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EURASIA Journal of Mathematics Science and Technology Education  
ISSN: 1305-8223 (online) 1305-8215 (print)  
2017 13(10):7111-7120  
DOI: 10.12973/ejmste/78737



## Research on Teaching Practice Growth Mode of Students Major in Physical Education

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Received 6 May 2017 • Revised 14 September 2017 • Accepted 1 October 2017

### ABSTRACT

**Objective:** Teaching practice is an important link in fostering physical education professionals. Teaching practice can effectively promote students' comprehensive quality and be conducive to better realize students' transformation to the role of teachers. **Method:** in this study, literature consultation, questionnaire survey and interviewing methods were applied to study on practice situations of students in Grade 2012 in our school's physical education major. **Results:** Practical ability cultivation was found to restrict in students' teaching level, especially for teaching practice link. Suggestions were put forward on the improvement of teaching practice by the study, in the hope of promoting students' teaching ability and facilitating their growth in comprehensive quality.

**Keywords:** teaching practice, teaching level, normal college's education, growth mode

### INTRODUCTION

Teaching is one of the earliest works in the world. It has a profound history, while the emergence of normal college education just occurred in recent hundreds of years. France has pioneered teachers' training school until 1684. Normal school education generally can be regarded as professional education of training teachers. As a student in physical education major, one would become a sports teacher once starting to work. We not only should pass on theoretical knowledge to students, but also demonstrate professional skills to students and correctly demonstrate movement (Hu et al., 2017). Thus, students in normal colleges should perform "practical learning" in school with the guidance of school's leading teachers so as to acquire professional knowledge and promote teaching skills, and then further cultivate and promote practical education ability. The kind of teaching practice of fostering teachers becomes "teaching practice".

Normal college students perform teaching practice is a test and promotion to personal ability and also bring into fresh atmosphere to practice school (Imam et al., 2017). At the same time, teaching practice is conducive to normal college students' understanding on teaching post situation in advance, which is helpful for targeted adjustment in future work (Liu, 2000). Teaching practice situation also reflects normal colleges' cultivation on students, brings convenience for adjustment on school's running plan and more conforms to demands of talents cultivation.

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#### **Contribution of this paper to the literature**

- The research is of certain theoretical value in reforming school's course, enhancing graduates' comprehensive accomplishment and strengthening school's competitiveness.
- Partial students couldn't quickly transform roles and adapt to changes in environment, along with insufficient teaching experience, causing no significant enhancement in their mistake movement correction and teaching methods' application.
- Before teaching practice, the school should perform systematic and sufficient training on students, various courses and disciplines should fulfill personal cultivation tasks with higher quality to avoid excessive dependence on teaching practice.

### **Raise Problems**

As first-tier working staff in education, teachers decide growth and progress of national next generation, which shows the importance of them. Thus, normal college education that is used as fostering teachers can be regarded as the foundation of the entire education.

However, as market economy gradually goes deeper, there occurred to a rapid expansion of the running scale in universities and a rapid increase in the number of students; no matter school's teaching quality or their employment situation, all face with huge challenges (Fang, 2012). Universities has expanded enrollment, but corresponding infrastructure thereof hasn't catch up with such expansion in time, making teaching resources especially tight, teaching quality frustrated and general disconnection between school and society. Most obviously, in school, most of the students cannot be trained sufficiently, leading to incompetent in working post (Luo, 2014).

In addition, having reformed education for several rounds in recent years, previous examination-oriented education has been substituted gradually by concept of quality-oriented education. In new curriculum standard, thinking of "Health comes first" has gone deeper into people's heart. Quality-oriented education is a kind of education that fosters students in multiple aspects and multi-level according to demands of social development (Zhang & Peng, 2017). As a university student that would participate in work, how to quickly adapt to new teaching environment and grasp core requirements of quality-oriented education and carry out teaching with definite objective (Xu, 2003). All of these are great challenges for students and teachers.

For universities, teaching practice can test school curricular setting and running orientation and thinking that bring convenience to school revision on teaching plan and promote faculty; as for students, it can test professional knowledge and comprehensive ability, is a required course to get into post as teachers and also essential preparation for engaging in education. Teaching practice is of special significance in school and students.

Development of teaching practice is a laborious process and suffers various factors' restriction. Present teaching practice mode has become rather mature after years' development. We should do a better job as required by social development, should constantly adjust our running mode with times advance, change and enrich our means of teaching practice.

It is an era with both opportunity and challenge now. Social competitiveness of normal college students is a sufficient reflection of running strength of normal colleges (Zhang & Zhou, 2014). The paper hoped to learn problems in our school students in teaching practice through investigation on students in Grade 2013 major in physical education. According to the problems, it put forward opinions and suggestions, improved talents cultivation link and facilitated talents' cultivation quality.

