

Encouraging Education to Improve the Teaching Effect of Physical Education for Female College Students

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Abstract: The special physiological and psychological characteristics of the university determine that the attitude and behavior of the university in the physical education class are quite different. These differences are favorable conditions for the university to implement incentive education and promote the improvement of learning motivation.

1. Introduction

The physical and psychological characteristics of female college students are limited. They both like and tire of physical education. They want to engage in physical exercise and avoid physical training. The research found that there is a great contrast between college girls' attitudes towards physical education and their own behaviors of engaging in physical education learning and training in the paper survey. The existence of this contrast phenomenon is worthy of study by college physical education teachers, so as to explore the causes of how to change the phenomenon of "too active and slow behavior" of female students in college physical education teaching, and to propose solutions to the problems so as to promote the classroom teaching effect of college girls' physical education.

2 Research Object

Sichuan Agricultural University has 400 students in 10 classes of compulsory physical education for female students

3 Research Methods

Using the methods of literature review, questionnaire survey, teaching experiment and observation, the research was carried out.

4 Research Results

4.1 Maslow's Hierarchy of Needs Theory to See The Psychological Needs of Female College Students in Physical Education

4.1.1 Maslow's hierarchy of needs:

Also known as "Basic Hierarchy of Needs Theory: It is one of the theories of behavioral science put forward by American humanistic psychologist Maslow. He believes that individual psychological needs can be divided into five categories: physiological needs, safety needs, social needs, respect needs and self-realization needs, which are arranged from lower level to higher level in turn. The hierarchy of needs theory, to some extent, reflects the common law of psychological activities and human behavior, and points out that the human body's psychological needs are the basic premise of individual behavior.

4.1.2 Physiological Needs:

Due to the existence of physiological cycle, college girls need special attention when the physiological period comes, namely shame and letting others know, and they are eager to get understanding and care.

4.1.3 For safety needs:

Some female students regard themselves as weak from their self-knowledge, and hope to engage in some less intense and less confrontational sports in terms of physical fitness and physique. In order to ensure their personal safety in participating in sports activities.

4.1.4 Social needs:

The influence of students' peer groups on individuals during college, in a relative sense. The influence of family on individuals has been exceeded, and students have strong psychological demands and communication dependence on peer groups. In sports, this social demand shows the cooperation of groups in collective sports, and hopes to gain their own status and recognition in the groups.

4.2 Mathematical Differences and Cause Analysis of College Female Students' Attitude and Behavior in Physical Education

Comparison Table 1 Questionnaire on Sports Attitude and Behavior of Female College Students

	I like sports and take an active part in it.	General reluctance to participate	Hate passive participation in sports
The number of people	121	222	57
Percentage	30.2	55.5	14.1

Through the above questionnaire survey and analysis, we know that the actual situation of college girls' sports learning attitude and behavior is worrying. It is found that 30.2% of the surveyed college girls' attitudes and behaviors towards sports are expressed as liking, being able to seriously participate in sports learning and training and actively complete classroom learning tasks. 55.5% expressed a neutral attitude, showing passive learning, neither active nor evasive, and being able to basically complete classroom learning tasks. 14.1% expressed aversion to physical education, showing complete passive learning, inability to complete learning tasks, and even finding excuses to avoid physical training. This mathematical difference in attitude and behavior is manifested in the inconsistency between psychological needs and actions. From the process of individual needs, motivation and behavior, the reason is that students have psychological needs but do not have enough internal drive to generate motivation, thus completing sports activities after school. Stimulating students' learning motivation becomes the key to improving students' participation in class.

4.3 Necessity of Encouraging Education in College Girls' Classroom Physical Education

Psychologist William Jess said this sentence: "The deepest need of human nature is the desire to be appreciated by others." Therefore, as a college physical education teacher, we should first change our ideas and not just look at the students' shortcomings. We should see the students' strengths and bright spots, learn to appreciate them, and in the process of communicating with students. Enhance harmonious, warm and beautiful feelings. To encourage and guide instead of accusing, to mobilize students' potential ability, to consciously overcome shortcomings and make up for deficiencies. To improve the psychological and physiological needs of female college students' classroom participation. College physical education teaching management is also an artistic activity. Gorky said: "To love children is something hens can do." Krupskaya said: "Love alone is not enough; love must be good." In the process of high school physical education teaching, conflicts and contradictions between students and students and between students and teachers are inevitable. This requires our teachers to pay attention to the artistry of teaching management. Once conflicts and

