

Comprehensive Analysis of the Factors, Structure and Characteristics of the Teaching Behavior of Physical Education Teachers in Colleges and Universities

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Abstract: : With the advancement of education and teaching reform, core literacy has become a new teaching concept that teachers of various subjects must pay attention to. It is mainly student-centered, focusing on students' physical and mental health and all-round development. Physical education has a natural advantage in cultivating the comprehensive quality of college students, and the teaching behavior of college physical education teachers also plays a role that cannot be underestimated. This article studies the behavioral factors of physical education teachers in ordinary colleges and universities in our city. Using the method of factor analysis, the interview and observation method combined with the literature data are used for analysis, and all the physical education teachers in ordinary colleges and universities in our city are interviewed.

Keywords: Comprehensive Analysis, Factors, Structure and Characteristics, Teaching Behavior, Physical Education

1. INTRODUCTION

At the university stage, students' thinking is basically mature, they have a certain ability to distinguish right from wrong, they start to plan their own life, and they are full of good expectations for the future, especially the various performances of students in physical education classes will have a great impact on their future career big impact. To cultivate the core literacy of contemporary college students, the teaching behavior of college physical education teachers should be standardized and scientific. Sports awareness" to form correct values.

Teacher quality or teacher quality is the internal and external quality requirements of the teacher profession for teachers. It is an important factor that determines the success of education. It is a principle that people have established for a long time. There is no doubt that this principle is the research topic that people are most interested in, the research on this topic has been focusing on exploring the quality of teachers and its scope, and the relationship between quality of teachers and teaching. Attract students with unique personal charm and introduce students into the sports situation set by themselves. Nowadays, quality education emphasizes the concept of "student-oriented". Physical education teachers should provide students with a comfortable sports environment, and at the same time organize students to be responsible for the whole process of sports activities.

Of course, physical education teachers should also organize students to participate in the formulation, management, and evaluation of sports rules, to cultivate students' sense of responsibility and learn self-discipline. Among the 30 class group organizers, teachers assembled 9 times, accounting for 30%, and students assembled 21 times, accounting for 70%. Most of the physical education classroom organizations in Chaohu College are organized by students, and teachers organize relatively few entire teams, which fully reflects the characteristics of teacher-led and student-centered teaching in physical education classroom organization. There are 21 times in four rows, accounting for 70% of the entire 30 lessons, 2 times in three rows, accounting for 6.6%, 4 times in two rows, accounting for 13.3%, other formations, including round,

square, the two-way column has a total of 3 times, accounting for 10%.

The above statistical results show that the physical classroom assembly formation of Chaohu University is mainly composed of four rows of horizontal teams, and the proportions of three horizontal rows, two horizontal rows and other formations are relatively small. Through the observation of narrating demonstration behaviors in 30 classes of physical education classes, the total time for teachers to explain class content is 191 minutes, and the average time for each class is 6.3 minutes, the longest time is 14 minutes, and the shortest time is 2 minutes. When explaining, teachers should use wonderful language, concise sentences, and easy-to-understand words in the process of language narration, and at the same time, the speaking speed should be gentle. For students to understand the content of classroom teaching, teachers need to express the theoretical knowledge they have mastered in easy-to-understand language.

At the same time, the explanation time should not be too long. If the explanation time in the physical education class is too long, the students will feel impatient, the vaguer the students' understanding, the teacher's explanation may not achieve the expected effect, thus reducing the classroom efficiency. Then performance evaluation is a formal system to regularly inspect and evaluate the work performance of individuals or groups. This evaluation is not inherent, but merely a means to achieve a higher level of performance.

2. THE PROPOSED METHODOLOGY

2.1 Characteristic Factors of Physical Education Teachers' Teaching Behavior

As a profession, teachers must face personnel management tasks such as teacher selection and training, performance evaluation, etc. The focus of the work is performance evaluation, establishing an institutionalized and standardized model for the evaluation, promotion, appointment, and training of teachers' professional titles. Under the core literacy, college physical education teachers should realize the importance of their own roles and should not be the role of

guides throughout the process, but also allow students to fully play the role of participants and play the role of participants, to integrate with students and let students feel the intimacy of physical education teachers.

For example: In physical education classroom activities, physical education teachers have dual roles, not only as imparters of knowledge, but also as participants in various activities. They are on an equal footing with students and have achieved "democracy", "equality" and "cooperation" to a large extent. "The concept of modern education. Most of the students have the same wrong movement when practicing, or the movement is not in place, then the teacher can understand the overall situation of the students in the class during the movement practice. Group evaluation also accounts for a large proportion in the classroom practice guidance link, accounting for 40% of the total number of observations, indicating that group guidance is also often used by teachers in practice guidance. Group guidance can enable teachers to observe in a relatively specific manner according to the practice situation of each group of students, on the premise of ensuring classroom efficiency, optimize the guidance to students in the classroom, and can efficiently complete the practice guidance for all students. It is a practice guidance method that takes both quality and efficiency into consideration.

