Research on the Professional Adaptation Problems and Countermeasures of Retired Athletes in Physical Education Teaching Positions

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***Abstract*: With the deepening of the integration of sports and education, more and more retired athletes choose to take up physical education teaching positions, which not only solves the employment problem of retired athletes but also enriches the team of physical education teachers in schools. However, due to the long-term focus on competitive training, retired athletes often face various difficulties in professional adaptation when transitioning to physical education teaching positions, which affects the quality of physical education teaching and their own career development. Based on the background of the integration of sports and education, this paper explores the current situation, existing problems and causes of professional adaptation of retired athletes in physical education teaching positions, and puts forward targeted countermeasures combined with practical experience. It aims to help retired athletes smoothly complete the role transformation, improve their professional adaptation ability, and promote the high-quality development of school physical education and the healthy development of retired athletes' career.**

***Keywords*: Retired Athletes; Physical Education Teaching; Professional Adaptation; Countermeasures; Integration of Sports and Education**

I. INTRODUCTION

In recent years, the state has continuously strengthened the policy support for the employment of retired athletes, and promoting retired athletes to enter schools to engage in physical education teaching has become an important measure to deepen the integration of sports and education. According to relevant data, about 3,000 to 4,000 athletes retire in China every year, and physical education teaching positions have become one of their important employment choices. Retired athletes have solid professional sports skills and tenacious will quality, which can bring new vitality to school physical education. However, due to the differences between competitive sports training and school physical education teaching in goals, methods and requirements, retired athletes often encounter obstacles in role conversion, teaching ability and professional cognition during the adaptation period. This paper focuses on the professional adaptation problems of retired athletes in physical education teaching positions, analyzes the causes and puts forward solutions, which has important practical significance for improving the employment quality of retired athletes and optimizing the construction of physical education teachers.

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II. CURRENT SITUATION OF PROFESSIONAL ADAPTATION OF RETIRED ATHLETES IN PHYSICAL EDUCATION TEACHING POSITIONS

The Overall Adaptation Situation is Uneven

At present, the professional adaptation level of retired athletes in physical education teaching positions shows an obvious uneven state. Some retired athletes with strong learning ability and certain cultural foundation can quickly adapt to the teaching work, give full play to their professional advantages, and even form their own unique teaching style, which is widely recognized by students and schools. For example, some retired athletes who have participated in the retired athlete campus training program can quickly master teaching skills and integrate into the campus environment through systematic training and mentoring help. However, most retired athletes are in a state of difficult adaptation in the initial stage of taking office. They are not familiar with the teaching process, teaching management and student characteristics, and it is difficult to effectively combine their professional sports skills with teaching practice. In addition, there are differences in adaptation effects among different regions and school levels. Retired athletes in urban schools and key schools have more abundant teaching resources and support, and their adaptation speed is relatively fast, while those in rural schools and ordinary schools often face greater adaptation pressure due to limited resources.

The Advantage of Professional Skills Is Obvious

Retired athletes have an irreplaceable advantage in professional skills compared with ordinary physical education teachers. They have received systematic and professional sports training since childhood, mastered standardized and proficient sports skills, and have a strong demonstration and guidance ability. In physical education classes, they can show standard sports movements, help students correct wrong movements, and improve the effect of sports skill teaching. At the same time, retired athletes have rich competition and training experience, which can vividly tell students about the knowledge and skills in sports training, stimulate students' interest in sports learning, and help students cultivate tenacious will quality and team spirit. For example, retired athletes who have participated in high-level competitions can combine their own experience to carry out quality education in the teaching process, let students understand the spirit of hard work and never give up, and realize the educational function of physical education. This professional skill

advantage has laid a good foundation for their adaptation to physical education teaching positions.

The Demand for Adaptation Support is Strong

Most retired athletes have a strong demand for support in the process of professional adaptation. On the one hand, they need systematic training in teaching theory and methods. Due to the long-term focus on competitive training, they lack understanding of educational theories such as pedagogy and psychology, and are not familiar with teaching methods, lesson preparation, class management and other skills, so they need targeted training to make up for these deficiencies. On the other hand, they need emotional and policy support. The role transformation from athlete to teacher will bring great psychological pressure to retired athletes. They need psychological counselling and emotional comfort to help them adjust their mentality. At the same time, they hope to have more preferential policies in terms of employment, title evaluation and salary treatment to reduce their adaptation pressure. In addition, many retired athletes hope to have a "mentorship" system in the school, and learn from experienced physical education teachers to quickly improve their teaching ability and adapt to the teaching work as soon as possible.