### **Research Purposes**

By investigating on teaching practice situation of students in Grade 13 major in physical education, we learnt constituents that affected practice performance of students major in physical education. With references of domestic and foreign normal college students' teaching practice organization conditions and integration with our

school's physical education major students' specific conditions, we put forward opinions and suggestions so that would be convenient for improving students' personal ability in learning and working.

### **Research Significances**

#### *Theoretical value*

The research is of certain theoretical value in school's curriculum reform, upgrading graduates' comprehensive accomplishment and reinforcing school's competitiveness.

#### *Realistic significances*

The research is of certain realistic significances in strengthening post recognition of students major in physical education, enhancing personal teaching ability level and fostering high quality sports teachers for society.

## RELATIVE CONCEPTS AND CURRENT STATUS

### **Concept of Teaching Practice**

Teaching practice is an indispensable practical experience for students major in physical education. Intern students are not only required to have certain professional knowledge and skills, but also should have the skill of effectively passing on personal professional knowledge to students that could be obtained and accumulated in practice. The concept of teaching practice has no definite and unified stipulation; however, many experts and scholars have summarized and analyzed it according to its characteristics. In teaching practice, students tend to experience processes such as probation and substitution, and some students would get involved in some administrative contents. Social development requires that school education should adjust working center accordingly, adapt to social development demands, but on a whole, there is no great changes in teachers' working tasks (Zou & Chen, 2014). Teaching practice should conform to cognitive law of teachers' work. Only by doing so, intern students could clearly recognize themselves in teaching practice work, and find out problems in teaching practice and easily solve problems so that be convenient to strengthen students' personal cognition and ability promotion. Cultivation of teaching ability forms in teaching practice. Teaching practice is an activity that applies theoretical knowledge and sports skills into practice, learning in school is just a process of simple learning, whereas teaching practice gets involved in learning contents and more importantly teaching. Let students to master knowledge and skills through teaching processes. Their grasping conditions tend to be affected by teachers' teaching ability and methods. In the teaching process, intern students on one hand, should pass on knowledge and skills; on the other hand, should make up deficiencies in the process of teaching, realize personal shortcomings, and strive to promote personal teaching level. On a whole, only by teaching practice, students could further perfect personal knowledge system, carry forward education policy in an all-around and correct manner, and better understand and fulfill teaching objectives.

In teaching practice, intern students should learn to fulfill teaching works and tasks independently, ensure teaching quality, and really realize take responsibilities of students and themselves. In the process, we surely would come across various difficulties; how to solve current difficulties is a reflection of students' ability in solving problems. In practice life, intern students exchange with advisers in work, make inquiry to leading teachers and discuss with other intern students, which can fast promote their ability of solving problems. Having experiences labor pains during teaching practice period, many intern students would feel promotion of personal teaching ability, and tend to have sense of mission and honor in education with promotion, and hope that they can contribute in education post.

## Domestic and Foreign Study Status

### *Domestic physical education practice study status*

Chinese physical education major is teaching practice develops followed by physical education major, but has not formed professional theoretical guidance. In 1950s and 1960s, China initially established relative perfect teaching practice system and various methods through employing experts from the Soviet Union to instruct their education experiences and theories. More and more universities has set up physical education major, cultivated a group of excellent students major in physical education, and more sports teachers perform teaching to contribute to Chinese modernization construction.

Normal schools arrange teaching practice could promote students' working ability and examine school's teaching achievement. Teaching practice is conducive to consolidate students' knowledge that learn in school and meanwhile absorb social experiences that teachers may be difficult to instruct in class teaching, which is a better supplement of promotion to students' social adaptability. Theory comes from practice; theoretical achievement regarding teaching practice emerged by generations of teaching practitioners' detours (Zhang, 2017). By numerous experts and scholars' yearly academic study on teaching practice, the implementation of teaching practice carried out more and more scientific and students' practice achievement would become more considerable.

Since 1996, China has successively carried out education reform for many times. Quality-oriented education has been widely spread in China, and quality of teaching has obviously promoted. In new teaching system, there is innovation in teaching objective, curriculum setting, and performance assessment to strive to promote students' comprehensive quality in all directions. New teaching system puts forward new requirements for education intern students and brings challenge for normal college teachers' teaching work arrangement. However, the real fact is usually institute's insufficient recognition on development orientation of future education work, causing students' mastered knowledge and skill when graduating not conducive to their adaptation to working post perfectly in the very beginning. Undeniable, partial students' individual ability also affected their teaching work, but at large, they were affected by school's professional arrangement.

