

Level of Teaching Dimensions on the Teaching Factors of Physical Education Teachers

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Abstract: Focusing on the multi-dimensional impact of physical education teachers' teaching level, it aims to explore the impact of teaching interaction and communication, teaching evaluation and feedback, teachers' professionalism and teaching attitude on the teaching level of physical education teachers. The purpose of the research is to improve the teaching level of physical education teachers and promote the all-round development of students. Through in-depth analysis and putting forward corresponding suggestions, it can provide useful reference for the professional growth and teaching improvement of physical education teachers. The study used quantitative research methods to conduct an in-depth study of the teaching dimensions of physical education teachers' teaching factors. The results show that an excellent physical education teacher not only needs to show superb professional abilities in skills teaching, teaching organization and management, teaching interaction and communication, teaching evaluation and feedback, etc., but also needs to have profound professional qualities and serious teaching attitude. They can be student-centered, flexibly use various teaching methods and means, create a positive learning atmosphere, provide personalized guidance, and ensure that each student can fully develop in physical education. At the same time, they can continue to improve themselves, be brave in innovation, and cooperate with peers to jointly promote the development of physical education. These elements together constitute the core characteristics of high-level physical education teachers and are also the key to improving the quality of physical education teaching.

Keywords: Teaching Dimensions; Physical Education Teachers; Teaching Factors; Teaching Level.

1. Introduction

With the continuous updating of modern educational concepts, physical education teaching has changed from simply teaching skills to an educational process that focuses on students' all-round development and physical and mental health. In this transformation, the teaching factors of physical education teachers, especially the teaching attitude, have become the key factors affecting the teaching quality and student learning effects. This article aims to conduct an in-depth study of the impact of teaching attitude among physical education teachers' teaching factors on the level of teaching dimensions, and explore how to improve physical education teaching effects by optimizing teaching attitude. As an important part of the school education system, physical education teaching plays an irreplaceable role in students' physical and mental health, physical development and the cultivation of sports skills. With the deepening of education reform, physical education teaching has gradually changed from the traditional focus on teaching skills to a direction that pays more attention to the development of students' comprehensive quality. In this process, the teaching factors of physical education teachers have become the key factors that determine the quality and effect of teaching. This article aims to deeply explore the teaching dimension level of physical education teachers' teaching factors, in order to provide theoretical support and practical guidance for improving the quality of physical education teaching. A comprehensive analysis of the teaching factors of physical education teachers found that physical education teaching is not just a simple transfer of skills, but also includes many aspects such as emotional attitude, teaching methods, and teaching organization. Factors such as physical education teachers' teaching attitude, professionalism, teaching method selection,

and classroom management capabilities will have a profound impact on students' learning outcomes. Therefore, this article will analyze these factors one by one and reveal their specific role in the teaching process. Evaluate the teaching level of physical education teachers from multiple dimensions. These dimensions include but are not limited to the scientific nature of teaching content, the innovation of teaching methods, the rationality of teaching evaluation, and the creation of classroom atmosphere. Through a comprehensive evaluation of these dimensions, we can comprehensively understand the teaching level and existing problems of physical education teachers, and provide a basis for subsequent teaching improvements. The study focuses on how to improve the teaching level of physical education teachers and points out: In view of the existing problems and deficiencies in current physical education teaching, this article will propose a series of targeted improvement measures, such as strengthening the professional training of physical education teachers and promoting advanced teaching methods and concepts, improve the teaching evaluation system, etc. The implementation of these measures will help improve the teaching capabilities of physical education teachers and further promote the improvement of the quality of physical education teaching. An empirical study will be conducted on the levels of teaching dimensions of teaching factors for physical education teachers. By collecting and analyzing a large number of teaching cases and survey data, this article will quantitatively evaluate the teaching level of physical education teachers, thereby more accurately reflecting the current status and problems of physical education teaching. This will provide strong data support for subsequent teaching reforms.

This paper summarizes and looks forward to the research on the teaching dimension level of physical education teachers' teaching factors. In the summary part, this article

will summarize the main results and findings of the research and make specific suggestions for improving the teaching level of physical education teachers. In the outlook part, this article will analyze the development trends and challenges of physical education teaching in the future, and explore how physical education teachers can adapt to these changes and continuously improve their teaching standards and abilities. In summary, this article will comprehensively and in-depth explore the teaching dimension level of physical education teachers' teaching factors, aiming to provide comprehensive theoretical support and practical guidance for improving the quality of physical education teaching. Through this research, we hope to promote the in-depth development of physical education reform and create better conditions for students' physical and mental health and all-round development.

