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EURASIA Journal of Mathematics Science and Technology Education
ISSN: 1305-8223 (online) 1305-8215 (print)
2017 13(10):7025-7036
DOI: 10.12973/ejmste/78717



Influence Factors and Strategies of Teacher-Student Interactive Behaviors in Sports Class Teaching

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Received 12 May 2017 • Revised 18 August 2017 • Accepted 1 October 2017

ABSTRACT

Good interaction between the teacher and students in class is crucial for giving a good lesson. Only the teacher and students could well interact with each other than teaching quality could be better promoted. In this paper, literature consultation, mathematical analysis, questionnaire survey etc. are applied to study on teacher-student interactive behaviors in sports class at Chengdu municipal experimental primary school. Results indicated that there are four types of teacher-student interaction at Chengdu municipal experimental primary school, from which group interaction between the teacher and students were most frequent. Investigation finds that problems in interaction of the school were formalized class, ineffectiveness and unequal interaction. Whereas main influence factors of interactive behaviors cover teacher factor, student factor, teaching contents, teaching media, teaching environment etc., from which teach factor is the main part. Moreover, it acquired some promotion strategies to improve present situation that provided evidence for better interaction between the teacher and students in sports class.

Keywords: sports teaching, school sports, physical education, teaching reform, teacher-student interaction

INTRODUCTION

Relationships between the teacher and students have always attracted great attention since the term 'education' emerged, while Good interaction between the teacher and students in sports class is crucial for giving a good lesson. Only the teacher and students could well interact with each other than teaching quality could be better promoted. In this paper, influence factors of teacher-student interaction in sports class at Chengdu municipal experimental primary school was analysed and studied, and some suggestions were put forward. This provided foundation for better interaction and communication in the school's sports class in future (Liu, 2013). Recently, there emerged serious teachers' moral decay phenomena, such as "Professor Scandal in Xiamen University and Sichuan Academy of Fine Arts" as well as unimaginable teacher abuse phenomena, such as "Splashing incident in East China University of Political Science and Law", "Young master incident", which resulted from poor handling with teacher-student interaction problems (Lin, 2012). These negative phenomena have attracted great attention and response in the whole society, making people realized that there are serious problems in relationships between the teacher and students in the new era. With regard to this, it is urgent to find out the 'source of the disease' and

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Contribution of this paper to the literature

- To study interactive behavior in class at its source, we should firstly make clear what on earth the interactive behavior itself is and then we may carry out subsequently further study. Indeed, interaction between the teacher and students always plays an important role in sports class.
- Interactive teaching in sports class not only covers one-way teachers' interaction, but also interaction between the teacher and students so that teaching can become entire.
- Main influence factors of interactive behaviors include teacher factor, student factor, teaching contents, teaching media, and teaching environment and so on, from which teachers is the main part.

pursue a magic instrument to guide good development of teacher-student relationships. Based on this, the paper went deeper into studying good interaction development of teacher-student relationships (Chen & Zhang, 2016).

Interaction is interaction between one and another or several people and even groups as traditionally explained. This is its literal meaning, however. Actually from the deeper level, it can be summarized as the effects of one on others' life or values on the precondition of conducting interaction mode with others (Li et al., 2016). In the term of pedagogy, experts think that interaction is a precondition to achieve teaching goal, on which a lesson makes full use of all positive factors in class to make good interaction finally formed. This is a continuous developing and integrating process (Zhang et al., 2012). On the precondition of class teaching, we utilize positive class factors in all aspects to gradually form into harmonious good interactive community.

Studies on interactive types between the teacher and students are as follows: interaction between a teacher and a student, interaction among a teacher and a crowd of students, and interaction among a teacher and a group of students that are divided on the basis of the teacher and students' roles in sports class. Among them, the first type refers to teacher coach one student targeted at one event or motion in sports class; the second one refers to teachers' practice of face-to-face teaching in one sports lesson, which mainly faces to a crowd of students. The third one refers to teacher divides students into groups and teaching them in a certain teaching environment. Through studying on the three types, we could acquire certain teaching methods that would provide evidence for sports class teaching (Liu & Zhang, 2008).

