habits", including its definition and core concepts, as well as its application value in teacher training. Subsequently, a training model for preschool physical education teachers based on this theory was proposed, which includes three elements: space, capital, and habits. In terms of space, it is emphasized to create an environment and place conducive to the professional development of preschool physical education teachers, such as the construction of training institutions and internship bases, and the support of teaching environment and resources. In terms of capital, emphasis is placed on cultivating the professional knowledge and abilities of preschool physical education teachers, including curriculum design and teaching methods, teacher team construction, and professional development mechanisms. In terms of habits, emphasis is placed on cultivating the professional literacy and educational attitude of preschool physical education teachers, including practical links and social participation, evaluation and feedback mechanisms. This training model aims to improve the quality and effectiveness of preschool physical education teacher training, and provide theoretical guidance and practical suggestions for preschool physical education teacher training.

Keywords: Space; Capital; Habits; Preschool Physical Education; Teacher Training

1. Introduction

In contemporary society, the importance of preschool physical education is increasingly prominent. The preschool stage is a critical period for the development of children's physical fitness and cognitive abilities, and physical education teachers play a crucial role in the preschool stage. However, there are some problems and challenges in the current training of preschool physical education teachers, such as a single training model, insufficient teaching staff, and a lack of educational resources. In order to improve the quality and effectiveness of preschool physical education teacher training, it is necessary to explore a training model that conforms to modern educational concepts. By applying the theory of "space, capital, and habits" to analyze the key elements and mechanisms of cultivating preschool physical education teachers, the aim is to provide theoretical guidance and practical suggestions for the cultivation of preschool physical education teachers.

2. Overview of the Theory of "Space, Capital, and Habit"

2.1 The Definition and Core Concepts of the Theory of "Space, Capital, and Habit"

The "Space, Capital, Habit" theory is a theoretical framework proposed by French sociologist Pierre Bourdieu to explain the formation and evolution of social behavior and social structure. This theory suggests that social life and relationships are formed

through the interaction of specific spatial environments, resource allocation, and individual behavioral habits.

Firstly, 'space' represents the physical and social structural environment of society. In the cultivation of preschool physical education teachers, space can refer to educational institutions, teaching venues, educational resources, etc. Different spatial environments can have an impact on the cultivation of preschool physical education teachers, including uneven allocation of resources and differences in educational facilities. Secondly, 'capital' refers to the resources and abilities that individuals possess. In the cultivation of preschool physical education teachers, capital can cover aspects such as educational background, professional knowledge, educational skills, and social relationships. Finally, "habit" refers to the habitual behavior patterns and ways of thinking that individuals form in a specific environment. In the cultivation of preschool physical education teachers, habits can refer to teachers' educational concepts, teaching methods, professional attitudes, etc. The habits of individuals are closely related to their space and capital. Through the formation and evolution of habits, individuals gradually adapt and change the educational environment in the process of teacher training^[1].

2.2 The Application of the Theory of "Space, Capital, and Habit" in Teacher Training

Firstly, this theory can help educational institutions and teacher trainers design reasonable training environments and curriculum arrangements. By analyzing different spatial environments, the issue of unequal distribution of educational resources can be identified, and improvement plans can be proposed to ensure that preschool physical education teachers receive sufficient resource support. At the same time, this theory can also guide teacher trainers to pay attention to the cultivation of teacher capital, including the accumulation of professional knowledge, educational skills, and teaching experience, in order to improve teachers' teaching ability and professional literacy.

Secondly, the theory of "space, capital, and habits" can guide teacher trainers to pay attention to the growth and development of individual teachers. Teacher trainers can provide personalized training plans and support for different teachers based on their needs and potential, promoting the improvement of their teaching abilities and the realization of their professional development.

Finally, the theory of "space, capital, and habits" can also promote interaction and cooperation between teacher trainers and teachers. By understanding the spatial environment and individual capital in which teachers are located, cultivators can better communicate and collaborate with teachers to jointly solve problems in educational practice. At the same time, the application of theory can also encourage teachers to reflect and adjust their teaching habits to adapt to different educational environments and needs^[2].

