Influence of Optional Teaching for College Physical Education on Students' Sport Motivation

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During the process of teaching reform and development, physical education (PE) in colleges and universities starts to develop towards optional teaching. The enforcement of optional sports teaching will have great influence on students' sports motives and can promote the development of students' exercise ability in sports. This teaching method is more efficient than non-optional teaching method in the aspect of improving students' internal motives in sports learning. So, this thesis advises the colleges and universities to adopt the optional teaching method to make students learn more sports skills.

Keywords: college physical education, the optional teaching, students, sports motives

Introduction

Sports is an indispensable part of the teaching content of the colleges and universities which has to do with students' physical and psychological development and also students' physical ability and quality in their future careers. The sports of colleges and universities bear the responsibility of cultivating high-quality talents for the society. So, we should adapt to the development requirements of the times and put the quality-oriented education into practice. In the past, some of sports and events pay too much attention to the skills and scores, but ignore students' psychological health. In the process of implementing the optional teaching, students' motives of learning can be stimulated much completely which thus promote students' all-round development.

Determining Research Objects and Research Methods

Research Objects

This thesis takes the influence of the optional teaching of college physical education (PE) on students' sports motivation as the major research objects. In the process of studying, this thesis has choose four 985 projects universities and three regular higher educational institutions and take the students in these colleges as the objects, adopting the method of unifying and grouping, to guide students in the manner of instruction to help them complete the questionnaires. One thousand and two hundred questionnaires have been sent out and 1,080 have been took back, among which 1,055 are valid and 25 are invalid and 50 are questionnaires for teachers, the effective rate of questionnaires is over 90%.

Research Methods

Questionnaire method. Questionnaire method is the primary method adopted in this survey, which has great effects for the survey of students' sports motivation. The constitute of questionnaires' questions has referenced The Achievement Motivation Scale (AMS) and Sports Experience Characteristics Scale, and then the figure about the influence of the optional teaching on the measure of college students' achievement sports. In this questionnaire, the achievement motivation and the internal epistemic motivation are measured.

Literature survey. This method mainly adopts China National Knowledge Infrastructure (CNKI), Baidu Search, and relevant knowledge about the Psychology, Pedagogy, PE, and Statistics to sort the literature, and thus, provide reference for the future work in the process of surveying the influence of the optional teaching on students' sports motivation.

Analysis About the Research Results

Form the research results, we can see the influence of optional physical teaching on students' sports motivation in different dimensions. This thesis has collocated the research objects according to the gender and selected different students from different majors, dividing students into four classes. The research results show that students of different genders, grades, and majors have different influences on students' sports motivations and have significant difference in the variants, which specifically show that the difference of different genders can be represented by $p > 0.05$ and the differences of different grades and majors can be represented by $p < 0.01$.

Research Discussion

The Different Influences of Sports Project Teaching on Students' Motivation in Different Genders

According to the survey of students' sports conditions in the above colleges and universities, we can see that in the development of colleges and universities, the sports items have a tendency of being diverse and it is category become rather complete. Male sports events involve items, such as basketball, football, and Ping-Pong, which have already existed in these colleges and universities. The common female sports items include aerobics, badminton, dancing, and so on, which have also been represented in these colleges and universities. In addition, except these items, some colleges and universities have also added shape-up exercise and yoga training, so that students of different genders can choose the sports items which they love, according to their own hobbies, and students' sports motivation have a good tendency.

The Influence of the Optional Teaching on Sports Motivations for Students in Different Majors

From the three different dimensions of the above survey, the dimension levels of some students of normal education are much higher than the students of un-pedagogic students. The specific reasons can be classified as the following points: Firstly, different evaluation modes have led to different evaluation results, among majors of normal education, more than 80% teachers pay more attention to students' daily performance including self-confidence and self-consciousness, etc.. But among majors of un-pedagogic educations, only over 30% teachers list students' daily performance as the evaluation items. Secondly, the guidance of teacher's quality.

The teacher team with high quality can handle with the quality-oriented education much easily, so sports teaching, as one of methods of quality-oriented education, has important performance in colleges and universities.

The Influence of Optional Sports Teaching on Sports Motivations for Students in Different Grades

From the above survey, we can see that students in different grades have different representations for sports motivations. In the traditional teaching process, students start to contact the optional teaching in their first or second school years which make students rather curious, but it become less fresh to students in the afterwards learning process, because students become more familiarized with this teaching method, and thus, they may become bored, and in this state, the influence of optional physical teaching on students' sports and exercise motivations will have a tendency of decreasing. Moreover, with students' lives and social experience becoming richer and richer, the interests and hobbies of students become more and more wide, and compared with college students freshly entered into the college, their motivations will become weaker. Students in lower grades have much motivations in the optional physical teaching and consider everything fresh, because they need to relieve their stress and sense of repression of their stressful learning in high schools. In addition, different sports event will also have certain influence on students' sports motivation. It is advised that in the future PE, the colleges and universities can analyze students' sports motivations and the influential factors of motivations which thus can strengthen students' thirst for knowledge, animate the methods of physical teaching and optimize the teaching methods.

The Influences of Different Group Sports on Students' Sports Motive

Different group sports have different influences on college students' sports motive, but the influences are not highly obvious, which shows that the unique advantage of PE option teaching in universities. PE option teaching is a PE teaching model based on students' interest and individual demand. Its main advantage is reflected in its diversified teaching contents and students become the main parts, to cultivate their motive of PE learning. It is obvious that PE option teaching may have negative influences on students' sports motive.