Some scholars thought that teacher-student interaction in sports class had its unique characteristics. On one hand, teacher-student relations are different from other social relations; on the other hand, they are also complicated, beyond human's will and possess uniqueness. In terms of culture, development of teacher-student relationships is higher than that of cultural education. The relationships are therefore characterized as nature of culture and comprehensiveness (Zhang & Qin, 2012).

Other researchers think that both the teacher and students' interaction have their characteristics in primary school's sports teaching, from which teachers are characterized as instructive and theoretical. In some books, teacher-student interaction in sports class is described as two-way, teacher-led and students-cantered. Even some people think that teacher-student interaction in universities is mutual and complementary. Among them, training on student's ability and interests of learning is crucial for interaction.

Experts suggest that teacher's teaching behaviors in class should be affected by the Western countries. Effects of teaching situation, personal factor, customs or cultural value on sports class could be classified as external factors, whereas individual body peculiarity such as body structures, potential, physique etc. as internal factors (Zhang & Peng, 2017). Bin Zuo thought that main influence factors in teacher-student interaction in class were class factor, teacher concept factor and so on, which caused obvious changes in the interaction.

In the opinion of this study, the present study has made considerable achievements in teacher-student interactive behavior, whereas foreign countries, in particular, have shown certain maturity. To study interactive behavior in classroom teaching at its source, however, should firstly make clear what on earth the behavior itself is and then could go deeper into subsequent study. Indeed, teacher-student interaction has always played important

roles in sports class. Sports class interaction should have both sports teachers' one-way interaction and also students' interaction to form teaching into an entirety.

RESEARCH OBJECTS AND METHODS

Research Objects

All teachers and students in Class Seven to Nine, Grade Three at Chengdu municipal experimental primary school are research objects.

Research Methods

Questionnaire survey

Conduct questionnaire survey among pupils in Class 7 to 9, Grade 3 at Chengdu municipal experimental primary school, release 200 pieces of questionnaires to students and 20 ones to teachers, receive 186 pieces of students' response, from which 178 ones are effective, the effective rate is 89%; meanwhile, receive 19 pieces of teachers' response, from which 18 ones are effective, the effective rate is 90%.

Observation method

Carry out in-situ observation on sports class situation in Class 7, 8 and 9, Grade 3 at experimental primary school, and analyze the three specific lecturing situations.

Literature consultation

Literature consultation is applied to collect research results in recent years' teacher-student interaction at Chengdu municipal experimental primary school, analysis is then made to research situation of the school's teacher-student interaction and conclusion is finally got. In addition, suggestion is put forward for future development of the school.

Mathematical analysis method

Data analysis is made on research results using mathematical analysis method, hidden questions behind the data are found so that constructive suggestions could be put forward targeted at the questions accordingly.

RESULTS AND ANALYSES

Types of Teacher-Student Interaction

By questionnaire survey on teachers and students respectively, we obtain different teacher-student interaction types as follows [Table 1](#):

Table 1. Table of Chengdu municipal primary school teacher-student interaction types (from the perspective of teachers) N=18

Type	Number of people	Percentage	Ranking
Interaction among the teacher and a crowd of students' interaction	7	38.8%	First
Interaction among students	4	22.2%	Third
Interaction between the teacher and individual student	2	11.1%	Fourth
Interaction among the teacher and a group of students	5	27.9%	Second

Table 2. Table of Chengdu municipal primary school teacher-student interaction types (from the perspective of students) N=178

Type	Number of people	Percentage	Ranking
Interaction among the teacher and a crowd of students' interaction	78	43.8	First
Interaction among students	32	17.7	Third
Interaction between the teacher and individual student	27	15.7	Fourth
Interaction among the teacher and a group of students	41	22.8	Second

Table 1 and Table 2 suggest that teacher-student interaction in primary school's sports classroom teaching are divided into four types, those are interaction among the teacher and a crowd of students, interaction among the teacher and a group of students, interaction between the teacher and individual student and interaction among students, respectively. It is clear that the proportion of interaction among the teacher and a crowd of students are the largest one that is common in sports class, the subsequent order in successive are interaction among the teacher and a group of students, interaction between the teacher and individual student, and interaction among students. Therefore, teacher-student interaction is obviously insufficient in normal sports class teaching. The teacher should take measures to impel teacher-student positive interaction.