Up to now, physical education teaching practice has formed system and attracted attentions of many universities. Many schools would attach more attention to changes in primary and secondary schools' campus demands in curriculum setting, and increased assessment on students' teaching practice, and strengthened supervision and guidance on students' practice. In students' selection on practice units, school took more comprehensive and multiple considerations, which fully promoted students' teaching level and school's running quality. But there are still some problems in physical education practice now. Though fixed systems have formed, they haven't been standardized; cognition on teaching practice was not comprehensive, which objectively only focuses on classroom teaching, ignoring teaching practice in other links. This could be reflected from evaluation on practice performance. Most schools' evaluation on students' practice performance referenced students' performance in practical classroom teaching, while little attention paid to students' performance in other aspects. Practice that organized to cultivate intern students' thought of becoming sports teachers was little that was bad for completely promoting intern students' comprehensive quality. While partial intern students were indifferent to engage in teaching practice.

Thus, to adapt to demands on social development, school should strengthen intern students' cognition on teaching practice and positively enrich practice contents, comprehensively promote practice quality, and make a strict standard in assessing practice performance to make teaching practice more standard, diversified and scientific.

### *Foreign physical education practice conditions*

Foreign students ought to fulfill corresponding physical education practice to get qualification of sports teacher. America stipulated students as total practice duration should not less than 15 weeks, required them to discipline themselves as a formal teacher during practice period, and take initiative teacher's working task. The

form of teaching practice is divided into two parts, firstly it required students to fulfill combination between education theory and practice in universities, and initially get the knowledge of education post. Secondly, students could get into formal practice post after fulfilled school's practice working tasks. At the same time, after completing weekly practical work, students should return to university to quickly summarize personal performance in practical schools and records on task completion conditions, and fulfill summarization on weekly practice work. Nowadays, America has another new practice system, which specially targeted at normal college students, requires normal college students appear in cooperative normal colleges in the form of professional teaching personnel, they should take teaching tasks in whole term with certain guidance, finally endow students certain reward as a form of encouragement so as to improve normal college students' positivity in practical work.

Since 1975, Britain stipulated that teaching practice was required to cover 12 to 15 weeks of the total term weeks in regard of time, and meanwhile implemented teaching practice work plan by several time frames. During teaching practice, students usually should pay a visit to primary and secondary schools for several times, and investigate on conditions of the schools' curricular setting and students' psychological conditions so that build foundation for personal teaching practice.

Russia has always a country of laying extremely emphasis on teaching practice. They regarded teaching reform as a kind of most effective path to get effective data and provide plans. There were there forms in teaching practice, firstly was intern students should fulfill advisors' assigned practical work in summer vacation after the ending of sophomore course independently; secondly was a kind of teaching practice that learns specific conditions in school in the form of probation during the process of practice; thirdly was a teaching practical work that primary and secondary school carries out after mastering basic information of students in practice schools.

Many nations in the world extremely focuses on teaching practice, people in any nation should not ignore the role of teaching practice in promoting native education development. Teaching practice gets involved in students' academic fulfillment, and also reflect school's running level, which relates to school's development prospect. Most importantly, performance of students' teaching practice reflects native education level, and seriously affects development of native comprehensive strength. To better impel development of teaching practice, we need to formulate strict practice evaluation standard and perfect practice organization management system and also make proper practice plan.

## RESEARCH OBJECTS AND METHODS

### **Research Objects**

The research took Grade 2013 students major in physical education of our school as research objects, from which there are 73 schoolboys and 55 schoolgirls; it totally released 128 pieces of questionnaires, got 110 pieces valid ones, and valid rate was 93.75%.

### **Research Method**

#### *Literature review*

Through consulting information in large-scale websites with strong reliability such as CNKI, Wanfang database and so on, we learnt specific condition and development trend of domestic and foreign normal colleges' students' implementation of teaching practice.

#### *Questionnaire survey*

The questionnaire report was formatted through consulting with advisors that were familiar with investigation in the direction and reading lots of questionnaire reports in the same type as well as combining with specific implementation plan in the investigation.