2. Statement of the Problem

This study aims to explore the current status of implementing strategies based on the theory of embodied cognition to enhance teaching skills among students majoring in sports at ordinary universities in Anhui Province. Specifically, the research will address the following questions:

1. What is the profile of the student respondents in terms of:
 - 1.1. Sex
 - 1.2. Grade Level
2. What is the assessment of the PE major students on the level of the teaching in terms of:
 - 2.1. Bodily Dimension
 - 2.2. Contextual Dimension
 - 2.3. Generative Dimension
3. Is there a respondent difference on the level of teaching dimension when the profile is taken as test factor?
4. What is the assessment of student respondents on the teaching factors of PE teachers in terms of:
 - 4.1. School Dimension
 - 4.2. Teacher Dimension
 - 4.3. Physical Education majors
5. Is there a significant difference on the assessment of the student respondents on the teaching factors when the profile is taken as test factor?
6. What is the relationship between the teaching dimension are teaching factors?
7. Based on the results, what training program can be proposed to enhance the teaching skills?

3. Scope and Delimitation of the Study

The purpose of this study is to evaluate the current status of the mastery of teaching skills of physical education majors in Anhui Province as well as the current status of the utilization of countermeasures, and to provide a reference basis for improving the level of teaching skills of physical education majors in general colleges and universities in Anhui Province.

This study focuses on the embodied, situational, and generative levels of the development of teaching skills of physical education majors in colleges and universities in Anhui Province, as well as the influence of schools, teachers, and physical education majors themselves on the implementation strategies of teaching skills of physical education majors in colleges and universities in Anhui Province.

This study involved 600 physical education majors and 30 physical education teachers in colleges and universities in

Anhui Province. Data were collected through a survey instrument and reviewed and analyzed using means, percentages, Pearson's r product moment coefficients, and ANOVA. The results of the study were used as a basis for adjusting the adjustment of strategies to improve the level of teaching skills of physical education majors in order to improve the timeliness of countermeasures to improve the teaching skills of physical education majors in general colleges and universities in Anhui Province.

4. Theoretical Framework

This study is based on two theories which will guide and direct the research. These theories are embodied cognition theory and constructivist theory.

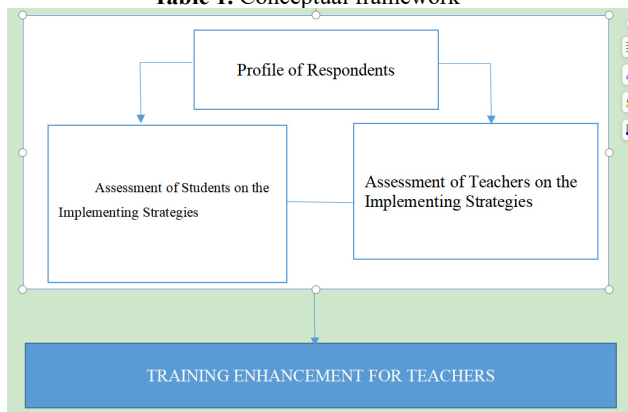
Embodied Cognition Theory: Embodied Cognition Theory originated in cognitive science and philosophical research in the 1980s and 1990s and contrasts with traditional conceptions of cognition. Traditionally, thinking has been thought of as an abstract, disembodied activity, but embodied cognition theory proposes that human cognitive activity is actually based on their bodily interactions with the environment. In short, how we act and perceive influences how we think.

The applicability of the theory is very broad. First of all, it provides a new perspective for psychology to study human thinking, emotion and behavior, emphasizing the close connection between the body and the environment and the cognitive process. Furthermore, specifically in the field of education, embodied cognition theory states that learning is not only an abstract process in the mind, but is also closely related to bodily actions and sensory experiences. Therefore, educators are encouraged to design learning activities that physically engage students and interact with the environment as a way to promote deep and lasting learning. This theory is particularly instructive in areas such as physical education, the arts, and science experiments, where learning activities are closely related to bodily action and sensory experiences.

Constructivist Theory: Constructivism is an educational theory that emphasizes that knowledge is constructed through a process of interaction between an individual and his or her environment. The theory originated in the early 20th century and its core ideas were developed by several important psychologists and educationalists such as Piaget, Vygotsky, and Bruner. Piaget emphasized that children go through various stages of cognitive development through interaction with the environment, while Vygotsky advocated the role of the socio-cultural environment in cognitive development and emphasized the critical nature of social interaction in the construction of knowledge. Bruner further proposed the concept of "spiral" learning, that is, learning is a process of continuous deepening.