Interaction between the teacher and individual student

In sports teaching class, the teacher exchanges with individual student to change teaching procedure and improve teaching quality. This type of interaction refers to a teacher's practice as teaching instructor to a student. For example, a teacher specially corrects wrong movement of one student in playing basketball; while interaction among the teacher and a crowd of students prescribes a mutual exchange process among a teacher and a crowd of students.

Interaction among students

The essence here is students themselves exchanging and getting some conclusions in accordance with an assigned scope of teachers' well-planned lesson contents. Facts prove that interaction among students in class is of an important significance in promoting students' learning initiative and positivity, could strengthen students' ability of collecting and analyzing information, and also plays an important role in enhancing students' spirit of solidarity and innovation. It is necessary to reinforce students' interaction contents in classroom teaching so as to carry out quality-oriented education in an all-around way. Students' individual interaction refers to one student exchanging with the other on the precondition that the teacher doesn't engage in discussion. For instance, two students discuss after class with previous contents and make mutual progress; groups of students' interaction, similarly refers to a group of students implement fiercely discussing with other groups without teachers participation. Such as a group of students take volleyball attack and defines exercises.

Problems in Chengdu Municipal Experimental Primary School's Sports Class Interactive Behaviors

In sports class teaching, sports teacher takes initiative to change communication way with students, doesn't force them to accept new concepts of course. This is the precondition that sports class may run in a normal way. In doing so, sports teacher passes on knowledge and skills to students, students take initiative to complete them. This requires that the teacher to treat with every student democratically, properly encourage them and affirm their performance. In this ways, students would understand what they should do to acquire better knowledge and then make progress. There are fewer sports teachers still don't understand the way, however. And there are more

Table 3. Table of problems in Chengdu municipal experimental primary schools' sports class interactive behaviors N=178

Problem	Number of people	Percentage	Ranking
Formalized	77	43.3%	First
Ineffectiveness	59	33.1%	Second
Inequality	42	23.6%	Third

Table 4. Statistical table of investigation on sports teachers' form of teaching N=18

Variation form	Continue to teach	Timely adjust	Perfunctory	Free activity
Number of people	4	10	2	2
Percentage	22.2%	55.6%	11.1%	11.1%

serious problems in Chengdu municipal experimental primary school's sports class interactive behaviors. Various analyses are carried out targeted at problems seen in [Table 3](#).

Formalized Chengdu municipal experimental primary school's sports class interactive behaviors

According to investigation, interaction among the teacher and students in Chengdu municipal experimental primary school's sports class is a formalized interaction, its duration is short and most of the students don't participate in while only fewer students could be concentrated in interaction with the teacher. The formalized interaction and participation situation makes many students neglected and further estrange them. They therefore look around or don't know what to do-just are spectators. Moreover, investigation on a small part of teachers suggests that these interactions only remain in the superficial layer. This is not positive interaction, which in turn is a waste of a lot of time. Some sports teachers simply regardless of students, and students don't follow teachers' method, a vicious circle is therefore formed.

Having observed sports class of three classes in Chengdu municipal experimental primary school, sports teachers' changes in teaching way in case students lose interests in sports class (see [Table 4](#)).

Statistics shown in [Table 4](#) suggest that in primary school's sports class, when students don't take time to learn what teacher teaches, 55.6% teacher would make timely adjustment. Whereas 11% teachers would handle with it in a perfunctory way or don't manage them but let them to take free activities, 22.2% teachers would continue to give a lesson because they know that both the two parties should make common interaction and be mutual recognized in the interaction process. In teacher-dominant teaching, teacher deprives students' due rights of what they should do, which is bad for their growth in future.

Ineffectiveness or negative effects of Chengdu municipal experimental primary school's sports class

Observation finds that Chengdu municipal experimental primary school's most sports classes have shown no proactive teacher-student interaction and teacher paying no attention to students. No matter how optimized and advanced teaching environment would be, there always a great part of students are unwilling to go in for interactive process. No matter how teachers create teaching environment and care for students in sports class, there always occur to students' collusion. However, the students with no big discrepancy, common interests and hobbies, similar characters would be more willing to exchange and learn. These different factors impede realization of teacher-student interaction and also restrict in the scope of students' positive interaction.