**Table 1.** Analysis of gender difference and teaching ability

	M (N=73)		W (N=55)		T value	P value
	M	SD	W	SD		
Teaching design ability	3.66	0.46	3.55	0.48	6.02	p≤0.01
Teaching implementation ability	3.44	0.54	3.53	0.65	5.06	p<0.05
Teaching ability	3.71	0.47	3.54	0.47	8.01	

**Table 2.** Different professional achievement ranking's sports normal college students' teaching ability single factor variance analysis

Variable	Top33%		Middle 34%		Rear33%	
	M	W SD	M	W SD	M	W SD
Teaching ability	3.91	0.34	3.62	0.40	3.38	0.50
Various dimensions' teaching ability	3.70	0.38	3.42	0.63	3.21	0.53

### Interview methods

We interviewed with partial students that returned to school after teaching practice, went deeper into investigation on how their teaching ability rapid improves during teaching practice and recorded in written form to sort out and file them.

## CORRELATION ANALYSIS OF BASIC INFORMATION BEFORE TEACHING PRACTICE

### Comparison of Teaching Ability in Different Genders before Teaching Practice

There is no special significant difference in different genders' teaching ability and various dimensions teaching ability of students major in physical education. Teaching practice mainly examines teaching theoretical knowledge and curriculum knowledge as well as special disciplines knowledge that mastered by students major in physical education. Of course, it would also examine their physical education means and methods' application. All of these examination items are not heavy physical labor, together with university students are young and strong in age, gender difference has therefore no correlations with development of teaching ability as shown in [Table 1](#).

### Comparison of Teaching Ability in Students with Different Professional Achievements before Teaching Practice

Various reflections of professional achievements ranking have very significant differences in teaching ability and various dimension' teaching ability. Students major in physical education with professional achievement ranking top 33%, middle 34% and rear 33% have shown a decreasing trend in teaching ability and various dimensions' teaching ability, with a reflection of students have good professional achievement would show higher teaching ability and various dimensions' teaching ability; while the students' professional achievement rank backward would show lower performance. This reflected different achievement rankings have stronger correlation with teaching ability as shown in [Table 2](#).

## ANALYSIS OF STUDENTS' TEACHING ABILITY DEVELOPMENT IN TEACHING PRACTICE

### Significant Analysis of Teaching Ability Development

Students major in physical education have shown significant improvement in teaching ability after teaching practice. This was proved in interviewing with students returned to school; they basically expressed "have greatly improved" to the question "How much change in teaching ability". For instance, Intern student A said, "Having fulfilled teaching practice, I have greatly improved in teaching ability, especially I have made obvious progress in teaching contents' selection, teaching skills and teaching design ability and so on. I have gone deeper

**Table 3.** Ability of each item in physical education major

Variable	Almost no	A little	Good	Excellent
Teaching practice	8%	14%	46%	32%

**Table 4.** Analysis of students' performance in all dimensions after teaching practice

Dimension	Significant changes	Non-significant changes
Teaching design ability	83%	17%
Implementation of teaching skills	42%	58%

into understanding basic professional knowledge of teaching and also become more confident about working as a teacher".

As shown in above **Table 3**, students major in physical education has improved their teaching ability, which has closely connection with grasping of professional knowledge and skills in school and teaching practice links (preparation of teaching contents, teaching knowledge, probation of teaching). Undeniable, students' teaching practice is an important cause for their teaching ability improvement.

### Specific Analysis of Development of Teaching Ability in Various Dimensions

#### *Various dimensions' balance analysis*

Intern students have shown improvement in teaching ability, and meanwhile they have occurred different changes in various dimensions of teaching ability. This mainly reflects in significant changes in teaching design ability and teaching skills as shown in **Table 4**.

Teaching design ability reflects teachers' reflect teachers' level of teaching theory and method application, while teaching ability reflects in revealing intern students' basic ability of fulfilling teaching plan and task through prearrangement on teaching objective and teaching methods. Promotion of teaching design ability is directly related to "Unified teaching practice in fixed base" teaching practice mode that our school' physical education institute carries forward, which mainly reflects in two aspects as follows. Firstly, in school trial lecturing link before teaching practice, it regards simulated class teaching and teaching plan design as important contents of examination, school arranged advisors usually would carry out targeted assessment and guidance on intern students' teaching plan design, and meanwhile would also require intern students to strengthen common exchange and discussion and put forward improvement suggestions on shortcomings of classmates in school's trial lecturing link. Secondly, in previous learnt "Sports teaching theory" course, lecturing teachers would take six to ten class hours to specially design teaching plan and carry out special topic lecturing, and further deepen students' cognition and understanding on teaching design.