The applicability of constructivism is very wide, especially in the field of education. The theory encourages educators to design challenging learning tasks from students' prior knowledge and guide them to construct new knowledge through inquiry, cooperation and reflection. In addition, constructivism emphasizes the role of educational technology, especially computer and Internet technology, in promoting active, deep learning for students. In China, constructivism has become an important theoretical foundation for curriculum reform and the application of educational technology, and has been widely used at all levels and in all types of schools.

Table 1. Conceptual framework



5. Research Object

The research object is the teaching attitude of physical education teachers and its impact on the level of teaching dimensions. Specifically, the research will focus on the attitude performance of physical education teachers in the teaching process, including their professionalism, teaching method selection, classroom management capabilities and the way they interact with students, and analyze how these factors affect the quality of teaching and student learning. Effect. Through in-depth research and empirical analysis, it aims to reveal the relationship between the teaching attitude of physical education teachers and the scientific nature of teaching content, the innovation of teaching methods, the rationality of teaching evaluation, and the creation of classroom atmosphere, so as to provide opportunities for improving Provide theoretical support and practical guidance for physical education teaching effects.

6. METHODOLOGY

6.1. Research Design

The study will employ a quantitative research method. Specifically, it adopted a descriptive-comparative correlational research design, which was appropriate as it pertained to the profile variables of university physical education students. The research aimed to assess the current status of strategy implementation to enhance teaching skills among physical education students in Anhui province universities, with the evaluation results serving as references for the action plan. The survey method utilized a modified questionnaire as the tool for gathering information from participants. The descriptive design was deemed the most suitable for this research, as it was the most comprehensive and inclusive tool in comparison to other survey methods. Within the context of this study, the researchers aimed to describe the current status of two elements of teaching skill enhancement for the participants and the specific contents of influencing factors. From the research, insights were gained on the state and relationship of teaching skill enhancement for physical education students in relation to the Embodied Cognition Theory in the development of teaching skills for physical education students in Anhui province universities, offering guidance for teaching and learning.

6.2. Research Participants

The study was designed with university physical education students from Anhui province as its participants. The participants chosen for this study were 600 physical education

students and 60 physical education teachers from several University in Anhui province. These physical education students had already undergone systematic training in teaching skills at the university level.

The survey targeted physical education students from relevant universities in Anhui province. Qualified physical education students and physical education teachers served as subjects for this investigation. The research was conducted in a Chinese questionnaire survey environment. After the data collection was completed, it was organized and subsequently translated into English.

The study employed a random sampling method to select its participants. The Solvang bulletin was utilized to compute the sample size (n). A total of 600 physical education students and 60 teachers from the physical education field were chosen as subjects for this research.

6.3. Research Instruments

Two research tools were employed in this study. The first was a questionnaire survey website, a Chinese platform dedicated to information research and summarization, with its website being <https://www.wjx.cn/>. The second tool was the SPSS software. Data obtained from the research was gathered and statistically analyzed, and then imported into SPSS for a correlational analysis. The findings offered significant data support for this study.

Questionnaire 1 was titled Evaluating Teaching Skill Strategies for Physical Education Majors in Anhui Colleges and Universities - Physical Education Student Teaching Strategies Implementation and Influencing Factors

6.4. Data Gathering Procedure

The researchers sought the approval of the president to gather the necessary data for the study. Upon receiving the president's consent, they collaborated with teachers from relevant universities in Anhui Province. The researchers administered the questionnaire to the teacher participants through the "Questionnaire Star" website (<https://www.wjx.cn/>). Frequency, percentage, weighted mean, t-test, and one-way analysis of variance (ANOVA) were employed to organize, analyze, and interpret the responses of the participants from the questionnaire.

6.5. Data Analysis

The results of the survey questionnaire were reviewed and analyzed. The mean scores were represented with the following descriptions:

Quantitative data were statistically treated and processed using the following statistical tools:

Table 2. Students' Creative Thinking Tool Scoring Form

Score range	descriptive explanation
3.25-4.00	High
2.50-3.24	Average
1.75-2.49	Low
1.00-1.74	Very Low

Table 3. Students' Class Participation Tool Scoring Form

Score range	descriptive explanation
3.25-4.00	Very Participative
2.50-3.24	Participative
1.75-2.49	Somewhat Participative
1.00-1.74	Less Participative

T test. This will be used to test whether student participants

have significant differences in motor skills and impact factor level.

Frequency and Percentage. These were used to describe the profile of participants broken down by gender and specialization, as well as the profile of teacher participants categorized by gender, highest educational attainment, and years of teaching. Moreover, these tools identified the challenges and difficulties faced in enhancing the teaching skills of college physical education students in Anhui Province under the guidance of embodied cognition theory.