III. PROFESSIONAL ADAPTATION PROBLEMS OF RETIRED ATHLETES IN PHYSICAL EDUCATION TEACHING POSITIONS

Fuzzy Role Positioning and Difficult Identity Transformation

The most prominent problem in the professional adaptation of retired athletes in physical education teaching positions is the fuzzy role positioning and difficult identity transformation. During the sports career, the core goal of retired athletes is to pursue competitive results, and their daily work is mainly systematic training and participation in competitions, which is a "trainee" role focusing on self-improvement. However, after transforming into physical education teachers, their core goal becomes to teach students sports skills, spread sports culture and cultivate students' good physical quality and moral quality, which is an "educator" role focusing on guiding others. This huge role difference makes many retired athletes unable to quickly adjust their own positioning. They often use the training mode of professional athletes to teach students, ignoring the physical and psychological characteristics of students, resulting in poor teaching effect. For example, some retired athletes are too strict in the teaching process, requiring students to reach the training standards of professional athletes, which not only makes students lose interest in sports learning but also increases their own teaching frustration. In addition, some retired athletes still have a strong sense of "athlete" and cannot correctly recognize the responsibilities and obligations of physical education teachers, resulting in a disconnect between their behaviour and the requirements of the teaching position, which affects their adaptation process.

Insufficient Teaching Ability and Lack of Professional Literacy

Insufficient teaching ability and lack of professional literacy are important obstacles to the professional adaptation of retired athletes. On the one hand, they lack systematic learning of educational and teaching theories. Most retired athletes start training at an early age, and their energy is mainly focused on sports training, resulting in weak cultural foundation and insufficient mastery of educational theories such as pedagogy, psychology and physical education teaching methods. They do not understand the laws of students' physical and psychological development, and cannot design teaching plans and choose teaching methods according to students' actual situations. In the teaching process, they often only pay attention to the teaching of sports skills, ignoring the infiltration of sports culture and quality education, which cannot meet the requirements of modern physical education teaching. On the other hand, their teaching practical ability is insufficient. They are not familiar with the links of lesson preparation, class teaching, after-class review and evaluation, and lack the ability to manage the classroom, mobilize students' learning enthusiasm and deal with unexpected situations in the class. In addition, most retired athletes have a single skill structure. They are only proficient in their own special sports events, but it is difficult to meet the needs of school physical education for multi-project teaching, such as undertaking the teaching of track and field, ball games and other projects, which affects their comprehensiveness in teaching work.

Limited Policy Support and Imperfect Security System

Limited policy support and imperfect security system have also brought great difficulties to the professional adaptation of retired athletes in physical education teaching positions. Although the state has issued a series of policies to promote retired athletes to enter schools to engage in physical education teaching, there are still some deficiencies in the implementation process. On the one hand, the policy of "on-the-job first, then certificate" has not been fully implemented. Many schools still have strict requirements on the academic qualifications and teacher qualification certificates of physical education teachers. Retired athletes often face great difficulties in obtaining teacher qualification certificates due to weak cultural foundation, which affects their formal employment and career development. On the other hand, there is a lack of targeted training policies. The existing training for retired athletes is mostly general, lacking pertinence to physical education teaching positions, and cannot effectively solve the practical problems encountered by them in the adaptation process. In addition, the security system for retired athletes is imperfect. In terms of salary treatment, title evaluation and career development, they do not have obvious advantages compared with ordinary physical education teachers, and even face unfair treatment in some places, which affects their enthusiasm for work and the effect of professional adaptation. At the same time, the coordination mechanism between sports and education departments is not perfect, resulting in inadequate

connection of resources and policies, which cannot form a joint force to support the professional adaptation of retired athletes.

