



## Physical Education and Health Teaching Behavior Realistic Dilemma and Optimization Path Research

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**Abstract:** This paper explores the crucial role of physical education (PE) in fostering students' physical fitness and overall development, with a focus on the teaching behaviors of physical education teachers. These behaviors encompass a wide range of actions and activities that occur before, during, and after class, aiming to achieve effective teaching objectives. The connotation of PE teachers' teaching behavior is categorized into speech acts and activity acts, encompassing both verbal and non-verbal actions. This study delves into the challenges faced by physical education teachers and proposes strategies for optimizing their teaching behaviors to cater better to students' interests and aptitudes. It highlights the significance of teachers' reflective behaviors in improving teaching quality and emphasizes the need for evaluating PE teachers' teaching behavior to enhance overall teaching quality and students' all-round development. By considering existing literature and potential areas for improvement, this study seeks to contribute to the advancement of physical education practices and the development of well-rounded students in the modern education system.

**Keywords:** Physical education and health teaching behavior; Realistic dilemma; Optimized path

### Introduction

Physical education (PE) plays a crucial role in fostering students' physical fitness and overall development. Central to the success of PE classes are the teaching behaviors exhibited by physical education teachers. These teaching behaviors encompass a range of actions and activities that occur before, during, and after class, with the ultimate goal of achieving effective teaching objectives. The connotation of PE teachers' teaching behavior can be broadly divided into speech acts and activity acts, focusing on both verbal and non-verbal actions within the classroom setting. A comprehensive understanding of these behaviors is vital for enhancing the quality of PE instruction.

This paper explores the various types of PE teachers' teaching behaviors and their classifications based on different criteria. It delves into the challenges faced by physical education teachers and the need for reforming their teaching approaches to better cater to students' interests and aptitudes. Additionally, the significance of teachers' reflective behaviors is highlighted as a means to improve teaching quality. Furthermore, the paper emphasizes the importance of evaluating PE teachers' teaching behavior to ensure the all-round development of students and the enhancement of overall teaching quality.

In light of the existing literature on PE teachers' teaching behavior and its implications for students' learning outcomes, this paper aims to optimize physical education and health teaching behaviors by providing strategies for effective lesson preparation, teaching implementation, and reflection. By examining the current challenges and potential areas for improvement, this study seeks to contribute to the advancement of physical education practices and the development of well-rounded students in the modern education system.

### Literature Review

#### Research on PE Teachers' Teaching Behavior

The teaching behavior of physical education (PE) teachers can be categorized into two main types. Firstly, there is the broad teaching behavior, encompassing all actions related to teacher instruction and student learning during classroom sessions. Secondly, there is the narrow teaching behavior, referring specifically to the observable actions and conduct of physical education teachers within the classroom setting [3]. This teaching behavior exhibits two fundamental characteristics: transcendence and diversity. Therefore, a comprehensive investigation of the basis, internal dynamics, and effectiveness of teachers' behavior is crucial to understanding physical education teachers' teaching behavior more profoundly [4]. Scholars have defined physical education teacher's teaching behavior as "the actions and activities that teachers perform in physical education classrooms to achieve the intended teaching objectives" [5]. Another scholar characterizes PE teachers' teaching behavior as the methods and behaviors employed by PE teachers to fulfill specific



teaching tasks and objectives. Moreover, PE teachers' teaching behaviors can be classified according to time dimensions, encompassing pre-class preparation behavior, in-class implementation behavior, and after-class reflection behavior [6].

### **Types of PE Teachers' Teaching Behaviors**

When classifying non-verbal behavior, it can be divided into two categories: speech acts and activity acts. From the perspective of the subject-object of teaching behavior, it can be categorized into two groups: teacher behavior and academic behavior. Additionally, based on comprehensive behavioral patterns and subjects, PE teachers' teaching behavior can be grouped into four categories: teacher speech acts, teacher activity behaviors, academic speech acts, and academic activity behaviors [7]. Verbal behavior and non-verbal behavior constitute the two main divisions of PE teachers' teaching behavior. Language-related behaviors include guidance, evaluation, questioning, correction, and more. Non-verbal behaviors encompass demonstrations, observations, gestures, equipment arrangement, etc. [8]. In detail, the classroom teaching behavior of physical education teachers mainly includes teaching behavior, management behavior, evaluation behavior, verbal behavior, non-verbal behavior, and feedback behavior [9]. Teaching behavior consists of four categories: physical education teachers' explanations, demonstrations, students' free practice, and the guidance provided by physical education teachers during the teaching process. Classroom organization and management behavior can be divided into four categories: the rational arrangement and use of venues, equipment, classroom discipline management, and the maintenance of classroom atmosphere. Classroom teaching evaluation behavior can be categorized into three groups: after-class feedback, after-class reflection, and after-class evaluation [10].

