

Discussion on Effective Teaching of Physical Education Course Based on Psychological Theory

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Abstract: The main goal of physical education course teaching is to promote students to participate in sports activities and enhance students' physique. However, students' understanding of the role of sports activities is still unclear, which greatly hinders their participation in extracurricular sports activities. The reason is that the goal of physical education pays too much attention to the explicit influence on physical level and neglects the implicit influence on psychological level. In order to achieve the real effective teaching of physical education curriculum, physical education teaching must be based on psychological theory. This article first writes about the importance of effective teaching of physical education curriculum based on psychological theory; then writes about the main factors affecting effective teaching; finally writes about psychological theory and effective teaching of physical education curriculum.

1. Introduction

In recent years, the field of physical education curriculum has made unremitting research and exploration in effective teaching. The main goal of physical education course teaching is to promote students to participate in sports activities and enhance students' physique. In order to achieve the real effective teaching of physical education curriculum, we need to strengthen the psychological guidance of students and strengthen the construction of students' awareness, motivation and significance of sports activities. Promote students to participate in sports activities, cultivate people's lifelong sports thinking, and eventually form a regular and scientific sports life style.

2. The Importance of Effective Teaching of Physical Education Course Based on Psychological Theory

The main goal of physical education course teaching is to promote students to participate in sports activities and enhance students' physique. However, students' understanding of the role of sports activities is still unclear, which greatly hinders their participation in extracurricular sports activities. The reason is that the goal of physical education pays too much attention to the explicit influence on physical level and neglects the implicit influence on psychological level. In order to achieve the real effective teaching of physical education curriculum, physical education teaching must be based on psychological theory.

3. The Main Factors Affecting Effective Teaching

There are many studies on effective teaching of physical education, and many solutions have been put forward, but the focus of the study is on "best practices". The best practice of physical education curriculum generally includes teaching objectives, teaching content, feedback evaluation and so on. According to a large number of comprehensive studies, although the effective teaching evaluation object is the physical education teacher's teaching performance, but the ultimate goal is mainly the students' performance in sports activities. Therefore, in order to achieve effective teaching, teachers' teaching performance and students' learning performance should be considered as a whole. Many variables will affect students' performance in sports activities. The following two main points are analyzed.

3.1 The main factor affecting the effect of students'sports activities is teaching time.

The main factor affecting the effect of students'sports activities is the rational allocation of teaching time and teaching time. If teaching time can be effectively used in teaching, then teachers will have the opportunity to teach and students will have the opportunity to learn. To some extent, with the increase of teaching time, learners may perform better. On the contrary, when teaching time is insufficient or not used scientifically and effectively, teachers'teaching opportunities and students' learning opportunities will be impaired. The use of teaching time will be interfered by many factors. The discussion on the effective use of teaching time originated from classroom teaching and was later copied into physical education. Teaching time is an important variable in the environment of sports activities. Optimizing teaching time is to increase students'learning performance opportunities. However, it is important to point out that once other goals take precedence over learning goals, the correlation between teaching time and the achievement of teaching goals will be reduced. Students can enjoy long-term or short-term teaching. Because the school has limited time for every semester, the time for daily education and teaching is also limited. Increase the teaching time of major subjects (Such as mathematics, Chinese, etc.). It is inevitable to reduce the teaching time in less important subjects. Entertainment and health-oriented sports courses are the most important. Therefore, teaching time is a precious and rare commodity, we must cherish and protect teaching time.

3.2 Feedback evaluation is an important factor influencing the effect of students'sports activities.

Feedback evaluation is another important factor affecting the effect of students'physical activities. Feedback evaluation has a significant impact on the effect of physical education teaching. Research data show that when feedback evaluation is directly related to teaching, feedback evaluation is most effective for students'performance, which can bring moderate challenges to students and provide learning clues for students' learning. The effect of feedback evaluation depends on the learning environment and learners'characteristics, but in physical education curriculum, a large number of students learn together, which will bring great challenges to the effect of feedback evaluation. Through guidance-feedback evaluation, the teaching content is taught, corrected and strengthened, and finally tested and information related to the results is provided to encourage students to further modify and improve their performance. This process tells learners and teachers to pay attention to task form, task process and task strategy in order to ensure the improvement of academic performance. Physical education teachers must use feedback to motivate students to work hard and participate in the completion of tasks. In order to create and maintain an encouraging learning environment, we must maintain an appropriate class size and take learning as the main goal. However, with the excellent performance of P. E. teachers in P. E. courses, school leaders often make P. E. classes accommodate more students, which leads to a serious imbalance between the number of P. E. teachers and students. In many schools, we will find that with the increase of students, the number of academic theory teachers will increase correspondingly, but the number of sports teachers will increase slowly, or remain unchanged, or even decline, which has created a very difficult situation for the scientific and effective feedback evaluation in sports teaching.