As shown in [Table 5](#), most of students' interaction in sports class is effective, however, there are small parts of students think it is ineffective or negative to organize activities from the following aspects. Primary school's teachers should proactively find out the causes and correct them.

Table 5. Statistical table of investigation on ineffectiveness and negative effects of primary school's sports class interaction N=178

Item	Number of people	Percentage	Ranking
Set up groups, independent learn	51	28.7%	Second
Encourage students to learn	86	48.4%	First
Students learn from each other	30	16.8%	Third
Students learn in harmonious atmosphere	11	6.1%	Fourth

Table 6. Investigation table of degree of coincidence in students and sports teachers' interactive exchange N=178

Class	Number of people	Percentage	Degree of coincidence	Ranking
Class Seven	70	39.4%	Quite coincide	First
Class Eight	65	36.5%	Rather coincide	Second
Class Nine	43	24.1%	Coincide	Third

Table 7. Sports teacher's influence factors N=178

Aspect	Number of people	Percentage	Ranking
Teacher's professional proficiency	94	52.8%	First
Teacher's teaching concept	61	34.3%	Second
Teacher's teaching behavior	23	12.9%	Third

Inequality of interactive opportunities in Chengdu municipal experimental primary school's sports class

Observation finds that sports teacher tend to restrict development of students' thinking and compel them to perform their order. This belongs to compliance interaction. Less teacher and students and students themselves carry out diversified interaction, the whole sports class teaching lacks of feeling of freshness. Even many sports teachers naturally follow traditional authority of teachers in class. By observing interactive behaviors in sports class, it suggests there is inequality of interactive opportunities in sports class teacher-student interaction that is mainly presented as sports teachers select different interactive objects in different sports events. For example, in a basketball class, sports teachers tend to choose students with good basketball skills to interact. Thus, it is easier to find that sports teachers often choose students with stronger athletic ability as interactive objects, as [Table 6](#).

Sports Class Interactive Behavior's Influence Factors

Analysis of Chengdu municipal experimental primary school's sports class interactive behaviors' influence factors finds out major influence factors, including teacher factor, student factor, teaching environment factor, teaching content factor and teaching media factor. In the following, it makes specific analysis of the five factors.

Sports teacher's factor

As shown in above [Table 7](#), in terms of sports teacher's influence factors, sports teacher's professional proficiency becomes an important indicator to measure teacher-student interaction and is a major reflection. Whereas sports teacher's teaching concept and sports teaching behavior respectively rank the second and the third. Therefore, in sports class teaching, sports teachers should constantly reinforce personal profession. Detailed introduction about sports teacher's teaching concept, teacher's professional proficiency and their teaching behaviors are as follows.

- (1) Sports teacher's teaching concept: Teaching concept is an overall recognition of sports teacher on the course. Among them, it covers his recognition on himself, a long-term expected sports environment, his own instructed students, the students' personality and their learning performance. These reflect a sports teacher's view of education, knowledge and students. Usually, sports teachers like interacting with clever students and constantly encourage them. To make sports class an effective class, the sports

teacher should firstly change the way of teaching, for instance, they should constantly lay emphasis on students' knowledge and skills, sports teaching process, and specially becomes the guider and instructor of students in sports class. Meanwhile, sports teachers should be creative in teaching. In sports class interaction, a sports teacher should create certain teaching situation and form into personal teaching style.

