Method of Enhancing the Affinity of P.E. Teachers in Public Security College Based on Its Impact on Students' Emotions

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Abstract. This paper uses the method of documentation to analyze the influence of affinity of physical education (P. E.) teachers in public security colleges on students' emotions. The author holds that in the process of physical education teaching, teachers' affinity is embodied in the influence of teachers' facial expression, language and body movements on students' learning mood, which plays a positive role in improving students' learning interest, arousing their learning enthusiasm and improving teaching quality. P. E. teachers should cultivate affinity from the aspects of improving their prestige, cultivating their emotional expression ability and changing their roles.

Introduction

With the deepening of China's educational system reform, new educational ideas and methods are constantly introduced and implemented in the process of teaching practice. The research on how to improve the teaching effect is no longer limited to the reform of teaching methods and the optimization of teaching content, but covers all factors that affect the overall teaching effect.

Affinity refers to the power that makes people close and willing to contact. Teachers' affinity refers to the degree of integration of teachers' thoughts, emotions, language behaviors and students in all aspects of teaching. It is the feeling of kindness and trust reflected by teachers' teaching through words and deeds, which make students feel [1]. It is also the basic requirement of teachers' moral quality cultivation. The particularity of physical education (P. E.) teaching itself determines that the affinity of P. E. teachers will play a prominent role in promoting the overall effect of teaching. In the process of physical education teaching, teachers' affinity is the link to maintain emotional communication between teachers and students, which not only directly affects the teaching effect, but also affects the development of both teachers and students' psychology and personality. Based on this, strengthening the cultivation of affinity for P. E. teachers is of great practical significance to ensure the quality of teaching and promote the healthy development of students' physical and mental health.

Basic Quality Requirements for the Cultivation of P. E. Teachers' Affinity

Professional Theoretical Knowledge

Professional theoretical knowledge is the most basic condition for P. E. teachers to engage in teaching activities. With the renewal and transformation of teaching concepts, the knowledge structure of P. E. teachers should change accordingly. If only limited to the understanding and mastery of existing knowledge, it cannot meet the needs of social development [2]. Therefore, P. E. teachers should enrich and improve their professional theoretical knowledge system through continuous learning. It is necessary to strengthen the understanding and recognition of modern physical education thought and the cultivation of self-innovation consciousness. Through various effective ways, we can learn and master new knowledge theories, pay attention to the study of basic knowledge in related fields such as information science, life science, environmental science, and expand our own knowledge fields to meet the needs of the development of public security education.
Innovation Ability

China's Education Law clearly points out that "the primary task of education is to cultivate practical talents with innovative spirit and practical ability for the society". In the process of specific teaching practice, strengthening the cultivation of teachers' innovative ability will be an important guarantee to achieve the teaching objectives formulated by the Education Law. For our country's physical education teaching, due to the constraints of traditional teaching concepts, indoctrination teaching has long occupied a dominant position, resulting in the setting of teaching content and the selection of teaching methods are single and rigid, making students feel dull in the learning process, teaching effect and educational objectives are very different [3]. This requires P. E. teachers to change their educational concepts in time and strengthen the cultivation of their innovative ability.

Scientific Research Ability

With the further development of physical education reform in China, scientific research ability has become an important criterion to measure whether P. E. teachers can adapt to the reform of education system and promote the development of quality education, and an important component of the comprehensive quality system of P. E. teachers themselves. Based on this, P. E. teachers should constantly strengthen the research on the theory of physical education teaching, be good at discovering problems in the implementation of teaching practice, and be able to actively explore the nature and laws of the problems [4]. In this way, we should seek ways and means to solve problems, strive to improve the effectiveness of physical education teaching methods and methods, enrich and improve the scientific system of physical education, so as to lay a new theoretical foundation for the development of physical education in China.