4. Psychological Theory and Effective Teaching of Physical Education Courses

The effective teaching of physical education curriculum based on psychological theory is obvious. Physical education curriculum should change students into active participants and practitioners, improve students'understanding of the value of sports activities, and enhance their willingness and ability to participate in sports activities. Therefore, physical education curriculum should include such psychological factors as cognition, reflection, thinking and decision-making. The relevant psychological theoretical basis includes social cognitive theory, achievement goal theory, self-determination theory, etc^[1]. These psychological theories provide a reference for teachers to cultivate students'correct learning attitude, improve students' learning motivation and

construct the significance of sports activities. These psychological theories point out three aspects that should be paid attention to in effective teaching, namely, mindfulness, motivation and significance.

4.1 Psychological Theory and Effective Teaching of Physical Education

Although many people think that sports activities are a kind of behavior habit and can be learned through repeated training, it is undeniable that the decision-making of sports activities is cognitive and requires careful consideration, reflection and decision-making. Developing sports activities requires students to pay attention to the opportunities and obstacles of sports activities. They must make a serious commitment to their own sports activities in order to adhere to the goal of regular sports activities. Normally, all human activities are guided and controlled by objectives. Therefore, mindfulness, which helps students set and achieve realistic goals, has become a key factor for effective physical education teaching. Mindfulness means “conscious consciousness”, living in the present without judgment. This means that consciousness does not diverge and wander in the virtual world of thought, but concentrates on the real things. In the teaching of physical education, mindfulness enlightens teachers to guide learners to know themselves, pay attention to reality, set goals and make efforts. Generally speaking, learners' perception of self-ability in terms of task objectives is the core of mindfulness. For a long time, people generally have two views: one is the view of entity of ability, which holds that ability is fixed and inherent, that the individual can not control it, and that more efforts are the manifestation of low ability. Another viewpoint is the viewpoint of ability growth, which holds that individual abilities are changed and cultivated, and that individuals can improve their abilities by working hard^[2]. The learners who hold this view deny the value of practice and effort, and their ability development often stagnates. Nevertheless, learners who hold the view of capacity growth are more willing to accept guidance, work longer hours, and often make greater progress in the end. This is also common in sports.

Physical education teachers should create a challenging task environment, promote students to redouble their efforts, and finally develop their abilities. Creating a challenging work environment requires a sense of self-efficacy^[3]. The so-called sense of self-efficacy refers to an individual's belief in the ability to accomplish tasks. People with high self-efficacy are more likely to choose to stick to the task, and vice versa. Self-efficacy suggests that physical education teachers should not only strengthen skills training, but also arrange tasks scientifically and reasonably.

4.2 Psychological Theory and Motivation of Effective Teaching of Physical Education Course

Motivation is the process of encouraging and sustaining goal-oriented activities. Psychological motivation theory can be applied in physical education teaching. It will make it easier for PE teachers to work and increase students' interest in sports activities to keep the motivation atmosphere in PE classroom teaching and use motivation as a learning strategy. For PE teachers, we should treat students with different goal orientations differently. Achievement goal-oriented students show different states according to the difficulty of task goal. If the task is moderately difficult and easy to succeed, they will choose the attitude of active participation, and if the task is difficult and easy to fail, they will choose the attitude of passive avoidance. This is the type of motivation to avoid failure. For these students, physical education teachers should actively encourage and adjust the difficulty of tasks to enhance their willingness to work hard and ultimately contribute to the completion of tasks.

Physical education teachers need not interfere too much with goal-oriented students, but only give them a challenging task environment. Physical education teachers should do their best to help students enhance their intrinsic motivation so that they can consciously participate in sports activities after class. In order to improve the enthusiasm of students to participate in sports activities and form a normal lifestyle of sports activities, sports teachers should pay attention to meeting the needs of different students. Ability requirement means teaching students to master basic sports skills, which is the central content of physical education curriculum. Skill-oriented physical education curriculum has no problem in meeting the ability requirements, while health-oriented physical education curriculum requires physical education teachers to clearly explain the rules and

conditions of physical training to students, and to complete tasks safely, so as to improve students' ability awareness^[4]. However, the Recreation-Oriented sports curriculum has great deficiencies in meeting the ability needs. In order to achieve effective teaching in physical education, we should make full use of teaching time to improve students' technical level and physical quality, and provide feedback evaluation of teaching content to meet students' ability needs. Self-efficacy and ability perception are the consistent needs of willingness and effort to participate in leisure sports activities in the future. According to the intervention of students' sports behavior and cognition, physical education curriculum should pay attention to students' ability. If students feel capable, they will have more motivation to participate in extracurricular sports activities. Competence perception is the strongest need to predict the relationship between motivation and lack of motivation, which means creating an interactive teaching environment. The forms of sports activities in physical education curriculum are mostly restrained outside the field of competitive sports. This form of sport emphasizes competition, which helps to improve skills, but also tends to lead to tension. Therefore, physical education teachers should not only promote the improvement of skills through competition, but also actively reform the form of activities, highlight the cooperative factors, and meet the relationship needs of students' integration into the collective and sense of belonging^[5].