contradictions arise. How should teachers take the initiative, actively and skillfully solve or dissolve the problem so that the relationship between teachers and students will always be in a harmonious or tend to be harmonious pattern. Physical education is often disturbed by factors such as venues, equipment and climate. Strict and standardized classroom discipline can not only ensure the smooth implementation of physical education. It can also prevent sports injuries. Meet the safety needs of students' physical education classes. However, "when the water is clear, there will be no fish, and when people observe it, there will be no disciples." If a teacher is always demanding of his students and appears as a cat to mouse, in the end he will not only make himself alone, the relationship between teachers and students will be tense, but also affect the physical and mental development of students. Practice has proved that good teaching atmosphere, cooperative sports events and games can help students to start the development of abstract thinking ability through emotional support points, enhance students' inner experience, arouse students' pleasant emotions and exploration interests, stimulate students' learning enthusiasm, meet the social needs of college girls, enhance their self-confidence in recognition, and thus enhance the participation of college girls in physical education teaching attitude and behavior in class.

4.4 The Principles that College PE Teachers should Follow in Implementing Incentive Education Reasonably in Class

4.4.1 Principle of Accuracy:

"Motivation" must be stimulated to the point, and the language and methods used must be accurate, that is, through motivation, students' enthusiasm for learning can be stimulated, students' thinking can be activated, the essence of the problem can be found, and students' disillusionment can be inspired. Although it is only a word or a gesture, an action, it must be able to hit the nail on the head to achieve the best effect of developing students' thinking.

4.4.2. Principle of timeliness:

When students encounter difficult problems and become blocked in thinking, teachers should make a finishing touch of "encouragement" and timely channel them so as to make the problems difficult and easy. That is to say, the "motivation" should be stimulated at the place where students' thinking breaks down, which is helpful for students to begin to understand, connect and promote the extension of thinking, so as to facilitate the learning of technology and actions.

4.4.3. Principle of simplicity:

"Encouragement" should grasp the key and find the crux of the problem' should be close to real life, and the methods and language used should be easy to understand. If it is too obscure or too abstruse, students will not understand it thoroughly. Excessive frequency and length of "encouragement" will also cause students' rebellious mentality, so it must be simple and clear.

4.5 College PE Teachers in the Classroom Commonly used Incentive Education Methods

4.5.1 The Students of Communication and Inclusive Motivation Method have Emotional Needs.

From the first physical education class, they need respect, love, warmth, friendship and instruction from the teachers. When this kind of emotion is satisfied, they will teach physical education with greater passion. This kind of emotion is based on the emotional communication between teachers and students. The emotional communication between teachers and students includes two aspects: emotion and information. The integration of emotion and information can enhance mutual trust and understanding between teachers and students. In order to achieve a harmonious relationship between teachers and students. In addition, friction between teachers and students in class is a common phenomenon. In this case, first of all, teachers should be tolerant and open-minded. Teachers' tolerance is the premise of educating people and the basis of properly resolving contradictions and harmonizing the relationship between teachers and students. Secondly, teachers should teach students warmly and be emotional. Let students learn to respect and tolerate,

so as to cultivate their positive mentality of accommodating the people around them and the society, and love the society and life.

4.5.2. Appreciation and Encouragement Incentive Method is one of the Educational Methods often used by Physical Education Teachers.

The results of modern management studies show that teaching in an encouraging and appreciative tone can make full use of people's self-confidence, self-esteem and sense of achievement, and make the best use of their potential abilities. The rigid and imperative education method deprived students of their initiative and creativity from the very beginning and reduced their enthusiasm for activities. For example, in a volleyball class, the students learned the skill of throwing and passing the ball. Due to the poor foundation of the students, quite a few of the students' movements were not standardized and the passing effect was not very good. In the process of their practice, if the teacher walked beside the students and watched with admiring expressions, and even cheered and applauded for him, when he stopped, he would first express his affirmation and appreciation for his efforts, and then put forward some small suggestions for improvement according to his situation, such as: "very good, if you can relax a little more, move your steps faster, and keep the ball position better, the effect will be better." The students must be very happy to hear this. While gaining recognition and appreciation, he also got a better way to pass the ball. They will study harder. Moreover, there is no psychological burden during the exercise, and the effect of the exercise will definitely be better. On the other hand, if the teacher said with a tone of complaint or condemnation: "Your actions are wrong, how can you pass the ball well?" The students will feel uncomfortable after listening to it and will practice with misgivings. The effect will definitely not be good. Therefore, in teaching, teachers should always pay attention to discover students' advantages and affirm students' achievements. And give timely recognition and praise, which will play a positive role in promoting the development of students in all aspects.