The sample distribution is dominated by professors and associate professors. Awareness of work. The data χ^2 supports the previous cognition and hypothesis, and it can be considered as a highly professional management work. For ordinary college sports workers engaged in teaching, experts and scholars have a high degree of agreement on academic qualifications, but they have different understandings on the training of teaching skills. 20% believe that having a degree does not require job training. This once again proves that the necessity of teacher training needs to be emphasized. In the teaching behavior of college physical education teachers, it is particularly important to design teaching behavior before class, and to achieve the expected effect of educating people, they must have a strong sense of purpose.

Therefore, to infiltrate core literacy into every link of physical education activities, college physical education teachers need to dig out physical education teaching resources, have in-depth conversations with students, understand the different interests of different students, and then scientifically implement teaching goals. In the pre-class design, college physical education teachers should start from the school semester physical education teaching plan and arrange their own module teaching reasonably to ensure that students can acquire physical education knowledge more conveniently and can systematically support the entire sports event. It is also widely used in practice guiding behavior. It is also understandable that the proportion of individual guidance in the statistical results is relatively small. It is unrealistic for teachers to give separate guidance to dozens of students in the classroom. The classroom time is only 45 minutes, and there is not enough time to do the guidance exercises like this meticulous. However, through observation, it is found that the teachers of general elective courses will give individual guidance to students on movement exercises. Because the number of students is relatively small and there is relatively enough time, they will give individual guidance.

2.2 Suggestions on Optimizing the Teaching Behavior of College Physical Education Teachers

The classroom teaching of teachers of special elective courses is more detailed. In the process of screening variables, except for KMO, the value is not higher than 0. In addition to 0.741, in terms of other data reflecting the structural characteristics of factors, although the amount of variance explained has been reduced, the value of the western difference congruence matrix of estimated regression scores shows that the inter-independence of each factor is not as good as the extraction of 6 factors. It is appropriate, therefore, to accept the 6 public causes. College students are about to enter the society, and their level of ideological understanding is gradually improving, but they also need reasonable guidance from teachers to truly cast themselves into excellent modern talents. It is not difficult to find that college physical education teachers implement good teaching behaviors in class. First, adopting various teaching methods such as group cooperative learning and inquiry learning, let students become the masters of the classroom, free up more classroom time for their free activities, and focus on cultivating the participation spirit of college students, as well as the formed in sports competitions. Cooperation quality. Therefore, every student is taken into consideration and individual guidance can be realized.

In the observation, it is found that teachers often spend the most time on the practice guidance, because students need to pass the teacher's guidance for a long time before they can gradually achieve the correct and standardized movements and meet the requirements of practice. Teachers have clear teaching tasks stipulated in the syllabus, but teachers do not pay much attention to the interaction of teaching in the actual teaching process, and they do not pay much attention to the cultivation of students' teaching ability, which includes the use of teaching aids such as layout diagram's ability, and the result of doing so will inevitably affect the teaching effect. For example, in hurdle teaching, we should let students understand the hurdle first. It is not difficult to do this. It can be explained in the assignment of homework, and the effect of doing this is obvious; it can reduce students' fear of high hurdles.

Under the core literacy, to optimize the teaching behavior of college physical education teachers, we should encourage physical education teachers to use bold and innovative teaching methods, and independently develop courses on this basis. Physical education teachers must concentrate on trying new physical education teaching methods and can adopt diversified teaching methods of "multi-directional interaction", "cooperative learning" and "joint cooperation". In the practice of sports activities, physical education teachers need to put students' competition organization ability and special referee ability in an important position and give students opportunities to experience different roles. For example, some students can be recorders, and some students can be safety officers, some students can be referees, etc., to stimulate students' enthusiasm for sports in an all-round way.

3. CONCLUSION

To sum up, under the guidance of core literacy, college physical education teachers must recognize the shortcomings of current physical education teaching and the root causes of such shortcomings, and then take effective measures to correct their own teaching behavior. In addition, college physical education teachers must continue to study, explore hard, constantly dig out and deeply understand the

connotation of sports core literacy, and strengthen their own professional sports skills learning. Teachers should pay attention to the summary after class, not only to prepare before class, but also to Summarize after class. Pay attention to the interaction with students in class, learn more about students' ideas, and recall the teaching process after class to have a general evaluation of yourself, correct shortcomings, and deficiencies, and become a qualified teacher.

4. REFERENCES

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