Mean. This was utilized to determine the levels of perceived behavioral influence factors among teachers and the extent of participation in embodied cognition theory. The mean scores were interpreted using a Likert four-point scale.

6.6. Ethical Considerations

Relevant research organizations such as ethics committees work to promote ethical conduct in scientific research. This is not something that should be paid attention to after the fact, but how to supplement relevant matters should be paid attention to during the research process.

It is an integral aspect of research that needs to remain at the very heart of our work.

(1) Legitimacy: This study evaluated the strategic level and relationship of teaching skills among college students majoring in physical education in Anhui Province through the knowledge of the Academic Committee and relevant management personnel of universities in Anhui Province. Therefore, the method used in this study is mainly based on a questionnaire survey, effectively examining the practical problems faced by teachers in physical education teaching behavior. This study provides a theoretical basis for improving teachers' physical education teaching level and personal development.

(2) Voluntary Participation and Consent:

Before conducting the questionnaire survey, this study was first unified by the Academic Committee of Adamson University. Before researching the relevant students and teachers at universities in Anhui Province, they should be explained to the relevant subjects, allowing the subjects to comprehend the primary content of this research and participate in this investigation voluntarily, without being involved in the research process through any persuasion or deception. The informed consent form stipulates that an individual must explicitly agree to participate in the study. Consent can be viewed as a trust agreement between the researcher and the participants.

(3) Sampling:

The research sampling method was random sampling, surveying physical education teachers and students specializing in physical education from relevant universities in Anhui Province. Since these subjects are all engaged in higher education institutions and organized for training physical education teachers, they provide objective indicators for the implementation of embodied cognition theory strategies on teaching skills of college students majoring in physical education in Anhui Province. Simultaneously, this matter was also permitted by the individuals themselves.

(4) Confidentiality

The third ethical principle of the Economic and Social Research Council (ESRC) stated: "Information provided by the research subjects must remain confidential, and the anonymity of respondents must be protected." However,

confidentiality is sometimes limited. For instance, if there's a risk of harm to participants, we have a duty to safeguard them. This might necessitate the disclosure of confidential details. In cases where there's a risk of harm, we should do everything within our means to shield research participants. To achieve this, the risk-benefit ratio should be taken into consideration. If potential risks outweigh the benefits, the research should be abandoned or its design revised. The risk of harm also demands consideration of the risk-benefit ratio when conducting research.

The Institutional Review Board (IRB) noted: The importance of ethics in research cannot be underestimated. Adhering to ethical guidelines ensures the validity of your study and enhances its contribution to science. On a personal level, your research reputation will grow, and your chances of securing funding will increase. To address the need for ethical considerations, most institutions have their own Institutional Review Board (IRB). International ethics committees ensure the safety of human participants and guarantee that human rights are not violated. Their role is to review research objectives and methodologies to ensure ethical norms are adhered to. If a research design doesn't align with recognized ethical standards, researchers will be asked to modify their research plans.

(5) Application for ethics approval

Application for ethical approval varies from institution to institution. Either way, they will focus on the benefits of the study and the risk rewards associated with the participants. So, you need to address both issues effectively before gaining approval.

(6) Participants

It is important that individuals be clearly and sufficiently informed so that they can make an informed decision about participation. In addition, you need to explain the ethical issues involved, the risk of harm and related confidentiality if you agree.

(7) Benefits brought by the research

Before the formal launch of this study, the expert group demonstrated that this study can promote the cognitive theory for the teaching skills of physical education students in universities in Anhui Province, and the results of this study can enrich and promote the effect of physical education. The study will be conducted in a way that ensures the quality and ethical integrity of the results. The results will be published in a reasonable manner. The research purpose is clear and the method is appropriate.

(8) Moral Integrity

Ethical integrity and transparency are essential to the research we conduct. Throughout the course of my work, my research has been free from any actual or potential conflicts of interest. In addition, throughout the approval process and research process, my research and I will always abide by the principles of ethical integrity and transparency.

7. Results and Analysis

7.1. Teaching Content Dimensions:

In physical education, the selection and organization of teaching content is one of the key factors that affect teachers' teaching level. From the perspective of teaching content, the teaching level of physical education teachers is mainly reflected in the following aspects.

First, the scientific nature of the teaching content. A high-level physical education teacher will choose teaching content

that conforms to the laws of students' physical and mental development and reflects the characteristics of the subject. They will scientifically arrange the sequence and difficulty of teaching content according to students' age, gender, interests and other differences to ensure that each student can receive appropriate challenges and progress in sports activities. At the same time, they will also pay attention to the cutting-edge developments in physical education subjects, update teaching content in a timely manner, and ensure that the teaching content is timely and advanced.