- (2) Sports teacher's professional proficiency: In the development of sports teaching, many difficulties would occur to teacher-student interactive process. To realize interaction in a real sense, a sports teacher should firstly possess very solid professional foundation. Secondly, they should look for solutions. In class interactive process, the teacher should correctly judge what students like and what they want. On this basis, he adjusts teaching activities to promote students to learn more effectively; He should not only make good preparation before class, but also continues to think about and adjust. This is also a process to facilitate the teacher getting along well with students. By realizing the goal, the teacher shines the class with vitality. During the process, the teacher is required to use their teaching tact-applying his intelligence on the basis of previous teaching experiences, paying close attention to students' changes in classroom teaching, forming an overall knowledge on today's lesson and making overall arrangements. To do so, the teacher should possess stronger basic theory and knowledge, and meanwhile master practical experience I sports classroom teaching and different cultural knowledge. Only in this way could realize deepen interaction in sports class.
- (3) Sports teacher's teaching behavior: In the class interactive process, a sport teacher has various teaching behaviors. The teacher's verbal behavior includes explanation of skilled movement, assessment on students' performance verbally and so on. Non-verbal behavior refers to other ways, for instance, the teacher stops students' action with his eyes or affirms his action by nodding. These are supplements of teaching that making teachers' wording more convincing. Some think that eyes are the windows to the soul; teacher-student relations are somewhat established and maintained by all eyes. Teacher's attention to students could also be transmitted by eyes. And meanwhile students would make more reaction when they feel it. Actually, students' gesture could disclose whether they understand what the teacher teaches; and the teacher could use gesture to express something what they want. This also occurs to sports class interaction. Such as sports teacher can issue instructions on students by nodding, shaking, gestures and others instead of natural language, this may also let students to pay attention. In the sports classroom teaching, many skills should be completed by teacher's demonstration, giving students a great impression. In common class, the teacher uses gesture or nodding to show students' skills as supplement after illustrating knowledge. The method provides evidence for better interaction in class.
- (4) Student factor: Investigation finds that sports classroom teaching's teacher-student interaction teaching influential factors covers student factor, including teaching contents, load of exercise, favorability of sports class, favorability of sports teacher and peer pressure. These five factors exert main effects.

The following **Table 8** indicates that Chengdu municipal experimental primary school's pupils' favorability on sports class accounts for larger share. Therefore, we should reinforce characteristics and diversity of sports class in the teaching process. Next is peer pressure and favorability of sports teacher, the two are also important reference and school leaders and teachers at all levels should take full consideration of them in school sports teaching.

Table 8. Students' factors in teacher-student interaction teaching N=178

Type	Number of people	Percentage	Ranking
Teaching contents	54	30.3%	First
Load of exercise	41	23%	Second
Favorability of sports class	33	18.5%	Third
Favorability of sports teacher	31	17.5%	Fourth
Peer pressure	19	10.7%	Fifth

Students' favorability of sports class

A larger part of students' favorability of sports class lies in students' motivation of learning and interests. Motivation of learning refers to reason why students learn the course. There is strength that supports students to learn at the back, for instance the teacher describes what learning contents are and then tells students that they could be rewarded if they could master the contents earlier, stimulating students to learn in this way. In general, the level of motivation increases, efficiencies of learning would therefore promote. Interest is one of learning motivation constitute factors, students' interest in learning one item would arouse their learning motivation. This is also a good way to develop students' intelligence. Wide interests contribute to students' good psychological status and enable them to generate a potential impetus. In this way, students will keep a good mood in learning process. Some students have nature of self-abasement and closed, they have no interest in sports class and are not proactive in class, completely ignore what teacher asks. This may affect their improvement on sports skills.

Students' favorability of teacher

Teacher has been an example for students to learn from since the ancient times. If a student prefer to the teacher, he would surely prefer to the lesson and also good interact with the teacher. This is the starting point and also foundation. Interaction simultaneously carries out between the teacher and student without order and it is two-way. Fully arouse enthusiasm and initiative of the two could make class atmosphere alive and realize teaching goal. In the view of laws of learning, it is useless for teacher compelling students to learn. Only in case that student himself realizes he should change, then could he be very committed to learn and accept teacher's guidance and make efforts so as to realize the goal of improving teaching efficiency.

Peer pressure

Interaction among students is an important form in sports class interaction. When teacher gives a lesson, there are students of better acceptance ability and the teacher likes them, whereas a part of students of poor learning ability that often drag down. The part of students is bullied, and they would echo others' view when peer pressure occurs. As far as primary and secondary school students are concerned, relations between classmates would be complicated as they grow. Everyone would expect to be keen on and accepted. Many students tend to go against their inner thoughts and feelings instead of doing things in a correct way as they think to catch up with peers. Youth behaves as community-oriented convergence because of peer pressure. In this way, a vicious circle would be formed. If a class is collaborated and united, the whole class would have higher positivity in class interaction, on the contrary, the class would be distracted and few students would take initiative to go in for class interaction.

Teaching contents and load of exercise

In normal teaching, the results of teacher-student interaction is up to students' understanding level on teacher's teaching contents. Thus, the teacher should transform teaching contents in teaching to make students understand and master them. In terms of load of exercise, it may not be too much. Teaching should carry out step by step in accordance with principle of differentiation and finally achieve teaching goals and teacher-student interaction.