The Effects of PE Option Teaching on Students' Sports Motive in Different Dimensions

Different genders and professional group sports have different effects on students' achievement motive, internal stimulation motive, and motive of thirst for PE knowledge. Therefore, PE option teaching has influences on students' sports motive dimensions in the process of doing sports. The concrete reasons are as follows:

First, students have internal achievement motive in PE option teaching, and the motive could be shown easily. But students' internal stimulation motive and internal motive on thirst for knowledge in PE option teaching are not easily shown. Only with the further supervision from teachers and themselves, the motives can be found.

Furthermore, teaching of PE skills and knowledge is emphasized in traditional PE class, and a teaching model tends to be used by multiple teachers. As a result, students just need to learn the basic sports actions. Both teachers and students do not supervise themselves or establish self-awareness of sports in the process, so it

will be hard to perform and improve students' sports motive.

Finally, students tend to have different motives when doing sports, so some do not take keeping healthy and mastering basic sports skills as their goals and they just want to get a high score. Under such situation, it is not favorable for teachers to cultivate students' sports motive.

Experience Result Analysis and Discussion

From the comprehensive survey of PE option teaching, students' internal motive needs to be researched in the aspects of thirst for knowledge and perceptual experience. Option teaching has positive influence on students' sports learning in universities, and could improve students' external motive dimensions. It could be seen from the survey that option teaching has significant adjustment influence on students' external motive dimensions. However, its weakening influence on motive is less than that of non-option teaching.

It could be got from the analysis above that students' sports motive refers to that human body could motivate us to do sports under the effect of sports need, and students' bodies will have different responses and sports motives before and after doing sports. Students can do sports according to their own physical condition and sports need. That is to say, two students may have totally different sports motives when doing the same sport at the same time. Sports motive represents body need. Only when sports motive (need motive) reach a certain level, it can promote students to do sports. If students do not have sports need or their need is weak, they will only have sports intention. Individuals will clearly realize that they need to realize what goals in what ways only when their sports need reaches to a certain level. If their sports need is strong enough, they will be thirsty for sports under the guidance of some sports factors, such as sport equipment, sport venue, and sport environment and task.

The biggest strength and feature of option teaching is that students could choose teaching content and items according to their own need. However, sports motive appears only when they have strong sense of sports need. Option teaching mobilizes students' enthusiasm of sports learning. In addition, the complete sport equipment and favorable sport environment become a sports motive, which could lead to students' sports behaviors effectively.

College students' sports motive could be analyzed in the aspects of exercise goal, content, and method. From this perspective, sports motive could be divided into internal motive and external motive. Internal motive refers to that students recognize the importance of learning when attending sports activities, and then try to learn with the special goal and method. It is the learning motive caused by internal need, including achievement motive and challenge motive. Students can realize the important meaning of sports on their learning and physical health in the process—They could be stronger and receive more external challenges. While, external motive refers to that sports participants try to do sports under the guidance of external forces, such as material force or money. Generally, internal motive could make students have thirsty for exercise, build their sports goal, and try to realize the goal with stronger enthusiasm in a longer time. Under such circumstance, sports option teaching could lead students to: (1) have a correct understanding of PE meanings; (2) help students set their own sports goal; and (3) arouse great interest of sports content and method. In teaching, students will be

interested in PE class and sports exercise, and their internal sports motive will be strengthened. In addition, students will be willing to join in optional course of PE actively, change their previous attitude, and reduce the external pressure (Ge & Sun, 2011).

Students tend to take external motive and internal motive into consideration when doing sports. From the perspective of psychological research, external motive may strengthen internal motive and may weaken internal motive at the same time, which is decided by teachers. If teachers attract students with a better external reward, students' motive level will be different. For example, if a teacher uses an information reward, students' internal motive will be stronger. If a teacher uses a control reward, their external motive will be stronger. Option teaching tends to make students recognize the value of such sport when most of students are interested in a sport and have successful experience, students' internal sports motive will be strengthened (Fang & Xu, 2012). In summary, option teaching in universities could strengthen students' internal sports motive, and could arouse greater interest for students. Therefore, PE option teaching could be implemented in universities to the maximum degree.

Suggestions of PE Option Teaching

First, teachers should pay more attention to: (1) cultivating students' sports self-supervision capacity in teaching; (2) adapting to teaching changes; (3) innovating teaching models; (4) promoting the development of students' sports motive through the combination of exploratory learning and cooperative learning; and (5) encouraging students to motivate themselves and to improve motive of thirst for PE knowledge.

Moreover, teachers' concepts should be changed and updated. Only under the condition of building new teaching concepts, they can promote the all-round development of students and make students find the interest of sports in the positive state. Therefore, teachers should use flexible teaching approaches and methods to strengthen students' PE learning capacity and to stimulate their internal motives.

Finally, teachers should begin with students' concrete situation, physical features, and mental characteristics: (1) to compile relevant teaching materials; (2) to reflect new sport items in the optimal PE teaching structure; (3) to meet students' needs; and (4) to arouse their interest.

Conclusion

Above all, this thesis has analyzed the influence of optional physical teaching on students' sports motivation completely and in detail, it also illustrates by adopting the method of case survey which is more persuasive. The influence of the optional physical teaching on students' sports motivations can be analyzed according to actual problems, different majors, genders, and grades will all lead to different results. But no matter in what kind of motivations, teachers should make physical ability more suitable for their employment after their graduating and make them have a healthy development in their psychologies and bodies, which thus promote the enforcement of quality-oriented education and cultivate a group of talents with outstanding comprehensive qualities for our country and society.

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