

# **An Attempt to Study “Multiple Interactions” Coach Method in Physical Education Teaching from the Perspective of Innovation**

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**Abstract:** Chinese physical education has experienced long-term development and has formed a relatively fixed teaching system. Under the influence of today's social environment, which requires daily variation and pluralism, the long-term relatively fixed physical education teaching system has gradually restricted the development of students' comprehensive quality. Multiple interactive teaching mode is a new type of curriculum teaching mode based on modern distance open education under the network environment. The new curriculum standard for physical education requires that students should always take the initiative to learn, explore harmoniously and interactively, innovate and develop in an all-round way in teaching. Adopting “multiple interactions” teaching method in physical education class can fully cultivate students' initiative, cooperation and creativity in acquiring knowledge. The tentative implementation of “multiple interactions” coaching method in physical education teaching, which enables students to obtain successful experience in learning, is conducive to highlighting students' dominant position and teachers' leading role, thus mobilizing students' initiative and enthusiasm in learning.

## **1. Introduction**

With the implementation of the new curriculum reform, students' dominant position has been raised to an unprecedented height. The teaching process is no longer a purely static process of giving and receiving, but a dynamic process of mutual communication and influence between teachers and students [1]. For a long time, influenced by the old teaching ideas and examination-oriented education, the physical education teaching methods are single and boring, and the physical education teaching is basically the same mode. Under the guidance of the new curriculum concept, how to improve the current weak situation of physical education and innovate physical education has become a problem that every physical education teacher should think about. “multiple interactions” coaching aims at breaking down the old teaching methods and enhancing the flexibility of teaching activities. Give full play to the main role of students and the leading role of teachers, and promote the improvement of students' comprehensive quality [2]. The basic operating procedures are: teachers create situations, students learn by themselves and discover problems, discuss and question problems, and clear up doubts and doubts in mutual inquiry and communication. Under the guidance of the new curriculum concept, i tried to use the concept of multi-element interactive teaching to promote the sports class to move forward in a direction full of vitality and vigor. In this paper, the exploration and attempt of “multiple interaction” coaching method in school physical education teaching in the past two years have been preliminarily discussed.

## **2. Connotation of “Multiple Interactions” Coach Method**

The “element” or “element” of “Multiple Interactions” refers to various teaching factors related to learning and capable of interacting with each other, including the elements of teachers and students, the information elements of teaching materials, teaching conditions and environmental material elements [3]. All-round development is placed in an important position. While teachers play a leading role, emphasis is placed on the embodiment of students' dominant position in learning, i.e. “teacher-student interaction” is always placed in an important position. The

“interaction” of “Multiple Interactions” refers to making full use of various learning-related and interactive teaching elements to encourage students to actively learn and develop, thus achieving high-quality and efficient teaching effects [4]. People think that teachers' guidance to students is the only one, and students are only “educated” to receive information in class. In fact, in physical education, let some students with strong athletic ability become “educators” to drive students with poor athletic foundation [5]. Physical education teaching is different from other disciplines. It can give students freedom to a great extent. Students are greatly interfered by the outside world, making management more difficult. “Multiple Interactions” coaching method is only a classroom teaching method. Its purpose is to change the traditional organization form of physical education teaching, to make students boldly try, and to make the learning of physical education skills become a process in which students' initiative, initiative and originality are continuously generated [6]. Through deepening and optimizing the teaching interaction, we can make full use of various teaching elements related to learning, adjust their relationship and internal interaction, promote students to actively study and develop, and form a harmonious interaction in all directions and at all levels, so as to generate teaching resonance and improve teaching effect.

### **3. The Concrete Implementation Steps of “Multiple Interactions” Coaching Method in Physical Education Teaching**

#### **3.1 Establish Study Groups**

The scientific establishment of study groups is the prerequisite for the implementation of the “Multiple Interactions” coaching method in physical education. The first is the number of study groups. Take the nursing standard class of 60 as an example. It is advisable to set up study groups of 5-9. Each group can name its own group according to the sports hobbies of its members. The second is the composition of personnel. In the 5-9-person study group, the composition of students with relatively superior, medium and poor sports skills must be ensured. Psychological research shows that relaxed and optimistic mood can drive the human body to have pleasant experience, and teachers' healthy mentality helps students to be full of positive emotions in physical education teaching. Then how can PE teachers mobilize the enthusiasm and sports skills of top students, so that they can develop themselves and play a leading and exemplary role as the backbone of sports in student groups, thus better promoting the improvement of classroom teaching quality. According to the students' character, hobbies and abilities, match scientifically. Second, clear responsibilities. There are team leaders, reporters and spokesmen, with clear division of labor and specific responsibilities. The third is dynamic management. Team members should have a clear division of labor, and students with strong organizational ability and excellent sports skills should serve as learning team leaders to ensure orderly and effective team communication. To provide each member with the opportunity to participate in interaction, fully reflecting the principle of facing all and everyone participating.