Secondly, the teaching content is systematic. High-level physical education teachers will pay attention to the internal connections and logic of teaching content, and organically connect various knowledge points and skill points to form a complete teaching system. They will not only pay attention to students' skill training, but also focus on students' theoretical knowledge learning to ensure that students can understand the principles and laws behind the skills while mastering them.

Furthermore, the teaching content is interesting. An excellent physical education teacher will be good at exploring the fun of physical activities and stimulate students' interest and motivation in learning through games, competitions, etc. They will transform boring skill training into interesting challenges and tasks, allowing students to master skills and improve physical fitness in a relaxed and enjoyable atmosphere.

In addition, the practicality of teaching content is also an important aspect that reflects the teaching level of physical education teachers. High-level physical education teachers will focus on cultivating students' practical application abilities and closely integrate what they learn in the classroom with their daily lives. They will design various practical sports activities and tasks to allow students to consolidate the knowledge they have learned in practice and improve their ability to solve practical problems.

Finally, the innovation of teaching content is also an important criterion for measuring the teaching level of physical education teachers. An innovative physical education teacher will constantly try new teaching content and methods to meet the diverse needs of students. They will pay attention to the development of emerging sports projects and introduce the latest sports elements into the classroom in a timely manner to provide students with a richer and more diverse learning experience.

To sum up, from the perspective of teaching content dimension, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have the ability to scientifically select and organize teaching content, and pay attention to the systematicness, interest, practicality and innovation of teaching content. Only in this way can they provide students with high-quality physical education services and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, we need to start with the selection and organization of teaching content, strengthen teachers' professional quality training and accumulation of practical experience, and encourage teachers to continuously innovate teaching content and methods to meet the diverse needs of students.

7.2. Dimensions of Teaching Methods and Means:

In physical education teaching, the selection and

application of teaching methods and means are crucial to improving teachers' teaching level. From the perspective of teaching methods and means, the teaching level of physical education teachers is mainly reflected in the following aspects.

First, the diversity and innovation of teaching methods. A high-level physical education teacher will flexibly use a variety of teaching methods based on students' characteristics and teaching needs, such as explanations and demonstrations, practical operations, group discussions, case analysis, etc. They not only master traditional teaching methods, but are also good at introducing modern teaching methods and technologies, such as multimedia teaching, online teaching, simulation, etc., to enrich teaching content and improve teaching effects. At the same time, they will continue to innovate teaching methods and try to integrate teaching methods and methods from different fields into physical education to meet the diverse learning needs of students.

Secondly, the advancement and applicability of teaching methods. High-level physical education teachers will pay attention to the development trends of educational technology and promptly introduce advanced teaching methods and tools, such as intelligent teaching equipment, virtual reality technology, sports analysis software, etc. They not only pay attention to the advancement of teaching methods, but also pay attention to the applicability of teaching methods, that is, choosing the most appropriate teaching methods according to the teaching content and student characteristics. By using these advanced teaching methods and tools, teachers can display skills and movements more intuitively, improve students' learning interest and participation, and thereby improve teaching effectiveness.

Furthermore, the teaching methods and means should be personalized and targeted. An excellent physical education teacher will pay attention to the individual differences and needs of students, and choose appropriate teaching methods and methods according to the characteristics of different students. They will conduct personalized teaching based on students' interests, abilities, learning styles and other factors, and tailor appropriate teaching plans for each student. At the same time, they will also adopt different teaching methods and means according to students' different learning stages and goals to ensure the pertinence and effectiveness of teaching.

In addition, the evaluation and feedback of teaching methods and means are also important aspects that reflect the teaching level of physical education teachers. High-level physical education teachers will regularly evaluate the effectiveness of teaching methods and methods, and make adjustments and optimizations based on student feedback and teaching effects. They will collect students' opinions and suggestions in a timely manner and improve teaching methods and methods according to students' needs to provide better teaching services.

In summary, from the perspective of teaching methods and means, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have diverse and innovative teaching methods, advanced and applicable teaching methods, personalized and targeted teaching plans, and the ability to evaluate and feedback. Only in this way can they provide students with high-quality and efficient physical education services and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, it is necessary to start from the selection and application of teaching methods and means,

strengthen teachers' professional quality training and practical experience accumulation, and encourage teachers to continuously innovate teaching methods and means to meet the diverse learning needs of students.

