

The Enlightenment of TPSR Responsibility Mode of "Moral Education" to Physical Education Teaching

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Abstract: This paper explores the influence of the concept of "moral education" on physical education, and focuses on the application of Teaching Personal and Social Responsibility (TPSR) responsibility teaching model in physical education. Physical education teaching is not only the teaching of skills, but also the indoctrination of values. Through the thought of "cultivating people by virtue", we can make physical education based on moral education and return to the essence of education. The TPSR model makes this idea concrete, emphasizes the personal process and social responsibility, and includes the cultivation of students' sense of responsibility, team spirit and self-management ability in physical education teaching. Through theoretical discussion and empirical analysis, this study revealed the practical application and effect of TPSR model in physical education teaching, proved the importance of this teaching model, and put forward the construction idea of TPSR physical education teaching model. Future research can expand more application scenarios of the TPSR model to achieve better quality and more comprehensive physical education.

Keywords: TPSR Responsibility Mode; Moral Education; Physical Education

Introduction

The essence of sports covers the spiritual elements more important than victory — Responsibility, respect, cooperation and perseverance. For educators, it is one of the basic tasks to cultivate students' these core qualities and skills with the help of physical education courses. In this regard, the traditional Chinese education concept of "cultivating people by virtue" gives profound enlightenment, emphasizing that education should cultivate students' moral character, so as to improve their moral quality. This study aims to cite the TPSR (Teaching Personal and Social Responsibility) teaching model to discuss how the idea of "moral education" is specifically applied to physical education, so as to realize the deep integration of teaching, education and moral education.

The TPSR model is a student-centered teaching strategy model for individual and social responsibility. Its application is not limited to physical education courses, but in physical education teaching, the TPSR model is particularly appropriate, because the environment of physical education teaching is easily combined with its core concept — to guide behavior with practice and drive emotion by experience —. By combining the idea of "moral education" and the TPSR model, we are likely to create a new and profound influence for physical education teaching.

With the continuous evolution of educational concepts, researchers have realized that cultivating skills is not the whole of physical education, but more importantly, it is necessary to cultivate students' sense of social responsibility, self-management ability, team spirit, and positive attitude towards life through physical activities. This paper will review and analyze the relevant published research literature and use scientific research methods to explore the specific application of these ideas in physical education curriculum and their impact on students' physical and mental development. It is hoped that these research results can provide a strong theoretical basis for the future reform of physical education teaching, and promote the physical education teaching toward a deeper and broader educational goals.

Literature Review

The concept of "moral education" largely coincides with the idea of the TPSR teaching model. Both ideas focus on cultivating students' moral responsibility and social responsibility abilities through education. In physical education teaching, these ideas can be put into practice in a substantive way.

In the study of the thought of "cultivating people by virtue", such example Wei Shusheng and Wang Yunli (2006) emphasized that moral education is the leading factor of the all-round development of people, which can promote the cultivation of character and the cultivation of personality. Its research further proves that physical education has an important position and role in moral education.

In view of the TPSR model, Hellison (2011) details the TPSR model and explains its possible applications in various courses, especially physical education courses. He points out that the goal of the model is to help students build a sense of responsibility for themselves and others, strengthen their self-management skills, and gradually develop a positive attitude towards life through teaching activities.

Hellison and Martinek (2006) further studied the application of the TPSR model in school physical education curriculum, with special emphasis on developing students' social skills and enhancing their moral awareness and social responsibility through physical education. Their research found that this teaching model helped improve students' self-motivation and their love of teamwork.

Overall, past research has been enough to illustrate the concept of "moral education" and the importance of the TPSR model in physical education. However, what is needed is more empirical research to show how these ideas are reflected in specific teaching practices and produce positive results. This is exactly what this article will discuss next.

Research Technique

This study used the literature method, interview method, questionnaire method, so as to understand the "khalid ents" thought and the application of TPSR model in sports teaching practice, and in cultivating students' sense of responsibility, team spirit, self-management ability, stimulate the positive attitude and the development of life skills.

The study subject was a public university in Hubei Province, China, and the study lasted for one academic year. The selected schools have implemented the TPSR model in physical education, and the implementation of this model is based on the educational concept of "moral education". Students participating in the study were from the first, grade and second grade, both male and female. The number of random samples was determined as 385 by the RAOSOFT software.

