

Analysis of the Current Situation of Supply and Demand of Preschool Physical Education Talents and Research on Development Strategies

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Abstract: *This article analyzes and studies the current social supply and demand situation of preschool physical education talents in the new era, and uses methods such as literature review and expert interviews to propose response strategies that are conducive to the balanced development of preschool physical education talents' supply and demand, in order to promote the healthy development of preschool physical education. After investigation and analysis, it was found that the current situation of supply and demand for preschool physical education talents is mainly manifested as: the supply side and demand side do not match in quantity, gender, education, and major, the supply side has a low output of training, more women and less men, generally lower education, and a single professional direction. With the implementation of the "double reduction" policy, the total demand for early childhood physical education talents has significantly increased, male teachers are scarce, there is a large demand for highly educated talents, and there is a diversified demand for professional directions. The response strategies for the current supply and demand situation of preschool physical education talents mainly include optimizing the quantity, gender, education level, and professional structure of preschool physical education talents, increasing the quantity and scale of preschool physical education talent cultivation, male proportion, improving treatment, expanding the scale of high-level talent cultivation, and diversified professional directions.*

Keywords: Preschool sports talents; present situation; strategy.

Education is the fundamental driving force for the continuous development of a nation and a country. The "Healthy China 2030" Plan Outline points out that the healthy development of infants and children in China is the primary concern for building a healthy China. The "Guidelines for Kindergarten Education" clearly stipulates the importance, objectives, tasks, and characteristics of preschool physical education. Obviously, sports play an important role as an educational tool to promote the physical health and comprehensive development of young children in China. In the new era, with the continuous development of China's education industry and the deepening of educational reform, preschool physical education and the cultivation of preschool physical education talents are receiving more and more attention. Especially after the introduction of China's comprehensive two child policy, higher requirements have been put forward for the social needs and professional qualities of preschool physical education teachers, The relationship between the supply of preschool education sports talents and social demand is still a sharp current situation in the field of education and society in the current and future period.

Within peer feedback, the act of involving students uploading their first drafts of English essays as writers, offering written comments as feedback givers, back-evaluating the helpfulness of peer responses as feedback receivers, and revising previous work as suggested. Research investigating features and development trajectories of engagement from the perspective of feedback givers is still in its infancy. Based on the requirements of the peer feedback task and in the context of teaching English writing in junior schools, this paper uses the survey research method to investigate the learning engagement of Chinese junior high school students in peer feedback and its dynamic changes.

1. RESEARCH OBJECT AND METHOD

Color is a kind of space element with strong symbolic and psychological effect. Its symbolic meaning is often related to the natural environment and historical conditions. White is used in all buildings in Tibetan areas, but the white Tibetan houses in rural cities have applied white to the extreme. Before the Tibetan summoning festival, the Tibetan residents of the rural city would go to the mountain to dig a special kind of 'ga soil', mix it with water, and it would become a milky white paste, which was injected into the teapot, and then poured down the wall, allowing it to flow on the wall until the wall was completely covered. 'Gatu' is a white weathered soil that will not fade after

long-term sun exposure. The four walls of the white Tibetan house are decorated with white 'gar soil', which is not easy to be washed away by rainwater directly, and will form a solid and effective protective layer on the wall of rammed earth material. The Tibetans in the countryside will also maintain it every other time to ensure that the wall will always remain white.

The Tibetan people apply white to various objects in their daily life. They believe that white is a symbol of peace and goodwill, and is the most auspicious and pure color. The white color is mainly applied to the whole wall of the white Tibetan house, which constitutes the basic tone of the building. The white houses are located in the sunny area of the valley. They are set against the bright sunshine and clear blue sky. They are like white pearls dotted in the mountains, giving a very shocking feeling. The common color of the white Tibetan house is red, which is used in the eaves, parapet and other parts.