Implementation of teaching skills bases on teaching design. Teachers ought to master ability to reach teaching goal. Skill of lecturing is a reflection of intern students' exchange ability. Their correct demonstration on movement, application of proper teaching method and performance of ability to correct personal and teaching objects' mistakes are essential. Development of implementation ability on teaching skills may be related to two aspects as follows. Firstly, intern students' opportunities in practical ability are rather deficient in physical education major that their implementation on teaching was rather weak. Having engaged in teaching practice for a while, students showed smooth performance and confidence in sports organization, management, technical movement description and demonstration. Secondly, some students in physical education major had worked as coaches in spare time in the past, even some worked as sports teachers in advance as they owed prominent professional skills. Through exercising in this way, they build foundation for physical education practice period. Moreover, school would organize many activities every year, such as competition of normal college students' teaching skills, which was conducive to promote participated students' professional teaching ability, master teaching flow to build firm foundation for future teaching practice, and meanwhile the propaganda and

**Table 5.** Analysis of students' teaching design ability after teaching practice

Variable	Significant improve	Improve	No improvement
Selecting teaching contents	80%	15%	5%
Making teaching plan	85%	10%	5%
Analyzing teaching objects	90%	7%	3%
Arranging teaching sites	50%	30%	20%
Implementing teaching objectives	38%	40%	22%

**Table 6.** Analysis of students' teaching skills application performance after teaching practice

Variable	Significant improve	Improve	No improvement
Application of teaching methods	20%	46%	34%
Lecturing skills	72%	20%	8%
Demonstrate movement	84%	9%	7%
Correct movement	3%	12%	85%

presentation of normal college students' teaching skill competition in turn could effectively promote students to positively participate in teaching.

### *Analysis of teaching design ability*

Intern students have shown significant improvement in selecting teaching contents, making teaching plan and analyzing teaching objects that realized the expectation of teaching practice. But further analysis should be made on their ability of arranging teaching sites and implementing teaching objectives.

Ability of arranging teaching sites is a unique teaching content in physical education; its purposes are mainly to arouse students' learning interests and positivity to make preparation for implementing physical education smoothly. As a qualified sports teacher, one should have a clear teaching thought in mind, understand every teaching link, arrange teaching sites and facilities in advance and promote teaching quality. As shown in **Table 5**, intern students major in physical education haven't shown great improvement in arranging teaching sites.

Implementing physical education should firstly define teaching objectives, from which the defined long-term, short-term and classroom teaching objectives could be conducive to our better fulfill teaching. As a sports teacher, one should make reasonable teaching objectives, ensure students' learning quality, and comprehend requirement of textbook arrangement and school's specific conditions. At the same time, they should comprehend students' specific conditions. As shown in **Table 5**, intern students could not better define teaching objectives for teaching objects.

### *Analysis of teaching skills' utilization*

Students major in physical education has obvious improvement in applying external assistant teaching ability and lecturing and demonstrating movement skills, and also certain promotion in applying teaching methods, while not obviously improvement in correcting ability as shown in **Table 6**.

By interviewing with students major in physical education, we found that most of students still should promote lecturing ability, correcting mistake movement and teaching method application. For instance, teaching intern student B said, "I am poor in verbal expression in school, dare not answer teachers' problems in class or express personal thought. However during practice process, I found that I could not correctly express when facing to students' questions and only told teaching objects that they did mistake movements, could not lecture and correct them."

Teaching intern student C said, "In broadcast exercises teaching, I found ideal teaching effects could not reach at all through front demonstration, but couldn't do mirror demonstration and occurred some problems. I don't know which teaching methods can be selected in teaching process, causing inharmonious in teaching atmosphere."



Teaching is a very complicated process, whether teaching objective could be fulfilled smoothly is also up to complicated teaching environment. Intern students in physical education major learnt required professional knowledge and skills in teaching as students during university, while they should transform into teacher in teaching practice process, in which time they passed on professional sports knowledge and skills to teaching objects and improve their sports ability. As they could not fast transform roles and adapt to changes in environment and due to shortage in teaching experience, causing no significant promotion in correcting mistake movement and application of teaching methods.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

- i) Before practice, there is no significant discrepancy in students' practice base in different gender; but significant discrepancy in students with different learning performances.
- ii) Students that go through complete practice have improvement in various abilities; research also shows that all elements that compose of students' teaching ability would be more even after teaching practice.
- iii) In the process of teaching practice, though students have varied improvement in teaching ability, they could not completely and independently solve problems.

### Suggestions

- i) Before teaching practice, the school should perform systematic and sufficient training on students, various courses and disciplines should fulfill personal cultivation tasks with higher quality to avoid excessive dependence on teaching practice.
- ii) School should prepare more rich contents in earlier practice and arrange more rich contents during practice process, letting intern students to be fully prepared in ideology and morality, professional theory and role transformation.
- iii) In talents cultivation process, we should learn and carry forward advanced teaching concept, change traditional teaching thought, mode and method and promote teaching ability in an all-round way.

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