

Research On Influencing Factors and Promoting Strategies of Teacher-Student Interaction in Physical Education Classroom

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Abstract: This study aims to explore the factors that affect the interaction between teachers and students in physical education classroom and the promoting strategies. The good interaction between teachers and students is crucial to the effective implementation of physical education and the overall development of students. Through the review and analysis of relevant literature, this study identified several major influencing factors and promoting strategies. First, the role and behavior of teachers play an important role in the quality of the interaction between teachers and students. Teachers should act as guides and motivators to stimulate students' learning interest and enthusiasm through active participation and positive feedback. Secondly, the active participation and initiative of students is essential for the interaction between teachers and students. Encouraging students to participate in class activities, ask questions and share ideas can enhance the interaction between teachers and students and promote students' learning. In addition, the teaching environment and resources are also important factors affecting the interaction between teachers and students. A good teaching environment, including appropriate classroom layout, rich teaching resources and reasonable time arrangement, can provide more interaction opportunities and enhance the communication and interaction between teachers and students. In views of the above influencing factors, this study proposes some strategies to promote teacher-student interaction.

Key words: Teacher-student Interaction; Physical Education; Influencing Factors; Promotion Strategy; Teaching Environment

1. Introduction

Since the word "education" has been used, the relationship between teachers and students has always attracted much attention. In physical education classroom, a good interaction between teachers and students is the key to a good class. Only when teachers and students can carry out benign interaction can the quality of teaching be better improved [1-3]. This study analyzes and studies the influencing factors of the interaction between teachers and students in physical education classroom of Huanggang Experimental Primary School in Huangzhou District, and puts forward some suggestions. For Huanggang City Huangzhou District Experimental Primary School in the future physical education classroom can carry on the good interaction and communication laid a foundation [4-8]. If we cannot face up to the advantages and disadvantages of teacher-student interaction, there will be serious phenomena such as the recent "Xiamen University, Sichuan Academy of Fine Arts professor incident" and "East China University of Political Science and Law water incident" and "young master incident" and other bandits who abuse teachers. These negative phenomena have aroused great concern and response from the whole society, which makes people realize that there are major problems in the teacher-student relationship in the new period. Therefore, it is urgent to find the "source of disease" and seek a magic weapon to lead the benign development of teacher-student relationship. Based on this, this paper makes an in-depth study on the benign interaction development of teacher-student relationship [9-10].

2. Subjects and Study design

This paper studies and analyzes the interaction between teachers and students in physical education class of Huanggang experimental Primary School by means of literature, mathematical analysis and questionnaire.

All the students and teachers of the third grade from the rustle experiment primary school.

Literature method: collect the research results of teacher-student interaction of Guilin experimental primary School in recent years by literature method, analyze the current study status of teacher-student interaction of Guilin experimental Primary school and draw conclusions, and put forward some suggestions for the future development of Guilin experimental Primary school. Mathematical analysis method, using mathematical analysis method to analyze the research conclusions, find the problems hidden behind the data, so as to put forward constructive suggestions on a phenomenon.

3. Results

In classroom teaching of sports, the sports teachers' initiative to change the way and student exchanges, no longer to force the students to accept the new curriculum concept, can be carried out as normal and premise, that is the sports course, so that physical education teachers to teach students knowledge and skills, students to take the initiative to complete, this requires the teacher to treat every student of democracy, and teachers' appropriate to encourage compliance, Give approval. In this way students understand what they should do to get better knowledge and progress. Statistics show that in primary school physical education class, 55.6% of teachers will adjust in time when students no longer focus on learning the content explained by the teacher. While 11% of the teachers will be casually or not in the management of the free activities, 22.2% of the teachers continue to teach, we know in the interaction process. The two sides should interact and recognize each other. In the teacher-dominated teaching, what students should do and their due rights are also deprived by teachers, which is not conducive to the future growth of students.

In the observation, it is found that physical education teachers always want to restrict the development of students' thinking and force students to complete his orders, which belongs to the interaction of obedience. There are few diversified interactions between teachers and students and between teachers and students, and the whole physical education class lacks freshness. Even many physical education

teachers naturally follow the traditional teacher authority in the classroom. By observing the interactive behavior of physical education class, it is concluded that the interaction opportunities between teachers and students in physical education class are not equal, which is mainly manifested in the difference of the interactive objects selected by physical education teachers in different sports. For example, in basketball class, P.E. teachers tend to choose students with good basketball skills to interact. Therefore, it is not difficult to find that physical education teachers usually choose students with strong athletic ability to interact with each other when they teach some sports skills.

In the course of classroom interaction, physical education teachers' teaching behaviors include many kinds. The speech acts of physical education teachers include the explanation of technical movements and the oral evaluation of students' achievements. Non-verbal behavior refers to teachers' other ways, for example, when students do something, teachers stop them with eyes or affirm them by nodding, so as to convey that it is a supplement to teachers' teaching and can make teachers' arguments more convincing. Some people believe that the eyes are the window of the soul, and the relationship between teachers and students in class is partly established and maintained by the eyes of everyone. Teachers' attention to students can also be transmitted through eyes, and students will make more responses when they feel it. In fact, students' gestures can show whether students understand what the teacher is explaining; The teacher uses gestures to express what he wants to express. This phenomenon also exists in the interaction of physical education class. For example, physical education teachers can give instructions to students by nodding, shaking, gestures and other ways instead of natural language, which can also make students pay attention. In the process of physical education classroom teaching, a lot of technology should be completed through the form of teacher demonstration, so that students have a big impression. In the ordinary classroom, when the teacher explains the knowledge, he/she uses gestures or nods to help students show the technology. This method provides a basis for better classroom interaction.

4. Conclusions

Through investigation and research, this paper establishes the types of classroom interaction in experimental primary schools: teacher-group interaction, teacher-group interaction, student interaction and student group interaction. Through the experimental primary school physical education lesson understanding: in the interaction between teachers and students, teachers do not take the initiative, at the same time, students hate learning, teachers do not care; Each type of interaction has its own characteristics. In the interaction between students and students, the interaction between students lacks vitality and vitality. It refers to copying the tasks assigned by teachers, not down-to-earth to complete, but just a formality. In the interactive form of primary school physical education class, teachers mainly explain, the teacher's verbal interaction behavior to explain the Lord, and students passively to answer or not to answer; Male and female physical education teachers are different in language knowledge; There are also differences in verbal interaction among students of different grades. In elementary school physical education class, teachers are used to demonstrating movements, while students just practice. In general, this way of doing is relatively simple, and there is still a long way to go in forming a real sense of interaction mode. Primary school physical education classroom interaction has prominent problems such as formalization and inequality, which is just one side of the reflection. It shows that teachers can find more problems in physical education teaching, and it is more necessary to solve these problems in the current educational background. In the teaching of physical education in Guilin Experimental Primary School, teachers' ideas greatly affect the teaching, and thus affect students' learning motivation and interest. The physical education teacher's teaching behavior determines the whole teaching quality. The concept of physical education teachers in Guilin Experimental Primary school is generally obsolete and there is no innovation, which also hinders the development of students. In promoting the effectiveness of middle school physical education classroom interaction, teachers should work with the school to establish a reasonable teaching

model, update the teaching system, speed up the transformation of teaching methods, so that schools and students can make progress together.

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