4.5.3 Participatory Incentive Method:

The results of behavioral science research show that participation in management and decision-making is a need to realize one's self-worth and a high-level spiritual need. Starting from this principle, teachers should understand the requirements of students collect their suggestions, let students offer suggestions and let students participate in preparing lessons. The lessons thus prepared can stimulate students' desire to participate. In the process of teaching, let students participate in the discussion and trial of new and old technical actions and tactics at the same time, and even give full play to the imagination of students, let students participate in creating new actions and tactics independently. Only proceed from reality. Brainstorming, teachers can teach flexibly and students can learn happily.

4.5.4, Expectant Incentive Method:

In physical education teaching, students who perform particularly well expect nothing more than to be properly evaluated and encouraged by teachers. Some students who are at fault fear nothing more than being sarcastic and cynical by their teachers. Encountered the above situation, the correct approach should be: the praise, give praise realistically, and put forward new expectations, encourage them to move towards higher goals; Those who have made mistakes should be informed of the reason, moved by emotion, and guided to mend their ways. For example, in the teaching of strength exercises, students should be given their expectations in due time so as to stimulate students to strive towards higher goals, and no cynicism is allowed. Let students pursue something in order to cultivate their positive and enterprising will.

4.5.5. Exemplary incentive method:

exemplary incentive method is mainly apparent in the exemplary role of teachers themselves. In class, if the teacher is lazy and scatters, the students will not be able to do what they want. There are prohibitions. Teachers should be strict with themselves. If students are required to do what they do first, they will imitate the teachers and be strict with themselves. Teachers' exemplary behavior has

great inspiring power. Can produce strong emotional stimulation to students. Let students be strict with themselves so as to cultivate their life style of pursuing perfection and being strict with themselves. This way requires teachers to be strict with themselves in normal teaching, to strengthen their own self-cultivation, but also to strengthen exercise, and constantly improve their own physical quality. Only by continuous improvement can we win the respect of students.

4.5.6, Competitive incentive method:

to encourage students' enthusiasm through various forms of winning. Everyone has the heart to be competitive. Competition can strengthen the students' psychology of winning and give full play to their enthusiasm and creativity. For this reason, appropriate competitions can be organized and carried out frequently in physical education and health classes to attract students and to guide and cultivate their competitive consciousness in activities. Encourage them to achieve outstanding results.

4.5.7 Interesting incentive method:

according to students' psychological characteristics of seeking novelty and interest, stimulate their interest in learning and encourage them to take the initiative to learn. Learning interest is the main psychological component of learning motivation, and it is the intention to promote students to explore knowledge with emotional experience color: with the deepening of this emotional experience, it will further generate learning needs and strong thirst for knowledge. To start students to carry out active thinking activities, to promote their intellectual activities in an excited state, so as to improve the efficiency and effectiveness of learning.

5. Demonstration of the Teaching Experiment Effect on the Motivation of Female College Students in Physical Education Courses.

Experimental time: March-May 2019, a total of three months. Teaching items: the required repertoire of 2018 campus calisthenics. Through observation and interviews, experimental class students intentionally penetrate all kinds of incentive education methods and non-experimental class students' conventional teaching methods. From the teaching effect point of view: the experimental class teachers' ability to control the classroom is improved, the teaching objectives are successfully completed, and the classroom atmosphere is harmonious and the relationship between teachers and students is harmonious. Students' classroom performance improved. Therefore, various forms of incentive teaching are carried out in college girls' physical education classes.

It is conducive to improving students' learning motivation, improving teaching effect and improving the quality of PE classroom education.

6. Conclusion

In short, the application of the "incentive method" teaching method must be based on the efforts to study the teaching materials, comprehend the teaching materials, grasp the key and difficult points, study the physiological and psychological characteristics of students and individual differences, and then carefully design the "incentive" method to achieve the best effect of physical education teaching. The special physiological and psychological characteristics of female college students determine that there are great differences in their attitudes and behaviors in class. These differences are favorable conditions for the implementation of incentive education for female college students to improve their learning motivation. In teaching, teachers follow the theory of needs and motivation, starting from the actual needs of students, trigger students' learning motivation, guide students' learning behavior, and promote students' learning and training in physical education. In the process of motivation, teaching methods such as motivation, goal motivation, emotional motivation, punishment motivation and participation in teaching can be adopted to stimulate students' learning motivation and improve their enthusiasm for physical education and training.

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