The doors and windows of the white Tibetan houses are mostly distributed in the south and east, with bright colors and intricate wood carving techniques, in sharp contrast to the simple white walls. Usually, the windows are decorated with black, green and yellow lights, which make the building facade show a strong contrast and a strong sense of hierarchy. The frame of the window is the decorative focus of the appearance of the rural residential buildings. Most of them are decorated with red or yellow lines and the shape of the horns, which is the concrete manifestation of the Tibetan residents' worship of yaks. The four sides of the window are stepped, and the inner two layers of decoration are extremely complicated. On the basis of painting the surface of the wood carving with red, some blue and green flowers, geometric patterns and Buddhist auspicious patterns are added. The middle two layers are decorated with yellow plant carvings, and the outermost layer is decorated with green and blue cold colors.

1.1 Research subjects

The Current Situation of Supply and Demand of Preschool Physical Education Talents and Corresponding Strategies

1.2 Research Methods

(1) Literature method

Refer to relevant literature and book materials to lay a theoretical foundation for research.

(2) Expert interview method

Consult university experts, scholars, and kindergarten teachers to obtain the necessary information for research.

(3) Field inspection method

Establish a questionnaire on related issues and conduct anonymous surveys with relevant institutional personnel.

2. THE CURRENT SITUATION OF SUPPLY AND DEMAND OF PRESCHOOL PHYSICAL EDUCATION TALENTS

Peer feedback is the act of students pointing out the strengths and weaknesses of each other's essays as evaluators and providing suggestions for revision. Students are asked to provide feedback to their peers as evaluators after they have submitted their first drafts of their essays, and then to comment back on the validity of the comments they have received and revise their essays as the valuer. In this process, students review their peers' texts and give written feedback as feedback providers, and then review their peers' comments and revise their individual compositions as feedback receivers.

Peer feedback can facilitate student learning both in terms of providing and receiving (Gao Ying and Liu Hang Song, 2021). Compared to receiving feedback, providing feedback creates a learning environment for learning from strengths and learning from weaknesses (Schum et al., 2016), which prompts students to think critically, apply evaluation criteria, and reflect on their personal writing (Nicol et al., 2014), thereby improving readership

and English writing skills (Gao, Ying et al., 2018).

Peer feedback places higher demands on students' cognitive processing, behavioral performance and emotional engagement, and the extent to which students actively participate and put effort into the learning process is known as learning engagement (Fredricks et al., 2004), and learning engagement has positive predictive power on academic performance (Dao, 2021; Guo Jidong, 2018). Peer feedback learning engagement in China is just in its infancy, focusing mainly on students' engagement as feedback recipients in the text revision process (e.g., Fan & Xu, 2020; Han, Ye, and Yang, Lu-Xin, 2021). However, there is a dearth of research that analyses learning engagement from the perspective of students as feedback providers. Capturing the level of students' engagement in learning when providing feedback can help inform instructional interventions to improve the quality of feedback and achieve the instructional goals of promoting writing and learning through assessment.

In view of this, and in order to better understand the learning engagement of high school students in the process of peer feedback, this paper uses a survey research method to investigate the learning engagement of high school students in China to peer feedback and its dynamics according to the requirements of the peer feedback task and the context of English writing teaching in China's junior high schools.

2.1 Current Situation of the Supply and Demand of Preschool Physical Education Talents

At present, the cultivation of preschool physical education talents in China is relatively scarce, and there is a significant gap in the number of social employment. According to educational statistics from Guangdong Province, there were a total of 19885 kindergartens in Guangdong Province in 2019, and nearly 91% of kindergartens urgently needed full-time physical education teachers. With the continuous deepening and promotion of China's preschool education reform, the concept of professionalization of preschool physical education is gradually strengthened, and kindergarten physical education courses are increasingly valued by society and accompanied by the implementation of China's second child policy, The contradiction between the supply and demand of preschool physical education talents will become increasingly significant.