Sports Teaching Content Factor

What teacher teaches in a class directly relates to the effects of the class. The teacher's teaching contents exert huge and profound impacts on sports class interaction. Besides, how sports teacher handle with class would also affect class atmosphere. Curiosity is source power of learning enthusiasm. For students, only unknown contents are appealing; students would like to learn the content and the class would come alive; on the contrary, students would dislike the course and class would be dull. If teaching contents is too simple, the students would be boring; if teacher's explanation is too complicated, students may not master them. Thus, teaching contents had better be moderate, challenging students' mind. That is to say, students would generate positive inner experience in learning process only by striving to understand and master knowledge. Sports teacher should properly master difficulty of instructed knowledge and highlight the important points and difficulties, so that enable students to get some achievement in every lesson's learning. In this way, students would have good moods in the whole class. At the same time, students should be treated in different ways so that teaching plans could be fulfilled. Choice of teaching contents should start from the perspective of students and create good teaching environment.

Teaching Media Factor

Site and instrument are preconditions for teachers passing on knowledge to students and also essential in sports teaching and also the essentials. The teacher should utilize sites in a scientific and reasonable manner. When the size of class is too big and the amount of people is too many, teacher could lead students to such as larger location as playground or track-and-field ground to implement teaching. As the number of class increases, students would be impetuous. Every student has different characters. In this case, teacher should make good arrangement in class-creating mutual favorable situation and adopting various teaching methods. For example, when two students common use one instrument, teacher could arrange the use order to avoid class problems.

Teaching Environment Factor

Relations among students in a class also have impacts on teacher-student interaction. Research finds that harmonious students' relations would contribute to better teacher-student interaction. The class with stronger sense of class honor would easier to promote more people to participate in teacher-student interaction; on the contrary, some people would regard the classmates that positive participate in teacher-student interaction as getting favor from the teacher. The remark and thought may not appear in a class with good interpersonal relationships. In the view of psychology, emotion is also interactive, only a teacher bears a good thought then could the students have a good one. Sports teacher's positive emotion would make students refreshed while negative emotion would surely suffocate vitality of class. Thus, classroom atmosphere should be focused on to make students love class. Good student-teacher interaction would create a relaxed and happy learning environment; and the compact teacher-student interaction would contribute to establishment of an orderly learning environment. Teachers therefore should positively create a harmonious and friendly class atmosphere from the beginning of a new term.

Promotion Strategies of Chengdu Municipal Experimental Primary School's Sports Class Interactive Behaviors

It is necessary to find a solution to the above problems and factors. Improvement is mainly through teacher and student-increasing interactive frequency between the teacher and students through a series of measures so that improving the quality of sports class teaching.

Teacher should enhance teaching understanding and change teaching concept

Leaders teachers at all levels of school and those of teaching and researching institute should play leading roles in constantly changing teaching concept about students. Only with the improvement and transformation, teacher could do a better job at school and so give its calling role into play to impel more teachers to improve their teaching understanding and change their concept. Teachers should form the concept of lifelong learning, work hard

to improve sports teaching, be student-centered, learn the new curriculum standard, grasp the spiritual essence of the standard and realize improvement of their own teaching understanding and transformation of teaching concept.

Make clear and reasonably establish teaching goals

Teaching goals are guidance to teaching. So, no matter teachers or leaders should set teaching goals in advance in sports class. Sports teacher, in particular, should know why he should teach and what to teach. It is an essential theoretical preparation for a lesson. Whether give a good lesson or not depends on the teacher's teaching goals, therefore the goal should be set clearly and reasonably. In some sports classes, there is inconsistency in teacher's teaching plan and actual lessons. This is a reflection of unclear teaching goals that exerts a serious impact on subsequent lecturing. Besides, teaching goals should be reasonable. In some sports classes, teachers' teaching plan is completely inconsistent with students' ability, making implementation impossible. This is bad for the growth of students (Li, 2017).