Influencing Factors of Affinity of P. E. Teachers on Students' Emotions

Affinity is a chemical concept, which refers to the ability of forming intermediate complex between molecules. When applied to physical education teaching, it can be understood as the ability of P. E. teachers to attract students, guide students, enhance their interest in learning and jointly improve the quality of teaching. It has an important influence on students' learning mood, which is embodied in:

Expression Factor

Physical education is a process of emotional communication and tacit interaction between teachers and students. Therefore, only by fully mobilizing students' enthusiasm for learning and promoting their positive and effective interaction with teachers, can we achieve good teaching results [5]. This requires P. E. teachers in the teaching process, first of all, to correct teaching attitudes, and then to friendly, rich and healthy expression to face students, affect students, eliminate their sense of restraint and alert psychology. Finally, students can experience the teachers' sincere feelings through their expressions, and gain the ability to expand their thinking independently and form the motivation of active learning.

Linguistic Factors

Language is the most basic condition for teachers to engage in teaching activities. Compared with physical education teaching, the artistic language can effectively stimulate students' interest in learning and generate a strong desire for participation, while cold and crude language can make students depressed and bored. Therefore, the rational use of language art is the basic quality that P. E. teachers must possess. Compared with other disciplines, the language used by teachers in physical education teaching should have the following characteristics:

Firstly, in the process of physical education teaching, students' understanding and mastery of the essentials of movements requires not only repeated exercises, but also concise and focused explanations by P. E. teachers, so that students can easily understand and master them. Therefore, the
language used in P. E. teaching should be accurate, refined, vivid, image, and have a certain sense of humor.

Secondly, in order to attract students' attention and stimulate their interest in learning, P. E. teachers are required to have vivid language and rich changes in intonation. In order to activate the classroom atmosphere, avoid the dull language cannot produce effective attraction to students, so that their spirits are depressed, and then affect the teaching effect.

Thirdly, password is a basic skill for P. E. teachers. When issuing the password, P. E. teachers should have clear words, loud voice, strong, authoritative, appealing and appealing.

Fourthly, in the process of physical education teaching, positive language can effectively stimulate students' interest in learning, cultivate their self-confidence to overcome difficulties, and promote their emotions to change into positive aspects.

Therefore, in the process of physical education teaching, the rational use of positive language has a positive role in promoting the quality of teaching.

Action Factors

In the process of physical education teaching, the teaching actions of P. E. teachers mainly include gesture and demonstration. In teaching, the reasonable use of correct gestures by P. E. teachers can effectively arouse students' experience consciousness, and play an important auxiliary role in improving teaching quality and maintaining classroom atmosphere. This requires that P. E. teachers should highlight the following characteristics when using gestures: first, gestures should be reasonably adopted in accordance with teaching needs. Secondly, gestures should be novel, unique and unique [6]. Thirdly, gestures should have a clear sense of expression, and have a strong appeal. Fourthly, the use of gestures should avoid arbitrariness and be standardized. In physical education teaching, teacher's demonstration action is the most vivid and intuitive way to impart technical action through students' visual perception. Correct and standardized demonstration action can make students fully perceive the image structure of the learning action and grasp the order of the completion of the action. It plays an extremely important role in promoting the cultivation and stimulation of students' learning interest and desire.

Therefore, in the teaching process, P. E. teachers should accurately predict the time of demonstration, select the best demonstration position and angle, construct a good teaching demonstration situation, and fully mobilize students' enthusiasm for learning according to the actual teaching needs. At the same time, on the basis of being willing to accept the teacher's demonstration guidance, we should improve the understanding and cognition of the action, and then improve the teaching effect, so as to achieve the expected teaching purpose.