In recent years, China's education industry has developed rapidly, with continuous optimization and upgrading of education levels. Education, as the most important fundamental part of the national education system, needs to receive more attention and support from the country and various sectors of society. It has gradually been incorporated into the overall national planning. From the current primary school curriculum, physical education is one of the important components. The country vigorously promotes policies such as "Sunshine Sports" and "Double Reduction", strengthens the implementation of school physical education in the basic education stage, and effectively connects the kindergarten stage to the primary school stage in physical education curriculum.

The current situation of unequal quantity between the supply and demand sides of preschool physical education talents is mainly characterized by a low output of preschool physical education talents and a large total social demand. The direct reason for the insufficient talent supply is that vocational schools and universities have a small scale of talent cultivation and have not formed a unified standardized training model. Currently, the survey results of preschool physical education majors nationwide show that only Wuhan Institute of Physical Education offers preschool education majors (preschool physical education and health) among full-time undergraduate universities, and among the 51 preschool teacher training colleges in China, Nine schools have successively established the program of preschool education (in the field of physical education). Obviously, due to annual output of physical education talents does not match the social demand, and the current situation of insufficient supply has not been resolved. Currently, the supply of full-time teachers for physical activity courses in kindergartens is mainly temporary external physical education and training institutions, which has a certain effect on alleviating the shortage of preschool physical education teachers in the short term. However, the contradiction between the supply and demand of preschool physical education talents still needs to be solved urgently.

2.2 Gender Status of Supply and Demand for Preschool Physical Education Talents

Currently, kindergarten teachers in China are generally female, and early childhood physical education teachers are also mostly female. The gender structure of preschool education teachers is single, which has many negative effects. It is necessary to add male teachers in preschool education. Kindergartens with a mix of male and female teachers are ecologically balanced and beneficial for the growth of young children. Therefore, the proportion of male physical education teachers in kindergartens should be increased. As for the gender bias of kindergarten

teachers, most experts believe that the most direct reason is the gender imbalance of talent training, which leads to the mismatch of talent supply and demand in gender requirements. The final result is that the gender contradiction between the supply and demand of pre-school physical education talents is prominent.

At present, the social supply and demand of pre-school physical education talents is unequal in gender, which is mainly characterized by the low proportion of males and high proportion of females in the output of sports talents training, as well as the high proportion of males and low proportion of females in the social demand. On the one hand, due to the traditional beliefs commonly held by Chinese people, the vast majority of students applying for preschool education (sports) are female, and the number of male students applying is extremely small. Therefore, during the talent cultivation stage, there is a gender imbalance, which inevitably leads to a gender biased supply of preschool sports talents; The other party

Currently, the proportion of physical education teachers in various kindergartens is more female than male. In order to reverse this monotonous and unfavorable situation, kindergartens are more inclined towards male preschool physical education teachers in talent recruitment, further exacerbating the imbalance in gender development of preschool physical education talents. Based on the above two aspects, it can be seen that in the current situation where male preschool physical education teachers are relatively scarce and female preschool physical education teachers are relatively abundant, social demand is inclined towards male preschool physical education teachers. This dual factor makes the gender contradiction between the supply and demand of preschool physical education talents more serious.

2.3 Academic Status of the Supply and Demand of Preschool Physical Education Talents

At present, the overall level of educational qualifications of preschool physical education teachers in China is not high, mainly with secondary and tertiary education, and the proportion of undergraduate and graduate education is extremely low. The main source of kindergarten physical education teachers is graduates from preschool education majors, and a small number of teachers come from graduates from single subject physical education colleges, as well as graduates from physical education majors in normal colleges and other ordinary university physical education departments. The educational level to a certain extent represents the level of qualification of normal school students. High quality preschool sports talents possess more comprehensive professional qualities and a strong sense of career responsibility. Preschool education institutions often prioritize the selection of high-level educational talents, and the mechanism of survival of the fittest inevitably intensifies the educational contradiction between the supply and demand of preschool sports education talents.

