

# Comprehensive Analysis of the Characteristics of the Factor Structure of the Teaching Behavior of Physical Education Teachers in Colleges and Universities

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**Keywords:** Physical education teacher, Teaching behavior, Factors, Structural characteristics

**Abstract:** The teaching behavior of physical education teachers in colleges and universities is gradually formed by teachers in the long-term teaching practice. Under the new situation, the teaching behaviors of college physical education teachers should be continuously improved to better meet the teaching needs. Based on this, based on the existing research results, this paper analyzes the characteristics of the structure of college PE teachers' teaching behaviors, and proposes the improvement from the aspects of innovative physical education teaching mode, integration of domestic and foreign teaching resources and the full use of sports sports app. The strategy of teaching behavior factors of college physical education teachers. It is hoped that the research in this paper can contribute to the improvement of the quality of physical education teachers in colleges and universities in China, and provide theoretical reference and help for the construction of sports culture with distinctive characteristics in colleges and universities in the new era.

## 1. Research Background

### 1.1 Literature review

In recent years, Chinese scholars have carried out a lot of research on the teaching behaviors of college physical education teachers. Lin Qi believes that physical education behavior includes not only the mastery of sports knowledge and skills, but also the cultivation of students' interest in sports and the cultivation of conscious awareness, reflecting the transformation of the concept of physical education in the new era (Lin, 2010). Based on the theory of planned behavior, Li Lifeng and Hu Hongxia analyzed the influencing factors of physical education teachers' teaching behavior from three aspects: behavioral attitude, subjective norm and perceived behavior control, and promoted the active teaching behavior attitude of physical education teachers, strengthened the role of subjective norms, and enhanced Three aspects of perceived behavior control propose strategies to improve the teaching behavior of college PE teachers (Li and Hu, 2007). Yan Yan believes that the teaching ability structure of university physical education teachers includes the use of modern technical ability, classroom organization and management ability, teaching method and knowledge transfer ability, teaching implementation and control ability, ability to evaluate and handle emergencies, explain demonstration ability, and teaching design ability. (Yan, 2012). Li Xiaojuan and others believe that the comprehensive quality of physical education teachers in colleges and universities determines the quality of physical education. To further carry out education reform and development, it is necessary to establish a new type of high-quality physical education teachers (Li et al. , 2018). Wu Zuo and Cheng Peng believe that teachers' teaching behavior directly affects the teaching effect and plays a key role in the development of students and the formation of values. Teachers should recognize the deficiencies in teaching behaviors, and thus consciously improve teaching behaviors and promote the development of college physical education teachers to specialization (Wu and Chen, 2010). Wang Zhe believes that college physical education teachers should have the ability to organize and use teaching materials, the ability to choose different teaching methods and means, the correct demonstration ability, and good language skills (Wang, 2002). Chen Gaoru believes that college physical education should adapt to the requirements of the new century. Under the guidance of the idea of "innovation for knowledge" and "health first", the purpose of teaching should be changed from "enhancing physical fitness" to "cultivating students'

lifelong physical education ability” (Chen, 2008). Li Wei and Hua Jiao believe that physical education teachers should have noble personality charm; well-organized physical education and training ability; multi-disciplinary comprehensive cultural knowledge ability; and constantly innovate and study scientific research ability. Through these four aspects, we will establish a team of college physical education teachers to meet the needs of modern social development and promote the sustainable development of physical education (Li and Hua, 2015). Tong Lizhen believes that under the environment of deepening education reform in the new era, the quality structure of college physical education teachers has changed. The current quality structure of college physical education teachers can not fully meet the needs of college physical education reform. Physical education teachers in colleges and universities in China should have comprehensive qualities such as ideological and moral quality, physical psychological quality, scientific and cultural quality, and physical professional quality (Tong, 2015). Wang Zhihua believes that it is necessary to update the educational concept, improve the consciousness of college PE teachers' education reform, improve the scientific and cultural quality of college PE teachers, and thus change the status quo of college PE teachers and improve their overall quality (Wang, 2005). As a whole, it has been known that most scholars only analyze the teaching behaviors of college PE teachers at a macro level, and few studies have analyzed them from a micro perspective. Therefore, this paper analyzes the structural characteristics of the teaching behavior of physical education teachers in colleges and universities, and enriches the theoretical research in related fields.