Ways to Cultivate Affinity of P. E. Teachers

Improving the Prestige

The prestige of P. E. teachers comes from students' sincere admiration and inner respect. It includes the profound knowledge, rigorous attitude, humorous language expression, amiable character, approachable moral character, strong and beautiful body surface and many other factors. The establishment of the prestige of P. E. teachers is beneficial to the perfection of their own personality charm. It can satisfy students' desire for knowledge, stimulate students' interest in physical education, mobilize students' enthusiasm for learning, and then improve the teaching effect. At the same time, P. E. teachers should treat every student kindly and treat them equally, impartially and selflessly. We should pay attention to the improvement of the overall effect of teaching, give enough help and more care to the students with poor comprehensive quality, so as to win the general trust of students, so as to lay a good foundation for the successful completion of teaching tasks.
Developing the Ability to Express Emotions and Love

In physical education teaching, the learning of technical movements is realized through physical exercise. Therefore, in practice, it is easy to produce physiological reactions such as fatigue, pain, soreness and distension, and trigger a series of emotional experiences, resulting in fear of suffering, tiredness, fear of injury and other concerns, or negative thoughts due to inaccurate mastery of the main points of action and correct completion of technical actions. This will make students gradually produce inferiority complex and lose their original interest and enthusiasm in P. E. . This requires that P. E. teachers should be good at grasping the changes of students' emotions in the teaching process, and be able to motivate students in time according to the causes of negative emotions, and consciously stimulate students' positive emotions, so that every student can experience the care of teachers. The contemporary advanced physical education teaching concept promotes the two-way information exchange and emotional interaction between teachers and students, and creates good conditions for building a harmonious teacher-student relationship. Therefore, P. E. teachers should give students full trust, respect and tolerance in good faith, so as to promote the formation of students' good personality.

Realizing the Change of Role in Teaching Process

With the deepening of physical education reform in China, the traditional "one-word-one-hall" teaching mode has been replaced by a new model of equality, democracy, teacher-student interaction and independent development. In the process of teaching, the role of teachers has gradually changed from the past rulers to participants, assistants and instructors, and their main status has gradually been replaced by students [7]. This requires PE teachers to change their teaching concepts and roles in a timely manner. First of all, we should put our minds in order, get rid of the mentality of rulers, pay attention to and respect the equal status of students, and build a democratic and interactive teaching atmosphere. Secondly, P. E. teachers should learn to listen and accept, encourage students to dare to express, be good at expressing and be willing to express, and form mutual acceptance and integration of knowledge and spirit between teachers and students on the basis of crossing the boundaries of students' age, status, identity, experience and experience. Thirdly, we should encourage students to challenge teachers, peers and themselves, eliminate their blind mentality of following teachers and conforming to the masses, fully mobilize students' enthusiasm for learning, and highlight students' principal position in the process of P. E. learning.

Improving the Ability to Interpret Emotional Needs

In the process of physical education teaching, teachers' effective interpretation of students' emotional needs is the key to maintain normal emotional exchanges between teachers and students. Physical education is different from other disciplines in that the communication between teachers and students is achieved through language and body movements. This kind of communication is based on the emotional communication between each other [8]. Communication of emotions requires knowledge of psychology, philosophy, pedagogy and other related disciplines. Only by effectively understanding students' psychology, can students' emotional needs be clearly defined. Otherwise, the organic blending of teachers' and students' emotions cannot be realized in the teaching process. This requires P. E. teachers to give timely interpretation of students' emotional needs, and then form a healthy communication, so that the teaching atmosphere is friendly, orderly, healthy and harmonious.

Summary

In conclusion, the affinity of P. E. teachers plays an important role in promoting students' interest in learning, enhancing the cohesion of the classroom, straightening out the order of the classroom, improving the quality of teaching and ensuring the overall effect of teaching. Teaching practice has proved that strengthening the cultivation of affinity for P. E. teachers can greatly improve their comprehensive quality. Therefore, only by combining the improvement of their own quality with the needs of school physical education curriculum reform, strengthening the study of theoretical
knowledge of physical education teaching, constantly exploring new teaching laws in the process of teaching practice, and exploring new ways of physical education teaching reform suited to the needs of social development. Only in this way can we promote the effective promotion of students' comprehensive quality and ensure the smooth realization of teaching objectives.

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