At present, the social supply and demand of pre-school physical education talents is unequal in terms of educational background, which is mainly manifested in the low educational background of sports talents training output, the low number of highly educated talents, and the characteristics that do not match the educational background of social demand. The emergence of this feature indicates that China's early childhood education is gradually entering a stage of comprehensive modernization and internationalization in today's era, and the development of preschool physical education is also moving towards modernization and internationalization. In the new situation, the demand for highly experienced and high-quality preschool physical education talents in the field of preschool education is constantly increasing. The current level of talent cultivation for secondary and tertiary education is no longer the best pursuit of pre-school institutions in today's society. The goal of demand and the connection between talent supply specifications are no longer equal, and the existing structure of talent education supply and demand will increasingly not meet the requirements of pre-school education. The sports teachers required by international and modern kindergartens are more inclined towards the comprehensive development direction of morality, intelligence, physical fitness, and aesthetics, Having a dual standard of excellent personality and educational humanistic literacy, possessing outstanding physical education skills and solid basic theories of early childhood physical education, high-quality full-time physical education teachers.

2.4 Professional Status of Supply and Demand of Preschool Physical Education Talents

In the professional settings of higher education in China, there is no specialized preschool physical education major. Preschool education related majors and sports related majors are the main sources of preschool physical education teachers[7]. Preschool physical education teachers actually have educational backgrounds related to preschool education and physical education. The personnel responsible for early childhood physical education work inevitably have certain deficiencies and shortcomings. Preschool physical education is a special educational process that is more complex than other stages of education. With the reform and development of preschool

education, the refinement and diversification of professional needs are gradually becoming prominent, and the employment characteristics of early childhood physical education are also expanding with the diversification of characteristics. With the increasing educational requirements of society for physical education teachers in middle and high schools, and the severe shortage of teachers in the preschool education stage, it is an imperative trend to strengthen the cultivation of students' teaching abilities for young children in the teaching of physical education majors at the vocational level.

At present, the social supply and demand of pre-school physical education talents is not equal in specialty, which is mainly reflected in the single professional form of talent training output, less professional direction, and Features that do not align with the needs of diverse professions in society. The job positions in modern kindergartens are gradually tending towards diversification and refinement. Within the professional field of preschool sports, more job demand positions can be differentiated, such as ball games, aerobics, and folk sports, all of which require sports talents from different majors and directions. With the country's emphasis on children's health and sports, the development of children's diverse sports skills is necessary, The goal positioning of cultivating young children with comprehensive physical fitness is a consensus in the field of preschool education, which puts forward higher requirements for the training positioning of preschool sports talents. The best pursuit of current society is to cultivate composite preschool sports talents with multiple abilities and specialties. While combining theory and skills, they also possess a certain "cutting-edge" preschool sports teaching skills. The existing supply of preschool sports talents is mainly focused on a relatively single physical education (preschool direction), and the professional ability structure cannot basically match the diverse needs of current talents.

3. STRATEGIES TO ADDRESS THE CURRENT SUPPLY AND DEMAND SITUATION OF PRESCHOOL PHYSICAL EDUCATION TALENTS

Peer feedback is mainly influenced by learners' attitudes towards peer feedback, the role of the feedback, the language level of the feedback giver and the way it is organized. Whether peer feedback can be used effectively in the classroom often depends on learners' attitudes. Research has also found (Mendonca & Johnson, 1994) that following the use of peer feedback, some learners found the process of engaging in the feedback to be rewarding. Students have a dual role in conducting peer feedback activities, as both the sender and the receiver of feedback. There is debate about which role students play in peer feedback that benefits them, but to some extent based on conventional wisdom, most empirical research in this area has focused on the recipient of feedback, thus neglecting the other side of the feedback giving equation, and the question of which role benefits students most has been debated in this area of research. In response to the question of whether different levels of feedback givers can provide effective feedback, Mendonca & Johnson (1994) found that high level learners who used peer feedback were able to give suggestions for improving the content of their writing and to revise their writing based on their peers' suggestions. In contrast, Nelson & Murphy (1993) found in their study that low level second language learners were able to effectively engage in peer feedback activities and improve their revision strategies. Students who followed the free-choice grouping condition showed better learning outcomes and better peer feedback skills than those in the teacher-assigned grouping condition. Meanwhile, in peer feedback training, most studies have used a fixed-membership approach (Min, 2005), whereas Hu (2005) encouraged students to experiment with different partners for peer feedback in order to access different levels of help. Ellis (2010) used Fredricks micro-level tripartite conceptualism to examine micro-level L2 learners' engagement with corrective feedback (CF). In this study, behavioral engagement involved learners' absorption and correction of CF, cognitive engagement referred to how learners attended to the CF they received, and affective engagement involved learners' attitudinal responses to CF.