The ways of transformation can be as follows: (1) changing the nature of motion. Most sports are completed in the form of competition, but in physical education, some competitive sports can be transformed into cooperative games. For example, in volleyball teaching, students can prevent the ball from landing by repeatedly passing it on the Internet. This not only enhances the skills of batting, but also enhances the sense of cooperation and responsibility among students. (2) Amendments to rules and restrictions. Physical education teachers often consciously modify rules and qualifications according to teaching purposes or students' abilities. The main purpose of modifying the rules and qualifications is to allow more students to participate in sports activities and increase the possibility of some technology or strategy. Targeted modification of rules and restrictions is the embodiment of the teaching level of sports teachers, which will make sports teaching more targeted. (3) Creating cooperative teaching situation. Students' responsible behavior is easily influenced by the teaching situation. Cooperative teaching situation is a good way to cultivate students' sense of responsibility. In cooperative teaching, students have clear roles and tasks. Teachers are mainly responsible for defining concepts, task interpretation procedures, monitoring operations, timely intervention and feedback summary. The key to the success of cooperative teaching lies in whether PE teachers can create a suitable teaching environment. The creation of teaching situation mainly depends on task-driven, which requires the cooperation of many people. For example, the physical education teacher divides the students with good sports skills and the students with poor sports skills into groups for training, so that the former can help the latter improve their sports skills. The final result is the sum of their achievements.

This task-driven approach will bring these two types of students into close contact, thus establishing a cooperative relationship between students. The need for autonomy is a "sense of self-control", emphasizing that one's actions stem from one's own. Autonomous people think they are the sponsors of their own actions. They set goals and decide how to achieve them. People without a strong sense of autonomy think that their actions are limited by others, and no matter how much they agree with the expected results, they must do as others say. Physical education teachers should strike a balance between students' need for autonomy and effective class management. Class management provides structure, rules and routines to guide students' effective learning. Satisfying the needs of autonomy is to stimulate students' intrinsic motivation and enhance their enthusiasm for participation. According to the structure, rules and practices, physical education teachers should give students a highly autonomous and supportive learning environment in terms of content, form, strength and difficulty^[6].

4.3 The Significance of Psychological Theory and Effective Teaching of Physical Education Course

Students' choice of sports activities behavior is influenced by their judgment of sports value, which is based on meaning^[7]. From the psychological point of view, it is closer to the theory of expectation value. Expectation is a person's expectation of achieving results, and an individual's recognition of the importance of results. Expectations and meanings are cognitive, which greatly improves students' performance, persistence and task choice. In physical education curriculum, physical education teachers should convey values to students in the form of academic tasks. Generally speaking, students in physical education courses do not understand the relevant value of the tasks they need to accomplish. For example, some students who do not understand team sports values or lack self-awareness will refuse to participate in team sports. At this time, sports teachers should emphasize the value of teamwork. Obviously, it is the responsibility of PE teachers to ensure that tasks are interesting, useful and valuable when choosing tasks. Teachers and students create meaningful physical education curricula, which together determine meaningful goals, content, structure and sequence of activities. In fact, the role of sports teachers in helping students find meaning in sports activities goes far beyond sports activities. If students want to adopt and practice a positive lifestyle, the activity itself must be meaningful. The construction of meaning needs to pay attention to the level of students' sports activities^[8]. First of all, learners' experience level should change from dull to lively and interesting. Secondly, learners' experience level should be improved from leisure and happiness level to psychological beating level. Only after experiencing the psychological palpitation can meaning come into being naturally. In addition to cultivating students' abilities, sports teachers also need to actively convey the cultural value and significance of sports activities. Only by deepening students' sports experience can they really improve their sports level, thus completing the significance construction of sports activities, and ultimately realizing the lifestyle of active participation in sports activities. In order to achieve effective teaching in physical education, the most important step is to provide well-structured, clear and meaningful tasks in physical education to guide students' learning.

5. Conclusion

In a word, in order to really realize the effective teaching in physical education, we need to strengthen the psychological guidance of students and strengthen the construction of students' awareness, motivation and significance of sports activities. Promote students to participate in sports activities, cultivate people's lifelong sports thinking, and eventually form a regular and scientific sports life style.

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