

# Research on the Guidance and Cultivation of Prosocial Behavior in Physical Education Teaching in Colleges and Universities

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## Abstract

Prosocial behavior refers to a series of good qualities such as helpfulness, sharing with others, humility and courtesy, sincere cooperation, self-sacrifice, and care for others when participating in various social activities. However, the cultivation of prosocial behavioral ability requires a long process, and it is necessary to integrate it into the physical education of colleges and universities to promote the overall improvement of college students' comprehensive literacy. This paper first analyzes the feasibility of cultivating students' prosocial behavior in the teaching of physical education in colleges and universities, and then conducts a systematic study on specific guidance and training strategies, hoping that the ideas and suggestions put forward can provide valuable references for major universities and physical education teachers.

## Keywords

Physical Education Teaching in Colleges and Universities; Prosocial Behavior; Guidance Strategies; Training Methods.

## 1. Introduction

With the development and progress of society, higher requirements are put forward for the comprehensive literacy of higher talents. However, compared with other abilities and qualities, prosocial behavior not only covers a wide range, but also requires a relatively long training cycle, and has higher requirements for guidance and training strategies. Therefore, in order to comprehensively improve the implementation and advanced scientific nature of college education, the national education department advocates the implementation of prosocial behavior guidance strategies in college physical education teaching. Through this channel, we will cultivate the prosocial behavior of contemporary college students, help college students develop good behavior habits and personal qualities, have noble ideological and moral sentiments, and be able to better integrate into the social environment in the future and make positive contributions to the development of the country and society.

## 2. Feasibility Analysis of Physical Education in Colleges and Universities to Cultivate Prosocial Behavior

### 2.1. Embody the Concept of Modern Talent Training

First of all, the integration of prosocial behavior training strategies in college physical education teaching to promote the comprehensive development of college students' morality, intelligence, physique, social attributes, team spirit and adaptability fully reflects the modern teaching concept of "health first"; secondly, cultivating college students' prosocial behavior in college physical education requires teachers to fully understand the individual differences of each student. On this basis, in line with the principle of "teaching according to aptitude", to meet the individual talent training needs of different students, so as to promote the significant

improvement of the effectiveness of physical education teaching in colleges and universities; finally, in the college physical education classroom, pay attention to guiding students' prosocial behavior, which can help college students establish the ideology and cognition of "lifelong sports", and then through the development of a series of teaching activities such as help, sharing, and cooperation, transform "lifelong sports" into daily behavior habits and build a quality education system in the true sense [1].

## **2.2. Promote the Realization of New Educational Goals**

Under the guidance of the new teaching concept, the goals of physical education include three main aspects: cognitive goals, emotional goals and motor skill goals. Therefore, while guiding students to master sports skills and exercise methods, physical education teachers in colleges and universities simultaneously improve students' cognitive water, emotional level, adaptability, enterprising spirit and self-esteem, self-confidence and self-improvement personality qualities through cooperation, sharing and mutual help. And in this process, learn to be humble, share and tolerate, and be able to correctly understand the dialectical relationship between gain and loss, success and failure, collective and individual, competition and cooperation, good times and adversities, so that after entering society and jobs, they can integrate into society and the collective faster and better.

## **2.3. Improve the Practicality of Physical Education Teaching in Colleges and Universities**

For a long time, college sports have not received due attention, making it difficult for college students' physical fitness and mental health to obtain real and effective exercise and improvement through physical education classes. However, the integration of the cultivation of prosocial behaviors into the physical education system can make college students aware of the important value of physical education classrooms and establish a correlation between participation in physical exercise and the improvement of personal literacy. In turn, it will mobilize the enthusiasm and initiative of learning and promote the overall improvement of the quality and effectiveness of physical education teaching in colleges and universities[2].

## **3. The Guidance and Cultivation Strategies of Prosocial Behavior in Physical Education Teaching in Colleges and Universities**

### **3.1. Timely Update of Teaching Concepts**

In the physical education teaching of colleges and universities, whether it can scientifically and effectively cultivate the new social behavior of college students stems to a large extent from the educational concepts upheld by college leaders and physical education teachers. In this regard, it is recommended that major universities take "health first" as the core concept of physical education teaching, take this as a starting point, formulate new teaching goals, explore teaching paths that match them, and promote the overall improvement of the core literacy of college students. This is the "health" mentioned in the "health" not only refers to physical health, but also includes mental health, so that students can show strong self-regulation ability and adaptability in the face of various environmental changes, internal pressure, external resistance or adversity, so as to have a smoother life path. Therefore, college physical education teachers should abandon the traditional teaching concept, under the guidance of the "health first" teaching concept, comprehensively cultivate the prosocial behavior ability of college students, continuously enhance the social attributes of college students, and promote the benign development of physical education teaching in colleges and universities [3].

### 3.2. Formulate New Teaching Objectives

Teaching goals lead the direction of teaching and determine the focus of teaching. Here, in order to cultivate the prosocial behavior of college students in the teaching of physical education in colleges and universities, it is necessary to formulate a clear and highly instructive teaching goal. In this regard, first of all, we must clarify an overall goal, that is, to comprehensively improve the comprehensive literacy of college students and firmly establish the creed of "lifelong sports"; secondly, physical education teachers in colleges and universities should combine students' professional characteristics, individual differences, and phased learning needs to formulate short-term teaching goals. For example, this semester focuses on developing students' teamwork skills and interpersonal skills. In the follow-up teaching work, it is necessary to formulate a series of teaching strategies around this goal, and clarify the training content and training methods of each lesson. Through this combination of macro and micro, targeted physical education teaching is carried out, so that the core literacy of college students can be exercised and improved in a real sense [4].