Meta-cognitive strategies as cognitive engagement is informed by a conceptual framework of student engagement with WCF and AWE feedback. In a previous study, Koltovskaia (2020) used a variety of instruments to examine how two L2 learners of English at an American university engaged with the auto-corrective feedback provided by Grammarly when revising their final drafts.

Mutwarasibo's (2014) case study, involving 34 second-year undergraduate students with an average age of 25 and a writing teacher in Rwanda, reveals that teacher-initiated EFL writing groups can help promote engagement in learning among university students. Based on qualitative data collected through open-ended group interviews after each of the 12 classroom- based groups completed the English composition, Mutwarasibo summarized student-reported affective gains (e.g. building confidence in speaking/arguing), cognitive gains (e.g. increasing

EFL-specific knowledge), and behavioral gains (e.g. developing interpersonal social skills).

3.1 Optimizing the Quantitative Structure of Supply and Demand for Preschool Physical Education Talents

The weak physical education teachers and teaching conditions in kindergartens, as well as the severe and high proportion of part-time physical education teachers, are currently one of the main problems faced by physical education talents in kindergartens. With the continuous deepening of the reform and development of early childhood physical education, a standardized and systematic process of early childhood physical education will become a basic requirement of early childhood education. At present, there is a huge gap in the demand for preschool physical education teachers, especially highly educated and high-quality talents in China. Therefore, it is necessary to closely grasp the quantity structure of preschool physical education talents at different educational levels of secondary and tertiary schools and undergraduate graduate students, take market demand as the guiding mechanism, fully utilize the teaching resources of various normal universities, and initiate the planned training of preschool physical education teacher talents, To achieve the overall goal of balanced development between talent cultivation supply and social demand.

3.2 Optimizing the Gender Structure of Supply and Demand for Preschool Physical Education Talents

The effective way to reform the single and structured structure of women in preschool education is to reverse gender bias. It is very important and feasible for men to join the ranks of preschool education, and the preschool education industry urgently needs more excellent male teachers. To reverse the current situation where there are more women on the supply side and less men on the demand side of preschool physical education teachers, the first step is to carry out policy encouragement and publicity, completely change outdated traditional concepts and occupational discrimination, and help boys establish a sense of honor and attraction for the preschool education profession. Secondly, it is necessary to establish a comprehensive enrollment and training policy for preschool education, directly intervene in the serious imbalance in the proportion of male and female students applying for preschool education majors, and provide a series of preferential policies for enrollment. Finally, guide society towards a correct employment concept, increase the salary and benefits of male preschool physical education teachers, and optimize the employment environment for male preschool physical education teachers.

3.3 Optimizing the Academic Structure of the Supply and Demand of Preschool Physical Education Talents

To optimize the academic structure of supply and demand of pre-school physical education talents, it is mainly to adjust the proportion of supply and demand of talents with academic qualifications at all stages. The reform is mainly carried out from three aspects. First, education departments jointly run schools and training units to expand the proportion of training plans for highly educated talents, so as to increase the proportion of supply of highly educated talents. Secondly, preferential treatment policies should be given in terms of enrollment, training, and employment work to attract more outstanding talents to enter the preschool physical education industry, in order to improve the quality and competitiveness of the talent team in the industry. Thirdly, optimize the continuing education training system and provide more continuing education training for in-service physical education teachers to enhance their academic qualifications, in order to increase the proportion of highly educated teachers. Establish a school society kindergarten integrated education improvement system to achieve a basic match between the education proportion of talent supply and the expectations of social education demand, and achieve a close match between the education levels of supply side talent cultivation and demand side talent education levels