According to scholars' viewpoints, PE teachers' teaching behavior can be classified and summarized based on various criteria. Whether language is involved or not, it can be categorized as speech acts or non-speech acts. According to the time and space of occurrence, it can be divided into pre-class preparation behavior, in-class implementation behavior, and after-class reflection behavior. Furthermore, based on the purpose of teachers' behavior, it can be divided into teaching behavior, organization management behavior, and summary evaluation behavior.

### **Evaluation of PE teachers' teaching behavior**

Evaluation of PE Teachers' Teaching Behavior Within the teaching process, the teacher serves as the leader and the decisive factor for the success of classroom instruction, be it from the cognitive aspect, practical viewpoint, teacher's teaching, or student's learning. Presently, physical education teachers face certain challenges concerning their explanation and demonstration behaviors, necessitating effective improvements in these areas. A majority of surveyed students express low satisfaction with the classroom teaching provided by teachers. This dissatisfaction arises from teachers' failure to tailor instruction to the aptitudes of students of different genders, unclear subjective consciousness, lack of self-awareness regarding their behaviors' impact on students, and an insufficient understanding of which behaviors significantly influence students. Ultimately, these issues result in decreased student enthusiasm and satisfaction [10].

Reform of PE Teachers' Teaching Behavior In light of the proposal for reforming college physical education curriculum, scholars have begun studying the teaching behavior of college physical education teachers within the context of this curriculum reform. Several issues have been identified, such as the lack of individualized teaching behavior among teachers, uniform teaching models, and the prevalence of monotonous and uninteresting teaching objectives, which significantly affect students' interest in physical education. Another scholar conducted an analysis of the classroom teaching behavior of expert PE teachers and novice PE teachers to facilitate the rapid growth of PE teachers. The results emphasize the importance of teachers not only organizing their teaching but also enhancing their flexibility in the classroom. Building a strong teacher team requires comprehensive enhancement of teachers' professional levels to improve overall teaching quality [11].

Teachers' teaching behavior plays a crucial role in students' learning. The teacher-student relationship can be more influential than the intricacies of the subject matter; a student's preference or dislike for a teacher can strongly affect their attitude towards the content of the study. Hence, the behaviors exhibited by teachers during classroom teaching, which can impact the teacher-student relationship, also significantly influence students' learning. There exists a crucial link between teachers' classroom teaching behavior and students' cognitive and emotional development. Improving teachers' classroom management behavior, such as maintaining order, introducing rules and procedures, and implementing disciplinary interventions, can significantly enhance students' overall academic performance. Moreover, during classroom teaching, the teacher's eye contact with students, gaze time, and physical proximity may positively or negatively impact students' behavior and classroom management. Even seemingly minor actions, such as a clap or a subtle expression, may have a profound effect on students' learning.

## **Optimizing Physical Education and Health Teaching Behavior Pathway**

### **1 Teaching Preparation Behavior**

Preparation before physical education class involves designing the physical education teaching activities in advance and undertaking a series of preparatory tasks. However, the current objective dimension of lesson preparation tends to be simplistic and disconnected from practical application. Middle school physical education predominantly relies on the syllabus, with a weak emphasis on independent teaching design. The new curriculum standard serves as a guiding document that outlines the requirements and implementation suggestions for the nature and teaching content of PE curriculum. It emphasizes the guiding ideology of "health first" and advocates for sports activities centered around this

theme. Despite these efforts, the current situation indicates that the development of the physical education curriculum is yet to be conducted scientifically and reasonably and has not been vigorously implemented in schools. The course goals only provide direction without specific implementation measures, and some content is detached from the actual needs of students in the new era. Traditional teaching methods lack innovation, and the monotonous teaching evaluation cannot effectively assess students. These factors contribute to the inefficiency of middle school physical education classrooms, deviations in students' physical fitness, and the inability to improve physical education scores.