IV. COUNTERMEASURES TO SOLVE THE PROFESSIONAL ADAPTATION PROBLEMS OF RETIRED ATHLETES IN PHYSICAL EDUCATION TEACHING POSITIONS

Clarify Role Positioning and Promote Identity Transformation

To solve the problem of fuzzy role positioning of retired athletes, it is necessary to guide them to clarify their role positioning and promote the smooth transformation of their identity. First of all, it is necessary to carry out pre-service role education for retired athletes. Through special lectures, experience sharing and other forms, let them understand the responsibilities, obligations and work characteristics of physical education teachers, recognize the differences between the role of athlete and physical education teacher, and establish the correct concept of education and teaching. For example, organize retired athletes to listen to the experience sharing of excellent physical education teachers, let them understand the working content and methods of physical education teachers, and help them establish the awareness of "educator". Secondly, it is necessary to strengthen the psychological counselling of retired athletes. Set up a psychological counselling mechanism to help them adjust their psychological state, relieve the pressure brought by role transformation, and enhance their confidence in adapting to the teaching work. At the same time, encourage retired athletes to actively communicate with colleagues and students, integrate into the campus environment as soon as possible, and realize the transformation from "athlete" to "physical education teacher" in ideology and behaviour. In addition, schools can carry out role simulation activities to let retired athletes experience the work of physical education teachers in advance, and help them quickly adapt to the role.

Strengthen Ability Training and Improve Professional Literacy

Strengthening ability training and improving professional literacy is the key to helping retired athletes adapt to physical education teaching positions. First of all, we should carry out targeted pre-service training. According to the actual needs of physical education teaching, set up training courses such as educational theory, teaching methods, classroom management and lesson preparation skills, invite experienced physical education teachers and educational experts to give lectures, and help retired athletes make up for the deficiencies in teaching theory and practical ability. At the same time, carry out practical training, arrange retired athletes to observe excellent physical education classes, participate in lesson preparation and teaching practice, and improve their teaching practical ability through practice. Secondly, we should establish a "mentorship" system. Each retired athlete is assigned an experienced physical education teacher as a mentor, who provides one-on-one guidance for them, helps them sort out teaching ideas, improve teaching methods, and solve practical problems encountered in the teaching process. In addition, encourage retired athletes to carry out self-study, actively participate in continuing education and academic exchanges, expand their knowledge scope, improve their cultural quality and professional literacy, and at the same time guide them to learn multi-project sports skills to meet the needs of school physical education teaching. For example, organize retired athletes to participate in training courses of other sports events, improve their comprehensive teaching ability.

Improve Policy Support and Optimize the Security System

Improving policy support and optimizing the security system is an important guarantee for the professional adaptation of retired athletes. First of all, we should improve the relevant policies for retired athletes to engage in physical education teaching. Fully implement the policy of "on-the-job first, then certificate", appropriately relax the requirements for the academic qualifications and teacher qualification certificates of retired athletes, and provide targeted training and guidance for them to obtain teacher qualification certificates. At the same time, formulate preferential policies in terms of employment, salary treatment and title evaluation, such as giving appropriate preferential treatment to retired athletes in title evaluation, improving their salary level, and enhancing their work enthusiasm. Secondly, we should strengthen the coordination between sports and education departments, establish a long-term mechanism for cooperation and exchange, integrate resources, and form a joint force to support the professional adaptation of retired athletes. For example, sports departments and education departments jointly formulate training plans, share training resources, and provide continuous support for the professional development of retired athletes. In addition, improve the security system for retired athletes, establish a sound social security and medical security system, solve their worries in work and life, and let them devote themselves to the teaching work with more energy. At the same time, strengthen the publicity and guidance, improve the social recognition of retired athletes engaging in physical education teaching, and create a good social environment for their professional adaptation.

V. CONCLUSION

Retired athletes transitioning to physical education teaching positions is an important way to deepen the integration of sports and education, solve the employment problem of retired athletes and optimize the team of physical education teachers. However, in the process of professional adaptation, they face many problems such as fuzzy role positioning, insufficient teaching ability and limited policy support, which affect their adaptation effect and career development. To solve these problems, we need to guide retired athletes to clarify their role positioning and

promote identity transformation, strengthen ability training to improve their professional literacy, and improve policy support and optimize the security system. Only in this way can we help retired athletes smoothly complete the role transformation, give full play to their professional advantages, realize their own value in physical education teaching positions, and at the same time promote the high-quality development of school physical education and contribute to the construction of a sports power. In the future, with the continuous improvement of relevant policies and the joint efforts of all sectors of society, the professional adaptation level of retired athletes in physical education teaching positions will be further improved, and more retired athletes will shine in the field of school physical education.

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