3.4 Optimizing the Professional Structure of Supply and Demand for Preschool Physical Education Talents

Optimizing the professional structure of the supply and demand of preschool physical education talents is mainly based on the existing professional subject direction, guided by social demand, to make supply side structural reforms for the differentiation and adjustment of majors. There are three ways to achieve professional reform: firstly, to increase the training of physical education teachers in the field of early childhood physical education on the basis of physical education majors; Secondly, on the basis of preschool education majors, increase the training of teachers in the field of early childhood physical education; Thirdly, based on the combination of the above two professional directions, the professional directions are refined to meet the different requirements of physical education in kindergartens. For example, the professional directions of early childhood physical education can be divided into aerobics teachers, ball teachers, game design, outdoor sports expansion, and so on. To cultivate multi-skilled and composite talents in the first or second specialized fields, it is necessary to adapt to the needs of modern kindergarten physical education in-depth teaching and facilitate the arrangement of physical education

courses Design and classroom teaching.

3.5 Optimize the vocational skill training mode for in-service kindergarten staff

Vocational skill training for in-service personnel in kindergartens is mainly a continuing education and training aimed at teachers in teaching positions, providing systematic training on their physical education teaching abilities to meet the needs of daily physical education courses. According to the actual needs of different teachers, training plans and arrangements will be carried out according to their abilities. Teachers will be distinguished based on their teaching years, work experience, geography, education background, gender, etc., and combined with the current situation of local kindergartens cultivating teachers' physical education teaching abilities, practical projects or information technology course modules will be designed in several directions: Physical education concept training, such as the principles, significance, standards (outlines) of early childhood physical education, Teachers' self positioning, teacher-student interaction, and other courses in early childhood physical education help them establish a good concept of early childhood physical education. Training on theoretical knowledge of physical education, such as sports health, sports training, sports physiology, sports anatomy, and early childhood physical education teaching methods, is a prerequisite for mastering high-level physical education practical teaching ability with a good theoretical foundation Physical education teaching ability training, such as physical education curriculum design ability, physical education teaching organization ability, physical education activity planning and organization ability, ability to create sports games and teaching aids, and physical education teaching reflection ability.

4. FINDINGS AND DISCUSSION

In response to the first research question, the analytic framework concluded that, overall, students were able to invest sufficient behavioral and cognitive effort in the provision of feedback with positive affect and that the relationship between the three constructs of engagement was found to be consistent over time. There was a significant high positive correlation between behavioral engagement and cognitive engagement. However, affective engagement showed lower positive correlations with these two dimensions. The salient features and developmental trajectories of each engagement dimension were analyzed and discussed in depth.

For the second research question, students' responses to the self-report survey led the authors to conclude that students have positive perceptions of their engagement from the feedback giver's perspective. Six factors of self-reported engagement, such as online performance, interpersonal communication, feedback strategies, task management, reviewer confidence, and value recognition, were significantly associated with substantive engagement.

The final research question concerned the performance outcomes provided by the feedback and its relationship to student engagement. The study confirmed that the more behavioral and cognitive effort students invested, the more likely they were to produce longer, higher quality comments and to achieve greater EFL writing score gains at the end of the study. Specifically, the quantity and quality of peer comments maintained a consistent trend of growth over time. In addition, students' overall scores on their first drafts of the four writing assignments increased significantly. All writing dimensions, except for the argumentative component, showed a significant upward trend. Student performance results had a significant moderate positive correlation with behavioral and cognitive engagement, but a significant low positive correlation with affective engagement. Notably, cognitive aspects of effort, such as identifying, addressing and suggesting, and the act of providing revision or criticism, had a greater impact on student learning outcomes.