Lesson preparation tends to become formalized. Although lesson preparation is an essential factor in improving the quality of teachers' preparation of lesson plans before class, it often becomes overly formalized. Survey results show that physical education teachers mainly prepare lessons collectively, which is conducive to teachers' learning through communication and can promote their professional growth. However, in practical lesson preparation, the intended purpose is not always achieved. The main reason for this is that PE teachers tend to formalize the lesson preparation process and fail to realize the true purpose of collective lesson preparation, thereby undermining its effectiveness. Additionally, the lack of unified ideas among teachers leads to a lower quality of collective lesson preparation, making it difficult to implement relevant policies aimed at formalizing lesson preparation and bringing about a change in PE teachers' perspectives on lesson preparation from its roots.

## **2 Teaching Implementation Behavior**

The core of teaching activities lies in teaching implementation behavior, for which all pre-class preparations are made. The classroom environment is dynamic and subject to various uncertainties. The current organizational form of teaching lacks diversity and struggles to harness students' enthusiasm effectively. The prevailing administrative class format fails to promote students' independent learning and active participation in physical education courses. A survey of students indicates a strong desire for more diverse sports options based on their interests. Consequently, the monotonous organizational approach in schools cannot cater to students' varied sporting needs, leading to a decline in their enthusiasm. Moreover, the teaching methods employed lack innovation. These methods encompass the actions taken by teachers and students to achieve teaching goals and tasks. While teachers often integrate game-based methods, grouping techniques, and competitive approaches into the classroom, it is observed that the current games and competitions primarily focus on improving physical skills, with technical movement instruction being somewhat neglected. Consequently, students' participation is limited, thereby hindering the achievement of the desired classroom learning atmosphere.

## **3 Teaching Reflection Behavior**

The perspective of reflection appears simplistic. Physical education teachers predominantly focus on their own performance in class and the learning attitudes of their students. While it is commendable to view teachers and students as the central points of reflection, adopting only these two perspectives overlooks the potential impact of external or unforeseen factors on classroom effectiveness. To enhance the quality of classroom instruction, teachers should embrace a more diversified range of reflection angles.

Reflective reports lack depth and interactivity. Although reflective reports summarize classroom content and offer valuable improvement suggestions, they often become a mere formality. Some teachers perceive the writing of reflection as a burdensome task, merely completing it to comply with administrative requirements or inspection protocols. Consequently, these reflections lack authentic depth and significance. Moreover, the absence of discussion and mutual learning activities during the reflection process further diminishes its substantive impact. To address these issues, fostering meaningful dialogue and interactive learning in the reflection process is essential to unleash its true potential.

## **Physical Education and Health Teaching Behavior Optimization Strategy**

### **1 Optimizing Physical Education Teaching Approach**

The rational development of physical education curriculum objectives is paramount. The primary goal should focus on enhancing students' motor skills based on their developmental stage while nurturing their interest in learning. The reform of physical education classrooms requires educational objectives that genuinely encompass sports skills, healthy behaviors, and sports ethics. To achieve this, it is essential to establish a research and development group dedicated to designing the PE curriculum teaching plan. This group can formulate unified teaching objectives for teachers, saving time and ensuring the consistency and feasibility of educational goals. Enriching the content of physical education is vital to provide students with one hour of exercise daily at school. The curriculum content should be selected based on students' interests and their ability to accept, thereby fostering a passion for self-learning. Tailoring teaching methods to individual students' preferences and skill levels is crucial. Stratified teaching can be employed, grouping students based on their proficiency in specific sports or movements. Differentiated teaching methods can cater to students' diverse needs and enhance their learning efficiency. Moreover, fostering cooperation and exchanges between teachers and students fosters innovation and diversity in sports learning.