## **1.2 Purpose of research**

Starting from the actual teaching situation, when analyzing the structural characteristics of the physical education teachers' teaching behaviors, it is found that there are many deficiencies in the teaching of physical education teachers, which seriously affects the smooth development of physical education teaching activities. Moreover, in college physical education teaching mode, there is a lack of communication and interaction between teachers and students. This kind of teaching method greatly reduces the active thinking of most students, can not improve the students' enthusiasm for learning, and hampers the students' innovative ideas. Therefore, improving the teaching behavior of physical education teachers in colleges and universities will help to improve the teaching methods of physical education, encourage students to conduct independent learning under the classroom, and improve the interaction and communication between pre-class and after-school, so as to improve the quality of teaching. Based on this, the purpose of this paper is to comprehensively analyze the characteristics of the structure of college PE teachers' teaching behavior, and then improve the teaching quality of teachers and improve students' interest in learning.

## **2.The Current Problems in the Teaching Behavior of Physical Education Teachers in Colleges and Universities**

In the traditional college physical education teachers, the teaching methods used in the teaching are relatively simple, but they are in the form and go through a process. In addition, there are still many excellent teaching models that have not really entered the college physical education classroom. Teachers' use of network resources and information technology is still relatively low. In a certain sense, it has not really promoted the reform and innovation of physical education in colleges and universities. This traditional and single teaching method cannot stimulate the enthusiasm of students to learn, and it is impossible to cultivate and improve the comprehensive ability of college students' sports. Moreover, the current teaching management mode of physical education teachers in colleges and universities lags behind social development. Many college physical education teachers still manage the mode of “management” rather than “rationality”. This kind of management mode seriously hinders the individualized development of students, and it also limits the development of students' innovative ideas. The responsibility of colleges and universities is not only to teach students knowledge, but also to cultivate students' innovative ability is one of the key objectives of education and training. In the process of teaching management in

contemporary college physical education teachers, many teachers' thoughts are still influenced by traditional thoughts, and the teaching management concept is too old.

### **3.The Structural Characteristics of The Teaching Behavior of Physical Education Teachers in Colleges and Universities**

The teaching behavior of physical education teachers in colleges and universities is composed of a series of factors, and each factor has its own structural characteristics. The following is a detailed analysis of the structural characteristics of the teaching behaviors of college physical education teachers.

#### **3.1 The Structural Characteristics of the Basic Factors of Teaching Behaviors of College PE Teachers**

The basic factors of the teaching behavior of physical education teachers in colleges and universities are the fundamentals of teaching behavior. The basic factors mainly include the three parts of cultural foundation, psychological foundation and body foundation. The first is the cultural foundation, which mainly includes the level of social and cultural accomplishment of physical education teachers and the level of professional knowledge cultivation. The second is the psychological foundation, which mainly includes the cognitive characteristics of physical education teachers and their own personality characteristics. The third is the physical foundation, which mainly includes the physical quality of physical education teachers. Generally speaking, the basic characteristics of the physical education teachers' teaching behavior are as follows: If physical education teachers want to be fully qualified for physical education, they need to have relatively high cultural accomplishment and professional knowledge. Moreover, the cognitive characteristics of college physical education teachers, such as the flexibility of thinking, the speed of response, and the sensitivity of insight, will affect teaching behavior.

#### **3.2 The Structural Characteristics of the General Factors of Teaching Behavior of Physical Education Teachers in Colleges and Universities**

The general factors of college PE teachers' teaching behavior mainly include the following: the level of scientific research and the level of teaching. Among them, the level of scientific research is the guarantee of the continuous implementation of teaching behavior, and the teaching level is the core of teaching. The general characteristics of the physical education teachers' teaching behavior are as follows: For college physical education teachers, they should master the ability to formulate teaching plans at various stages. For example, based on the current Chinese syllabus and teaching plan requirements, combined with the actual situation of students and school policies, develop a scientific and feasible annual teaching plan or semester teaching plan.