#### **3.2 Constructive Learning**

Pre learning is pre class preview. The teacher informs the students in advance what they will learn in the next class and arranges the task of self-study and self practice of theory and technology before class. Generally, students with the same gender and close space are easy to interact with each other, and students with complementary personality are also easy to interact with each other. Properly following the interaction rules is conducive to the establishment of positive and appropriate interaction. For the underachievers in sports, the top students in sports have good physical quality and beautiful movement demonstration, which are the objects that students compete to imitate. Preview is an important way to cultivate students' self-study ability and is also a prerequisite for group communication. Students are required to study in advance in order to discover problems in advance so that they can have a definite aim when learning technical actions in class. First, we must grasp the validity. The problem should be novel and unique. For the content that students are familiar with, attention should be paid to changing angles to avoid mechanical

questions, which makes students feel boring and causes psychological “weariness” [7]. Teachers innovate physical education teaching methods, students enjoy them, natural physical education results will be improved, physical exercise will be enhanced. For example, before learning curve running techniques, teachers let students learn by themselves teaching materials, action charts and online video actions. In addition, teachers can lead students to watch all kinds of competitions, stimulate their inner morale and passion for sports, and understand the links between sports and life, economy and culture. To enable them to correctly understand themselves, and according to their own specific circumstances, combined with the characteristics of the curriculum, formulate appropriate interactive learning plans, scientifically plan learning time and space, and choose learning methods, learning processes and learning methods differently from person to person.

### **3.3 Group Communication and Display**

Group communication and presentation are the core links of the “Multiple Interactions” coaching method, which emphasizes students' dominant position in teaching activities. In group communication, the group should arrange students with good skills to help students with poor skills to improve their skills, and at the same time find out the reasons that affect the group's exercise results, including personal skills, peer cooperation, etc. Different students have different starting points and psychological needs. The same harvest, different students have different psychological feelings. In the self-evaluation, students will tell their own performance according to their own feelings and point out their own shortcomings or the direction of their efforts. Group teaching is the main form of small class teaching. When studying in groups, a relaxed, democratic and harmonious teaching atmosphere should be formed and competition in cooperation should be advocated, i.e. individual competition should be changed into group competition. In order to achieve the goal of collective winning, each member should use his hands and brains, actively participate in discussions, and do his best for the success of this group. Group teaching is the main form of small class teaching. When studying in groups, a relaxed, democratic and harmonious teaching atmosphere should be formed and competition in cooperation should be advocated, i.e. individual competition should be changed into group competition. In order to achieve the goal of collective winning, each member should use his hands and brains, actively participate in discussions, and do his best for the success of this group. In interactive learning, teachers should always put down their frame and participate in it as an organizer, helper and guide, so as to eliminate students' ideological worries and enhance their self-confidence.

### **3.4 The Teacher Summarized and Explained**

The teacher's summary and explanation is a summary of the important and difficult points of this lesson, a sorting out of the essentials of technical actions, and a summary of learning methods. Demonstrate and explain the essentials, difficulties and key points of technical actions, point out the advantages and disadvantages, and carry out corresponding encouragement and spur. What is good for a scholar is not good for him. Teacher evaluation can more clearly point out the advantages that students should carry forward and the shortcomings that need to be improved. Therefore, as a physical education teacher, one should read more, listen more, talk more, think more, remember more and write more in physical education teaching. Of course, it is not only the teachers who have to explain the course, but also the teachers who can give advice and use them flexibly when communicating and showing in groups. To guide students to listen to the main points of others' speeches, learn to understand and accept others' correct views, learn to capture the bright spots and shortcomings from others' speeches, and learn to evaluate others' thoughts objectively and reasonably. After laying a good foundation for sports, we should recommend or choose suitable sports for them according to their own qualities and personal hobbies, and always encourage them to go ahead despite difficulties. Through a variety of ways to carry out independent cooperative sports teaching, pay attention to the content of independent cooperative sports teaching related to textbooks, and integrate theory with practice, so as to enable students to have a deeper understanding of the significance of independent cooperative sports teaching [8].

#### 4. An Investigation on the Teaching Effect of “Multiple Interactions” Coach Method in Physical Education in Our School

Physical education students in the school are divided into experimental group and control group, with a total of 428 students. Among them, the experimental group consisted of 215 people, using the “multiple interaction” coaching method. The control group of 213 people adopted the traditional teaching method of “teacher's explanation, demonstration-student's imitation exercise-teacher's correction”.