3. A Training Model for Preschool Physical Education Teachers Based on the Theory of "Space, Capital, and Habit"

3.1 Space: Creating an environment and place conducive to the professional development of preschool physical education teachers

3.1.1 Construction of training institutions and internship bases

Firstly, preschool physical education teacher training institutions should provide advanced educational facilities and resources to meet the needs of preschool physical education teacher training. These institutions should have modern teaching equipment and venues, such as gyms, training rooms, laboratories, etc., for conducting professional knowledge and teaching skills training. Secondly, the construction of internship bases is crucial for the cultivation of preschool physical education teachers. In these internship bases, preschool physical education teachers can interact with young children, practice teaching skills, and gain practical teaching experience. At the same time, the internship base should establish a good cooperative relationship with preschool physical education teacher training institutions, jointly develop internship plans and guidance plans, to ensure that students can receive effective guidance and support in practice.

3.1.2 Teaching environment and resource support

Firstly, the design and layout of teaching space should consider the special needs of preschool physical education teachers.

Secondly, the provision of teaching resources is crucial for the cultivation of preschool physical education teachers. This includes the preparation and updating of teaching resources such as textbooks, teaching aids, multimedia equipment, and experimental equipment. Preschool physical education teacher training institutions should ensure the adequacy and quality of teaching resources to support students' teaching practices and curriculum development. These resources not only include the teaching of theoretical knowledge, but also cover teaching cases, practical guidance, and teaching evaluation to enhance students' teaching ability and professional level^[3].

3.2 Capital: Cultivating the Professional Knowledge and Ability of Preschool Physical Education Teachers

3.2.1 Curriculum and teaching methods

Firstly, the curriculum for cultivating preschool physical education teachers should include rich theoretical knowledge and practical skills. Theoretical courses should cover the basic theories, development trends, teaching principles, and other aspects of preschool physical education, in order to help students establish a solid theoretical foundation. Secondly, teaching methods should be diversified, emphasizing the participation and initiative of students. Based on the characteristics of cultivating preschool physical education teachers, teaching methods such as case analysis, group discussions, and practical exercises can be used to stimulate students' interest and enthusiasm in learning.

3.2.2 Teacher team construction and professional development mechanism

Firstly, pre-school physical education teacher training institutions should focus on the selection and cultivation of teaching staff. During the selection stage, a scientific and fair selection mechanism should be established to ensure the recruitment of teachers with excellent academic backgrounds and rich teaching experience. Secondly, establishing an effective professional development mechanism is crucial for the growth of preschool physical education teachers. Preschool physical education teacher training institutions can provide professional development plans that clarify teachers' career goals and development paths at different stages. In addition, a teaching and research team and a teaching exchange platform can be established to encourage cooperation and sharing among teachers, and promote the exchange and collision of teaching experience and educational concepts. At the same time, teachers are provided with opportunities to participate in Academic conference, education and training, and encouraged to continue learning and professional growth^[4].

3.3 Habits: Cultivating the Professional Literacy and Educational Attitude of Preschool Physical Education Teachers

3.3.1 Practical links and social participation

Firstly, the training model for preschool physical education teachers should include rich practical links. Through practical teaching, internship training, and other methods, pre-school physical education teacher training institutions can provide students with specific educational practice opportunities. This practical experience can help students better understand the real situation of preschool physical education teaching, and cultivate efficient teaching skills, teamwork ability, and problem-solving ability in practice.

Secondly, the training model for preschool physical education teachers should encourage students to actively participate in social practice and educational activities. Through close contact with society, students can understand social needs and their family background, and improve their understanding and adaptability to preschool physical education teaching.

3.3.2 Evaluation and feedback mechanism

Firstly, a comprehensive evaluation system should be established for the training mode of preschool physical education teachers. The evaluation content should cover various aspects of preschool physical education, such as early childhood development, motor skill development, and the application of teaching methods, to ensure the comprehensive development of students and achieve training goals.

Secondly, timely feedback and guidance should be emphasized during the evaluation process. The evaluation results should be promptly reported to the participants, highlighting their strengths and areas for improvement, and providing specific improvement suggestions and training plans. Mentors and educational experts can have one-on-one communication and discussions with students to

help them understand the evaluation results, analyze problems, and provide personalized guidance^[5].

4. Conclusion

In summary, the training model for preschool physical education teachers based on the theory of "space, capital, and habits" provides a new perspective and method for the professional development and educational literacy improvement of preschool physical education teachers. Although there are still some limitations, this model has the potential to become an important research direction in the field of preschool physical education teacher training. Further research and practice will help improve this model, And provide more effective support and guidance for the cultivation of preschool physical education teachers.

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