7.3. The Impact of Teaching Dimensions on the Teaching Level of Physical Education Teachers' Teaching Factors

In physical education teaching, teaching organization and management are key factors to ensure the smooth progress of teaching activities and improve teaching effects. From the perspective of teaching organization and management, the teaching level of physical education teachers is mainly reflected in the following aspects.

First, the orderliness of teaching organization. A high-level physical education teacher can reasonably arrange the teaching progress, scientifically set up teaching links, and ensure an orderly classroom. They will organize teaching activities in a planned and step-by-step manner according to the students' actual situation and teaching goals, so that each student can clarify his or her own learning tasks and goals. At the same time, they will also pay attention to the maintenance of classroom discipline to ensure that students study in a quiet and orderly environment.

Secondly, the refinement of teaching management. High-level physical education teachers will pay attention to the details of teaching management, and strive for excellence in every aspect, from pre-class preparation to post-class summary. They will make detailed teaching plans in advance and prepare the venues, equipment and materials needed for teaching. During the teaching process, they will pay close attention to students' learning status and adjust teaching strategies in a timely manner to ensure the smooth realization of teaching goals. After class, they will also summarize their teaching experience in a timely manner, reflect on teaching deficiencies, and provide reference for future teaching.

Furthermore, the flexibility of teaching organization. An excellent physical education teacher can flexibly adjust the teaching organization method according to the needs of students and the classroom situation. They will conduct group teaching according to students' interests, abilities and other factors, so that students can better develop in a learning environment suitable for them. At the same time, they will also flexibly arrange teaching activities according to actual conditions such as weather and venue to ensure the smooth progress of physical education teaching.

In addition, the democratic nature of teaching management is also an important aspect that reflects the teaching level of physical education teachers. High-level physical education teachers will respect students' dominant status and encourage students to participate in the teaching management process. They will listen to students' opinions and suggestions, pay attention to students' needs and feelings, and strive to create a democratic and harmonious teaching atmosphere. By involving students in teaching management, teachers can better understand the actual situation of students and improve the pertinence and effectiveness of teaching.

Finally, the innovation of teaching organization and management is also an important criterion for measuring the teaching level of physical education teachers. An innovative physical education teacher will constantly try new teaching organization and management methods to meet the diverse needs of students. They will pay attention to the latest developments in the field of education, introduce advanced

teaching concepts and methods into physical education teaching in a timely manner, and provide students with a richer and more diverse learning experience.

In summary, from the perspective of teaching organization and management, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have orderly teaching organization, refined teaching management, flexible teaching organization methods, democratic teaching management style, and innovative teaching organization and management capabilities. Only in this way can they provide students with high-quality and efficient physical education services and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, it is necessary to strengthen teachers' professional quality training and practical experience accumulation from the perspective of teaching organization and management, and encourage teachers to continuously innovate teaching organization and management methods to meet the diverse learning needs of students.

7.4. Dimensions of Teaching Interaction and Communication:

In physical education teaching, teaching interaction and communication are important links in establishing effective teacher-student relationships and improving teaching effects. From the perspective of teaching interaction and communication, the teaching level of physical education teachers is mainly reflected in the following aspects.

First of all, the interaction between teachers and students is frequent and in-depth. A high-level physical education teacher will actively interact with students, not only providing skill guidance in class, but also conducting in-depth exchanges and communication with students during and after class. They will listen to students' thoughts and opinions, pay attention to students' needs and confusions, and provide timely answers and guidance. Through frequent teacher-student interaction, teachers can better understand students' learning situation, adjust teaching strategies, and improve teaching effects.

Secondly, the diversity and effectiveness of communication methods. High-level physical education teachers will use a variety of communication methods to communicate with students, such as face-to-face conversations, group discussions, online interactions, etc. They will choose appropriate communication methods based on students' personality characteristics and preferences to ensure that information can be delivered to students accurately and in a timely manner. At the same time, they will also focus on the effectiveness of communication to ensure that students can understand and accept their guidance and suggestions.

Furthermore, the creation and maintenance of an interactive atmosphere. An excellent physical education teacher will strive to create a positive and harmonious interactive atmosphere so that students can participate in teaching activities in a relaxed and pleasant atmosphere. They will pay attention to adjusting the classroom atmosphere, resolve students' doubts and confusions in a timely manner, and encourage students to boldly try and take challenges. At the same time, they will also stimulate students' enthusiasm and maintain a good interactive atmosphere through praise and encouragement.

In addition, the richness and pertinence of interactive content are also important aspects that reflect the teaching level of physical education teachers. High-level physical education teachers will design rich and diverse interactive content, including skill training, tactical analysis, teamwork and other aspects. They will design interactive content based on students' actual levels and needs to ensure that each student can receive appropriate challenges and progress during the interaction.