#### **3.3 Structural Characteristics of Special Factors in Teaching Behavior of Physical Education Teachers in Colleges and Universities**

The special factors of college PE teachers' teaching behavior include the following: First, the organization and management level. Second, the level of action demonstration. The general characteristics of the physical education teachers' teaching behavior are as follows: Teachers can provide opportunities for students to discuss and collide with each other. And to establish an environment that can cultivate students' practical ability, and college physical education teachers should also have a high level of teaching management. In addition, in the process of college physical education, a higher level of demonstration is very important for students. The more correct the physical education teacher's demonstration movement, the more able to improve the mastery of the students.

### **4. Strategies for Perfecting the Teaching Behavioral Factors of College Pe Teachers**

Based on the above analysis of the structural characteristics of the physical education teachers'

teaching behaviors, in order to further improve the teaching effect, it is necessary to improve the teaching behavior factors of college physical education teachers. Because many of the basic factors of college PE teachers' teaching behavior are objective factors, this paper proposes a perfect strategy for general factors and characteristic factors. Mainly from the innovative physical education teaching mode, the integration of domestic and foreign teaching resources, the full use of sports APP, and improve the teaching behavior factors of college physical education teachers.

#### **4.1 Innovative physical education model**

In the daily teaching behavior, college physical education teachers need to innovate physical education teaching mode. For more complex sports, teachers can use multimedia devices to explain. At the same time, it can also break the mode of passive learning of students in the traditional physical education mode, and transform into the active classroom form with students as the main body. The teacher can arrange the action skill tasks mainly learned in the next class to the students in advance, let the students complete the study and preparation in the class, and strengthen the skill knowledge through training in the class. This will make the teaching objectives and teaching content more clear and simple, and mobilize the enthusiasm of students to learn to the greatest extent, thus enhancing students' motivation and desire to learn.

#### **4.2 Integrating teaching resources at home and abroad**

In the daily teaching behavior, college physical education teachers need to realize the integration of resources of different teaching institutions in China. On this basis, we will further learn from foreign advanced teaching models to achieve the integration of teaching resources at home and abroad. Teachers can also use the power of the school to reach a cooperative intention with foreign educational institutions through digital information platforms, and introduce advanced foreign sports teaching resources. In addition, teachers can recommend some high-quality foreign sports learning platforms to students, guide students to learn independently, cultivate college students' lifelong sports awareness, improve the quality and efficiency of physical education, and achieve the ultimate goal of physical education in colleges and universities.

#### **4.3 Make the most of sports apps**

In recent years, many companies have developed a lot of apps related to sports, and some APPs can carry out corresponding teaching activities. Therefore, physical education teachers can make full use of these apps, on the one hand, they can improve their teaching level, on the other hand, they can effectively attract students' attention. For example, teachers can find resources related to the course in advance on the APP, recommend it to the students, and let the students watch them before class. This aspect can transfer the sports knowledge of the frontier to the students, and on the other hand can significantly improve the daily routine. The effect of physical education.

### **5. Conclusion**

Generally speaking, the existing teaching methods of college physical education teachers have a single teaching method and outdated teaching concepts, which have seriously affected the healthy development of physical education. Based on this, this paper comprehensively analyzes the factors and structures of the teaching behaviors of college PE teachers from three aspects: the structural characteristics of the basic factors of college PE teachers' teaching behavior, the characteristics of general factors and the characteristics of special factors. The study found that in order to further meet the problems existing in physical education in colleges and universities and reduce the difficulty of physical education management, college physical education teachers should optimize the factors of teaching behavior, realize the complementary advantages of teaching resources, and then meet the needs of physical education. In concrete terms, college physical education teachers should start from the three aspects of innovative physical education teaching mode, integration of domestic and foreign teaching resources and the full use of sports APP to improve the teaching behavior.

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