This study also revealed that English language proficiency had no significant impact on students' substantive and self-reported participation. University EFL learners, regardless of level, are behaviorally, cognitively and emotionally capable of engaging in providing feedback if they are well trained. The three elements of engagement fluctuated over time, but showed an overall upward trend. This may send a reassuring message to those who still doubt the viability of peer review for students with varying levels of English proficiency.

4.1 Findings of the Study

In line with the research questions posed in Chapter 4 of this thesis, the findings of this study include three areas.

One is the characteristics and developmental trajectory of English undergraduate students' participation in feedback peer essays; the second is students' perceptions of their participation in the self-report survey; and finally, the performance outcomes and their substantive relevance to students. Overall, the main research findings can be briefly summarize as follows.

For the first research question, the analytical framework concluded that, overall, students were able to invest sustained behavioral and cognitive effort in the provision of feedback with positive emotions and that the relationship between the three constructs of engagement was found to be consistent over time. There was a significantly high positive correlation between behavioral and cognitive engagement; however, affective engagement showed a low positive correlation with these two dimensions. The salient features and developmental trajectories of each engagement dimension were analyzed and discussed in depth.

To answer the second research question, this study constructed and validated a 29-item self-report scale that spanned the three dimensions of engagement. Exploratory factor analysis yielded a six-factor solution that included online performance, interpersonal communication, feedback strategies, task management, reviewer confidence and value recognition. The survey revealed that students had positive perceptions of their personal effort invested in providing feedback to their peers. Expected significant associations were also observed in these six factors. Students' self-reported responses were compared to their substantive engagement data and showed a moderate positive correlation, indicating that overall participants could correctly assess their engagement as feedback providers.

A final research question concerned the performance outcomes provided by the feedback and its relationship to students' substantive engagement. The study confirmed that the more behavioral and cognitive effort students invested, the more likely they were to produce longer, high-quality comments and to achieve greater EFL writing score gains at the end of the study. Specifically, the quantity and quality of peer comments maintained a consistent trend of growth over time. In addition, students' overall scores on their first drafts of the four writing assignments increased significantly. All writing dimensions, except for the argumentative component, showed a significant upward trend. Student performance results had a significant moderate positive correlation with behavioral and cognitive engagement, but a significant low positive correlation with affective engagement. Notably, cognitive efforts, including identifying, addressing and advising, as well as the act of providing revision-oriented criticism, contributed more to student learning outcomes.

4.2 Implications of Teaching

Based Chinese higher education institutions are grappling with the question of how to educate students to adapt to the rapidly changing world of the 21st century. The latest English Curriculum Standards for Senior Secondary Schools (Ministry of Education, 2017) states that the ultimate aim of foreign education is "to improve moral standards and cultivate talents". Providing peer feedback is an integral part of peer review, engaging student reviewers in thoughtful planning and monitoring of the emotional, behavioral and cognitive processes involved in successfully completing academic tasks such as grading and commenting on peer articles. A complete session of peer review activities begins with the student's independent writing, followed by the interaction of the student providing feedback and evaluating the feedback received as a counter-assessment, and the independent revision based on the peer review as a whole.

5. CONCLUSION

(1) The current situation of supply and demand for preschool physical education talents is mainly manifested as: the supply side and demand side do not match in terms of quantity, gender, education level, and major, the supply side has a low output of training, more women than men, generally lower education level, and a single professional direction; On the demand side, there is a large total social demand, with more males and fewer females, a large demand for highly educated talents, and a need for diverse and refined professional levels.

(2) The response strategies for the current supply and demand situation of preschool physical education talents mainly include: optimizing the quantity, gender, education level, and professional structure of preschool physical education talents, gradually increasing the scale, male proportion, high education level, and diversified professional directions of preschool physical education talent cultivation, forming a favorable situation where the

supply side and demand side are highly compatible. Enhancing education Concept, optimize teaching methods, establish a comprehensive talent cultivation model and system, and cultivate composite preschool physical education talents that meet social needs.

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