### 3.3. Improve and Optimize the Teaching System

To cultivate the prosocial behavior of college students in the physical education teaching of colleges and universities, it is not only necessary to introduce many new teaching contents, but also to establish a new discipline system to provide strong support for the effective development of follow-up teaching work. Specifically, the following work is involved: First, update the content of physical education teaching in colleges and universities. In the physical education classroom, in addition to the implementation of the relevant provisions of the physical education syllabus, physical education teachers should carry out some collective activities in a targeted manner. Or use group activities as a carrier to complete the in-class teaching tasks required in the syllabus. When conceiving the activity plan, teachers should consciously set up some obstacles to create a classroom atmosphere of hard work and unity and cooperation in the face of adversity, so as to cultivate students' prosocial behavior ability. For example, through the fully competitive relay race instead of boring sprint training, so that the same group of students in the process of mutual relay cooperation to experience the strength of the team, to promote those students who usually rarely participate in physical exercise in order to strive for team victory and stimulate their personal potential, so that physical education classroom teaching presents more significant teaching results. In addition, teachers can also introduce some outdoor development projects in combination with teaching needs. Let students work as a team to complete difficult extension tasks. While improving the physical fitness and sports level of college students, cultivate a series of prosocial behaviors such as competition, cooperation, and sharing, so that students' minds are inspired and they can achieve spiritual growth[5]Second, introduce diversified teaching methods. In the process of cultivating the prosocial behavior of college students, physical education teachers in colleges and universities should flexibly use a variety of teaching methods such as group cooperative teaching, situational teaching, game teaching, competition teaching, and differentiated teaching to build a good atmosphere of mutual help and mutual assistance in the entire student group. For example, in the process of "group training", the division of group members is both a key link and a difficult problem. In this regard, teachers can select several backbone students with higher sports level or strong organizational and coordination skills in advance, and then evenly group other students, and then assign backbone students to each group to build a mutual learning model of "passing on help and leading". In this way, it can not only enhance the communication and cooperation between students, but also deepen students' self-understanding and self-awareness. In the process of participating in physical training and competitive activities, the effective improvement of psychological quality is obtained. In addition, in order to effectively cultivate the prosocial behavior ability of college students,

teachers may wish to carry out some setback education in a timely manner in teaching activities, so that college students can learn to survive in adversity and face various difficulties and resistance optimistically, so as to have a strong psychological quality and mental health level [6].

### **3.4. Improve Teaching Evaluation Mechanisms**

In the process of cultivating the prosocial behavior of college students, it is not only necessary to update the teaching concept, teaching objectives and teaching system, but also to update the teaching assessment mechanism synchronously so that it can provide services for the actual development of new teaching goals. In this regard, it is recommended to start from the following aspects: First, adjust the scope and focus of assessment. In the past college sports standard test, only the assessment of students' physical fitness was paid attention to. As a result, in the process of daily teaching, teachers only pay attention to the physical training of students, while ignoring the cultivation and shaping of other abilities. Therefore, in the future physical education assessment of colleges and universities, it is not only necessary to examine the physical fitness level of students, but also to conduct comprehensive scoring for students' psychological quality and behavior standards. The two grades are added together to form the final score. Through this adjustment of the assessment scope, the emphasis of college students on physical education classrooms is strengthened, and the overall improvement of college students' prosocial behavior ability is promoted; second, the teaching evaluation strategy is improved. In each physical education classroom, teachers should be good at finding the shining points and progress of each student, put forward performance and appreciation in a timely manner, and promote the rapid formation and continuous improvement of students' prosocial behavior. For example, in the teamwork of a certain student, from the initial timidity, fear of failure to not give up lightly, and even help the team to achieve the final victory. Teachers should seize this teaching opportunity in time, give high praise to students' prosocial behavior, guide all students to realize the importance of prosocial behavior, and promote the smooth realization of new teaching goals [7].

### **3.5. Strengthen the Construction of the Teaching Team**

Cultivating students' prosocial behavior in physical education teaching in colleges and universities undoubtedly puts forward higher requirements for the teaching level of teachers. In this regard, it is necessary to start from the two aspects of colleges and universities and teachers, carry out the construction of the teaching team, and promote the continuous improvement of the teaching level of physical education teachers in colleges and universities. First of all, colleges and universities should regularly hold training courses for all physical education teachers. In the training process, experts and scholars in the field of education can be hired to provide lectures for teachers, and training channels can be broadened through online lectures and remote conferences, etc., the purpose of which is to expose all physical education teachers to the most advanced educational concepts and teaching methods, update teaching thinking in a timely manner, and promote the overall improvement of the advanced nature of physical education teaching. In addition, it is also necessary to regularly carry out work experience exchanges among physical education teachers, or discuss around a topic to enrich teachers' teaching methods and promote the improvement of teaching diversity; secondly, contemporary college physical education teachers should pay attention to independent learning, strive to achieve the improvement of their own teaching level and professional quality, and ensure that their personal teaching ability meets the new teaching requirements [8].

## 4. Conclusion

Cultivating college students' prosocial behavior ability in college physical education teaching is not only more feasible, but also has a stronger necessity. In this way, it is necessary to start from both colleges and universities and physical education teachers, jointly explore relevant teaching practice strategies, promote the innovation of physical education teaching in colleges and universities, and strive to help college students form a more perfect comprehensive literacy through physical education classrooms.

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