Finally, evaluation and reflection on interaction and communication are also key to improving the teaching level of physical education teachers. Physical education teachers will regularly evaluate their interaction and communication effects with students, and make adjustments and optimizations based on student feedback and teaching effects. They will reflect on their own shortcomings and problems in interaction and communication, and look for improved methods and strategies to provide better teaching services.

In summary, from the perspective of teaching interaction and communication, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have frequent teacher-student interaction, diverse communication methods, a good interactive atmosphere, rich and targeted interactive content, and the ability to evaluate and reflect. Only in this way can they establish effective teacher-student relationships with students, improve teaching effects, and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, it is necessary to strengthen teachers' professional quality training and practical experience accumulation from the perspective of teaching interaction and communication, and encourage teachers to actively interact and communicate with students to meet students' diverse learning needs.

7.5. Teaching Evaluation and Feedback Dimensions:

Teaching evaluation and feedback are key links to improve teaching quality and promote student development. From the perspective of teaching evaluation and feedback, the teaching level of physical education teachers is mainly reflected in the following aspects.

First, the evaluation system should be scientific and perfect. A high-level physical education teacher will establish a scientific and complete teaching evaluation system to ensure that the evaluation results are objective, fair and effective. They will evaluate students based on multiple factors such as physical fitness, skills, attitude, etc. to avoid a single and one-sided evaluation method. At the same time, they will also adjust the evaluation standards and weights based on different teaching objectives and teaching content to make the evaluation system more in line with actual needs.

Secondly, the diversity and flexibility of evaluation methods. High-level physical education teachers will use a variety of evaluation methods to evaluate students, such as observations, tests, questionnaires, etc. They will choose appropriate evaluation methods based on students' characteristics and needs to ensure the accuracy and reliability of evaluation results. At the same time, they will also flexibly adjust the evaluation methods according to different stages of teaching progress and students' different performances to make the evaluation more consistent with the actual situation.

Furthermore, the timeliness and pertinence of the feedback mechanism. An excellent physical education teacher will give

students timely feedback so that students can understand their learning situation and existing problems. They will provide specific and targeted feedback and suggestions based on students' performance and evaluation results to help students clarify their improvement directions and goals. At the same time, they will also pay attention to the timeliness of feedback to ensure that students can receive feedback in time and make corresponding adjustments.

In addition, the application and improvement of evaluation results are also important aspects that reflect the teaching level of physical education teachers. High-level physical education teachers will make full use of evaluation results, adjust teaching strategies and methods, and improve teaching effects. They will develop personalized teaching plans based on students' actual performance and needs to provide students with more accurate and effective teaching services. At the same time, they will also reflect on their teaching deficiencies and problems based on the evaluation results, seek improvement methods and strategies, and continuously improve their teaching level.

Finally, the innovation and forward-looking nature of teaching evaluation and feedback are also important criteria for measuring the teaching level of physical education teachers. An innovative physical education teacher will constantly explore new evaluation methods and feedback mechanisms to meet the diverse needs of students. They will pay attention to the latest developments and technological development trends in the field of education, and promptly introduce new evaluation concepts and technologies into physical education teaching to provide students with a richer and more diverse evaluation experience.

In summary, from the perspective of teaching evaluation and feedback dimensions, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have a scientific and complete evaluation system, diverse and flexible evaluation methods, timely and targeted feedback mechanisms, the ability to apply and improve evaluation results, and innovative and forward-looking teaching evaluation and feedback concepts. Only in this way can they provide students with accurate and effective evaluation and feedback services and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, it is necessary to strengthen teachers' professional quality training and practical experience accumulation from the perspective of teaching evaluation and feedback, and encourage teachers to continuously explore new evaluation methods and feedback mechanisms to meet the diverse learning needs of students.

7.6. Dimensions of Teacher Professionalism and Teaching Attitude:

In physical education teaching, teachers' professionalism and teaching attitude are key factors that determine the quality and effect of teaching. From the perspective of teachers' professionalism and teaching attitude, the teaching level of physical education teachers is mainly reflected in the following aspects.

First, the depth and comprehensiveness of professionalism. A high-level physical education teacher must have solid knowledge of physical education and extensive education and teaching knowledge. They must not only master the basic skills, rules and tactics of sports, but also understand knowledge in sports science, exercise physiology, sports

psychology and other related fields. At the same time, they must constantly update their knowledge system and pay attention to the latest research results and developments in the field of sports to maintain the advancement and contemporary nature of professionalism.