### **2 Strengthening the Implementation of Students' Learning Outcomes**

Improving students' motor skills begins with formulating teaching content that is rooted in a "people-oriented" approach and tailored to individual development. Teachers should scientifically plan and distribute sports skills based on each grade's specific characteristics and difficulty levels. Moreover, teachers should actively engage in skill exchanges and

discussions to enhance communication among themselves and with students, improving students' sports proficiency and levels. In addition to promoting sports skills, the physical education classroom should encourage the development of sports habits among middle school students. This involves ensuring ample time for physical exercise in school, such as utilizing recess and extracurricular periods for physical activities. Moreover, encouraging parents and students to participate in physical exercise outside of school helps foster good exercise habits. Strengthening moral, physical, and labor education will contribute to the all-round development of students in the new era. Further, utilizing technology, such as posting exercise achievements on social media or fitness apps, can reinforce good exercise habits. To enhance students' physical health quality, physical education should focus on improving physical agility, aerobic capacity, and explosive power through diverse sports and activities. Incorporating games and competitions into physical education classes can create excitement and foster an interest in independent practice. Providing one-hour of basic physical exercise at school, along with diversified activities, can significantly improve students' physical health quality.

### **3 Pay attention to teachers' reflection on curriculum teaching**

It is essential to carry out a variety of teaching reflection activities, which serve as a crucial means to standardize teachers' teaching behavior and align with the educational concepts advocated by the state. These activities, when conducted with a positive atmosphere, effectively improve teachers' teaching behavior. Quality teaching reflection should be encouraged through mutual evaluation among peers and evaluation between students and teachers. Relevant supervision should follow up on the improvement of teachers' reflective behavior to ensure the effectiveness of the reflection process. Additionally, teaching and research groups within the same grade should engage in diverse teaching reflection activities. Besides conducting more lectures at school, they should strengthen connections with peer institutions, conduct cross-school lectures, and evaluate classes to enhance the quality of teaching reflection. It is imperative to improve the system of teaching reflection, making it an integral part of teachers' daily behavior standards. Schools should emphasize the importance of teaching reflection by incorporating it into the assessment factors of teachers' year-end performance through objective scoring and comparison. Furthermore, a systematic teaching reflection system should be established within each grade's physical education teaching group, specifying the frequency and formats of reflection activities.

### **4 Improve PE teaching evaluation**

Physical education is a fundamental aspect of education that enables students to acquire physical skills and develop a lifelong consciousness of physical fitness. The teaching ability of physical education teachers significantly impacts the quality of physical education. To enhance this aspect, the principles and goals of the physical education curriculum must be aligned with local areas, schools, and students. Establishing a trinity evaluation system encompassing sports skills, sports morality, and sports spirit will promote students' all-round development, foster continuous teacher improvement, and advance curriculum development. The evaluation modes should be hierarchically structured, employing multiple and three-dimensional methods to enhance the efficiency of teachers' behavior in physical education curriculum. The development of core literacy education should be consistent with the principles of education, aiming to improve personality, develop talents, and benefit the people. The focus is on cultivating well-rounded students, fostering their moral, intellectual, physical, artistic, and labor development. Teachers, as the engineers of the human soul and inheritors of human civilization, should embrace their mission with a strong sense of responsibility.

In modern physical education teaching, teachers' actions significantly impact students' learning outcomes. By optimizing physical education teaching approaches, strengthening the implementation of students' learning effects, emphasizing teachers' curriculum teaching reflection, and improving the evaluation of physical education, teachers can enhance their teaching abilities, adopt effective methods, and positively influence students' physical fitness and overall development.

### **Conclusion**

The study on PE teachers' teaching behavior highlights the crucial role teachers play in shaping students' learning outcomes and overall development. It categorizes teaching behavior into broad and narrow types, encompassing various speech and activity acts. The paper identifies challenges faced by PE teachers, such as low student satisfaction and monotonous teaching methods, leading to decreased enthusiasm among students. To address these issues, the paper proposes an optimization strategy for physical education and health teaching behavior. This strategy emphasizes the need for comprehensive lesson preparation, diverse teaching implementation, and meaningful teaching reflection. Additionally, it emphasizes the importance of strengthening students' learning outcomes and improving PE teaching evaluation to promote students' all-round development and enhance overall teaching quality. By adopting these measures, teachers can positively impact students' physical fitness and cognitive growth in modern physical education teaching.

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