Table 1 Results of Solid Ball Throwing in the Test Group and the Control Group Reached the Standard

Object	n	Skill scores are up to standard(%)	Skill scores are not up to standard(%)
Experimental group	215	185(82.36)	36(17.52)
Control group	213	155(60.97)	74(33.47)

Taking the solid ball throwing class as an example, this paper analyzes and compares the achievement rate of the experimental group and the control group. According to the data in table 1, the success rate of students' solid ball throwing performance was significantly higher in the experimental group with “multiple interaction” coaching method than in the control group with traditional teaching method ( $P < 0.01$ ). When students' thinking hovers at a low level, teachers should build a cognitive ladder in time to induce students' thinking to develop in depth. Based on this, teachers need to have a comprehensive understanding of students' own characteristics in the process of innovating teaching methods, constantly innovate physical education classroom teaching methods, stimulate students' interest in participation, form an overall system of extracurricular activities in class, incorporate new knowledge, and use the methods students like to teach. It includes not only the education of human studies, but also the guiding activities in the curriculum. The teaching goal of open education is not only to help students finish their studies, but also to cultivate students' autonomous learning strategies and interactive learning abilities necessary for autonomous learning, individualized learning and lifelong learning.

Table 2 the Experimental Group Students Evaluated the Teaching Effect of “Multiple Interactions” Coaching Method (%.n=215)

Survey content	In full agreement		Agree	
	The number of	%	The number of	%
Enhance self-confidence	187	86.33	16	7.11
Improve language expression ability	153	75.12	39	19.24
Strengthen cooperation and exchange among students	150	71.66	47	21.04
To improve the ability of autonomous learning	183	83.37	26	12.86
Interested in physical education	165	69.13	24	11.94
It is helpful for the cultivation of psychological quality	177	77.25	18	10.99

In order to test the teaching effect of the “Multiple Interactions” coaching method, the sports teaching and research group conducted a questionnaire survey on 215 students in the experimental group and made statistics on the survey results. According to the evaluation results of the above experimental group students on the teaching effect of the “Multiple Interactions” coaching method, an average of 90.03% of the students agree with this teaching method. (Table 2). When students are easily confused about similar knowledge points, teachers should put the similar knowledge points together, guide students to make comparative analysis, differentiate and analyze similarities and differences, grasp their respective essential characteristics, and cultivate their analysis, induction and thinking ability to seek differences. To construct an innovative sports teaching material system, the content of the teaching material should be less and new. The teaching material should reflect the new achievements of the development of modern sports. At the same time, it should highlight the difficulties and key points and strengthen students' autonomous learning. Innovating the evaluation system of physical education teaching is to set up an evaluation system that includes not only the students' physical achievement reaching the standard, but also the students' physical knowledge and physical culture. To create a good environment for students to exercise, strive to be able to improve

the physical and mental health of students in the exercise, and constantly bring students fun in sports, but also enhance the enthusiasm and initiative of students to participate in sports classes, in the process of pleasant learning, comprehensive quality has been comprehensively improved.

## **5. Conclusions and Suggestions**

### **5.1 Conclusions**

In short, in physical education teaching, through open interactive teaching attempts, teachers and students discuss, learn and communicate together, students learn joyfully, master well and use well: teachers also teach easily, and can get emotional satisfaction in students' interaction. In addition to game methods, situation creation and group cooperation competitions, there are also many ways and means for teachers to learn and explore in the innovation of physical education teaching methods. The innovation of physical education should not be limited to fixed forms, but should pay attention to every link in teaching so as to better serve the cause of physical education. The "Multiple Interactions" coaching method has changed the "one-word" teaching method of physical education and implemented the guiding ideology of "health first" so that students' interests, specialties and personality development are fully reflected. It also improves students' teaching objectives such as emotion, will, ideology and morality, social adaptability and optimizes the teaching effect of physical education.

### **5.2 Suggestions**

In school physical education, we advocate the reform of teaching methods, but it does not mean that all physical education teaching activities must adopt new teaching methods, which is neither in line with the students' learning rules nor with the objective facts. Multiple Interactions is a learning process in which the quality of thinking is continuously improved. After self-study, students have doubts or have their own thoughts and opinions, then they can have Multiple Interactions to realize the exchange of thoughts, the collision of thoughts, the outpouring of emotions, the release of souls and the display of talents. In teaching, we should control the size of stable special groups and class students and reduce large and repeated personnel changes at will. Problems should be solved in time to avoid causing some unnecessary teaching chaos. As a qualified physical education teacher, in the process of physical education teaching, we should be good at using different teaching methods according to different items or characteristics of sports technology. Only when teachers give full play to their leading role and properly use reasonable teaching methods can they truly conform to the laws of physical education teaching and thus achieve the optimization of physical education teaching effect. It is necessary to strengthen the purposeful education of students' learning so that students can clearly know what to do in class. For example, if you choose volleyball, you should learn the basic skills such as setting, serving and passing. It's not just blindly reporting to practice. Physical education teachers should deeply study the present situation of traditional physical education teaching and innovate the teaching strategies of physical education innovation, so as to provide reference for the further development of our country's physical education innovation teaching.

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