Secondly, the teaching attitude is serious and responsible. High-level physical education teachers are passionate about teaching and full of love and patience for students. They will prepare lessons carefully and organize teaching activities carefully to ensure that each lesson can achieve the expected teaching effect. At the same time, they will also pay attention to the individual differences and needs of students and provide personalized guidance and help to each student. In the teaching process, they will strictly demand themselves, lead by example, and set a good example for students.

Furthermore, self-improvement and innovation consciousness in teachers' quality. An excellent physical education teacher will constantly pursue self-improvement and innovation, and strive to improve his teaching level and ability. They will actively participate in various training and learning activities to continuously broaden their horizons and knowledge. At the same time, they will also have the courage to try new teaching methods and means to meet the diverse needs of students. Through self-improvement and innovation, teachers can continuously improve their teaching concepts and strategies and improve teaching effectiveness and quality.

In addition, the impartiality and fairness of teaching attitude are also important aspects that reflect the teaching level of physical education teachers. High-level physical education teachers will treat every student fairly and fairly, without favoritism or discrimination. They will give objective and fair evaluation and feedback based on students' actual performance and needs. At the same time, they will also pay attention to disadvantaged student groups and provide them with more support and help to ensure that every student can fully develop in physical education.

Finally, the spirit of cooperation and team awareness in teachers' professionalism and teaching attitude are also important criteria for measuring the teaching level of physical education teachers. A physical education teacher with a spirit of cooperation and team awareness will actively cooperate and communicate with colleagues, schools, communities, etc. to jointly promote the development of physical education. They will respect the opinions and suggestions of others and actively participate in team work such as collective lesson preparation and teaching and research activities. Through cooperation and exchanges, teachers can learn from each other and improve their teaching standards together.

In summary, from the perspective of teachers' professionalism and teaching attitude, the teaching dimension has a significant impact on the teaching level of physical education teachers' teaching factors. A high-level physical education teacher should have profound professional qualities, serious teaching attitude, awareness of self-improvement and innovation, fair and equitable teaching principles, and cooperative spirit and team awareness. Only in this way can they provide students with high-quality and efficient physical education services and promote students' all-round development. Therefore, to improve the teaching level of physical education teachers, it is necessary to strengthen teachers' professional quality training and practical experience accumulation from the perspective of teachers' professionalism and teaching attitude, and encourage teachers to continuously pursue self-improvement and innovation to

meet students' diverse learning needs.

8. Conclusion

Through an in-depth analysis of the six dimensions of physical education teachers' teaching level, we can clearly see that an excellent physical education teacher not only needs to demonstrate outstanding performance in skills teaching, teaching organization and management, teaching interaction and communication, teaching evaluation and feedback, etc. Superb professional abilities, profound professional qualities and serious teaching attitude. They can be student-centered, flexibly use various teaching methods and means, create a positive learning atmosphere, provide personalized guidance, and ensure that each student can fully develop in physical education. At the same time, they can continue to improve themselves, be brave in innovation, and cooperate with peers to jointly promote the development of physical education. These elements together constitute the core characteristics of high-level physical education teachers and are also the key to improving the quality of physical education teaching.

9. Recommendations

1. Strengthen the professional quality training of physical education teachers to ensure that they have solid knowledge of physical education subjects and extensive education and teaching knowledge. Through regular training and learning activities, teachers' knowledge system is constantly updated and their teaching abilities are improved.

2. Encourage physical education teachers to pay attention to teaching organization and management to ensure the orderliness and efficiency of teaching activities. Teachers should carefully design teaching plans and teaching links, reasonably arrange teaching progress, and create a positive learning atmosphere.

3. Strengthen physical education teachers' abilities in teaching interaction and communication and establish a harmonious teacher-student relationship. Teachers should actively interact with students, listen to students' ideas and needs, and provide personalized guidance and help.

4. Improve the teaching evaluation and feedback mechanism to ensure the objectivity and fairness of evaluation results. Teachers should give students timely feedback to help them clarify the direction and goals for improvement.

5. Cultivate the innovative consciousness and cooperative spirit of physical education teachers, and encourage them to continuously pursue self-improvement and communicate and cooperate with peers. Promote the innovation and development of physical education teaching methods through joint discussions and sharing of experiences.

To sum up, improving the teaching level of physical education teachers requires comprehensive consideration of many aspects, including professionalism, teaching organization and management, teaching interaction and communication, teaching evaluation and feedback, innovation awareness and cooperative spirit, etc. By taking corresponding measures and suggestions, the teaching quality of physical education teachers can be effectively improved and the all-round development of students can be promoted.

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