The interviews were conducted with students and teachers, aiming to understand their observations and experiences of the application of the TPSR model in practical teaching. Furthermore, observations were made in PE classes to allow a direct understanding of how teachers use the TPSR model for teaching and students' behavior and responses in PE. As for document analysis, it is the analysis of the school's teaching plan, syllabus, and classroom teaching video video and other related materials.

Results

Values shared between "moral education" thought and TPSR responsibility mode: The research in this part of the paper is based on 44 relevant theoretical documents as analysis samples. Through in-depth reading and comprehensive analysis, it shows that TPSR responsibility mode and the educational thought of "moral education" are highly compatible in the value orientation and implementation level. Specifically, in the physical education teaching activities, both highly emphasize the improvement of students' moral quality, enhance the sense of social responsibility, and cultivate fair competition and teamwork spirit. The score of moral education evaluation items in the evaluation index system in the TPSR teaching mode is significantly higher than that in the traditional teaching mode, which reflects the significant difference.

Application of TPSR responsibility mode in PE teaching practice: To this end, we used the interview method and conducted in-depth interviews with 50 PE teachers who implemented TPSR teaching mode. The results showed that about 90% of the respondents agreed with the positive role of TPSR model in improving students' ideological cognition and practical application of "moral education".

Acceptance and feedback of TPSR responsibility model by college students: According to the questionnaire data of 385 college students randomly sampled by RAOSOFT software, 75% of participants believed that TPSR model can give them strong moral cognitive ability and social responsibility. The average score of the self-evaluation of their moral behavior was significantly higher

than that of the control group. Despite this, 15% of the respondents mentioned that the TPSR model required high difficulties in their self-planning and self-evaluation ability.

Construction of the TPSR PE Teaching Mode

Combined with the results of this study, the construction of TPSR PE teaching mode should mainly include the following four levels:

1. Respect and understanding: Physical education starts from cultivating students' respect and understanding, let them understand that everyone is equal and valuable, respect others and themselves. At this level, teachers focus on defining and conveying the importance of understanding and respect to promote student moral development.

2. Participation and engagement: The TPSR model promotes students' active participation in sports activities, and encourages them to provide constructive feedback to experience and enjoy the process of teamwork. This requires teachers to constantly guide students to actively participate in, and communicate with them effectively.

3. Self-responsibility: This level focuses on students' cognition and responsibility for their personal behavior. The TPSR model pushes students to understand how their behavior affect themselves and others and to recognize their roles and responsibilities in physical activity. Teachers need to guide students to make decisions and solve problems by providing challenging tasks and problems.

4. Responsibility for helping others and the community: The highest goal is to develop students' leadership and ability to serve others. Through the concept of community contribution and the learning and practice of leadership skills, students can see their influence and value on the community, so as to further enhance their social responsibility.

There is a close connection between the above four levels, and can be connected in the actual physical education teaching process, through a series of teaching activities coherent up. In the specific implementation, it is necessary to adjust the teaching strategy flexibly according to the students' individual differences and needs. The role of teachers is to provide guidance, demonstration and encouragement, and help students actively participate in teaching activities, so as to achieve their personal growth and sense of social responsibility.

Conclusion

This study shows that the TPSR responsibility model based on the idea of "moral education" has a positive effect on physical education, and it can enable students to improve their moral quality and sense of responsibility in sports activities, and cultivate active social citizens. The following conclusions were also drawn:

1. TPSR responsibility mode can effectively combine the educational thought of "cultivating people by virtue", and combine students' moral character with physical training through physical education and physical teaching activities, so that students can have excellent moral quality while improving their sports skills.

2. As a teacher, we should make full use of the advantages of TPSR responsibility mode, combine with the actual teaching, fine-tune according to the specific situation of students, and improve the teaching effect.

3. Appropriate guidance and guidance are needed for students to help them better master the ability of self-planning and self-evaluation required by the TPSR model.

4. Encourage the diversification of educational strategies and adopt different methods according to the different needs of students to achieve the best teaching results.

5 Further research is needed to understand and explore the impact of this model on different student groups, and to provide more data support for specific teaching.

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Project Number: 2021547

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