Giving teacher's leading role into play and paying attention to students' subjective role

Teaching and learning is a process that teacher and students simultaneously make progress. Students are the main character, they are subjects of learning. Students could promote their ability in the way that they understand what teacher teaches in sports class, and transform these basic knowledge and skills into comprehensive ability. General speaking, students would have a good learning result in case that teacher gives a good lesson. Teacher exerts an impact on students to a great level. In sports class, both subject role of the two should be given into full play; combination should be made on the way. That is to give students' subjective initiative of learning into full play on the precondition that teacher plays his leading role. The two supplement each other-in teaching, the teacher plays its leading role fully, students' positivity and initiative would be easier to arouse; and students in turn plays their subject role fully, students' leading role would be better reflected. The combination of the two is beneficial to improve teaching quality in an all-around way and promote students' quality.

Absorbing other's experience and promoting self-cultivation

No matter in school or at home, teacher should learn from excellent people around to perfect himself. Above all, learning excellent experience is not just copying but absorbing its thought. Learning from excellent teachers should absorb the essence. The teacher should read more books and go in for more researches, keep learning and making progress at ordinary. In this way, he could improve himself and be excellent.

Promotion strategies of students' learning

- i) Enrich sports class and create diversified choices: Enrich sports class using multi-media teaching. Students just want to enjoy the class beyond cultural course in a sports class. The aim of sports class therefore is to have fun. Multi-media, a kind of modern science and technology, therefore could well make up for the dullness of sports class. Except for basic sports technological and theoretical knowledge, it could present students real sports image. Thus, strengthen application of multi-media could better integrate students into the class.
- ii) Properly adopt system of reward and punishment to improve students' positivity of learning: In class teaching, teacher must adopt different teaching methods as students are different. This required the teacher to adopt system of reward and punishment to improve students' positivity. When comparison occurs to students, the teacher should take the advantage to promote students to conduct self-attribution and form them into positive interactive mode.

Supporting strategies of school teaching environment

- i) Perfect sports teaching management system: a school may not run normally without reasonable teaching management system. A scientific and reasonable school management system is essential for a school. All teaching modes have their own advantages. The common point of their success is teacher paying attention to class and caring for students, while students also follow teacher's instruction. The teacher should handle with emergency in class correctly- guiding students' behaviors correctly and helping them to set up good code of conduct, as well as developing student's good habits of learning. At present, excellent schools possess these conditions. They fact to all students , improve students quality in an all-around way, aim to cultivate modern students, take student as subject, develop students and themselves and form into positive class atmosphere.
- ii) Strengthen construction of sports teachers: every school should spend more time and vigor to strengthen construction of sports teachers. In every school with solid excellent teachers, under the background of strong theory, teachers may spend more time in students, they would create more teaching methods to promote schools and students development and form into positive interaction. They make efforts in both hardware and software and create a good environment.

CONCLUSIONS

Set types of experimental primary school's sports class interaction by investigation and study: interaction between the teacher and individual student, interaction among the teacher and a crowd of students, students' individual interaction, and interaction between the teacher and a group of students; Investigation on Chengdu municipal experimental school's sports class suggests that the teacher are not proactive in teacher-student interaction. And meanwhile, students dislike learning and teacher doesn't care; all interaction types have their characteristics. In students' interaction, students lack of vitality, just copy the teacher assigned task, don't fulfill the task down to earth but only go through the motions.

In the form of primary school's sports class, teacher mainly explain with verbal interactive behavior, while students passively answer or make no response; In the term of verbal guidance, sports teachers are different in gender; there are also differences in students' verbal interactive behaviors in different grades. In primary school's sports class, teachers are used to present the movement, and students just take exercise. On a whole, the way is rather single; it is a long way to go to form a real interactive mode.

There occurred formalized and unequal problems in primary school's sports class interaction. This is only a reflection from a side. It suggests that teacher could find out more issues in sports teaching. It is more important to solve these issues in present education background.

In Chengdu municipal experimental primary school' sports teaching, teacher's concept exerts a great impact on teaching and further on students' learning motivation and interests. And teaching behavior of sports teacher decides the whole quality of teaching. Concept of teaching in the school's sports teachers is generally old-fashioned without innovation, which impedes students' development.

In terms of promoting effectiveness of school's sports class interaction, teachers and school should jointly establish a reasonable teaching mode, update teaching system, and speed up the transformation of teaching methods. By doing so, both school and students could make common progress.

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