



**A STUDY ON THE LEARNING EFFECTS OF "PYGMARION
EFFECT" IN THE TEACHING OF INTRODUCTORY COURSE
OF HIGHER VOCATIONAL SPORTS INDUSTRY : TAKE
QUAN ZHOU COLLEGE OF TECHNOLOGY AS AN EXAMPLE**

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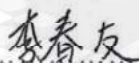
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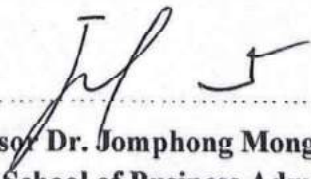
A STUDY ON THE LEARNING EFFECTS OF "PYGMALION EFFECT" IN THE TEACHING OF INTRODUCTION TO SPORTS INDUSTRY COURSE IN HIGHER VOCATIONAL COLLEGE : TAKE QUAN ZHOU COLLEGE OF TECHNOLOGY AS AN EXAMPLE

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in Education Management

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Title: A study on the learning effects of "Pygmalion effect" in the teaching of introduction to sports industry course in higher vocational college take Quanzhou college of technology as an example

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ABSTRACT

This paper investigates the learning effects of the teachers "Pygmalion effect" in the teaching of the Introduction to the Sports Industry course in higher vocational colleges, and puts forward two research objectives: 1) To analyze the current situation of the teaching of the introduction to the sports industry course in higher vocational colleges; 2) To explore the learning effects of the "Pygmalion effect" in the teaching of the introduction to the sports industry course in higher vocational colleges. The qualitative research method was used, and 30 students from the 22nd grade of Quanzhou college of technology majoring in sports operation and management were used as the research subjects.

It was found through research: 1) Higher vocational colleges sports industry introduction course teaching the following status quo: teachers still use traditional teaching methods in teaching, teaching philosophy is still relatively traditional, affecting the teachers' own teaching quality and classroom efficiency; Teachers ignore the students' motivation and initiative in teaching, the classroom atmosphere is unsatisfactory; Teachers' knowledge in teaching in order to complete the teaching task, teachers' pay less attention to students' learning status, do not evaluate and encourage in time, and students' internal drive is insufficient; 2) The "Pygmalion effect" can change teachers' educational concepts, create a harmonious interactive atmosphere in the classroom and stimulate students' self-motivation and enhance students' internal drive.

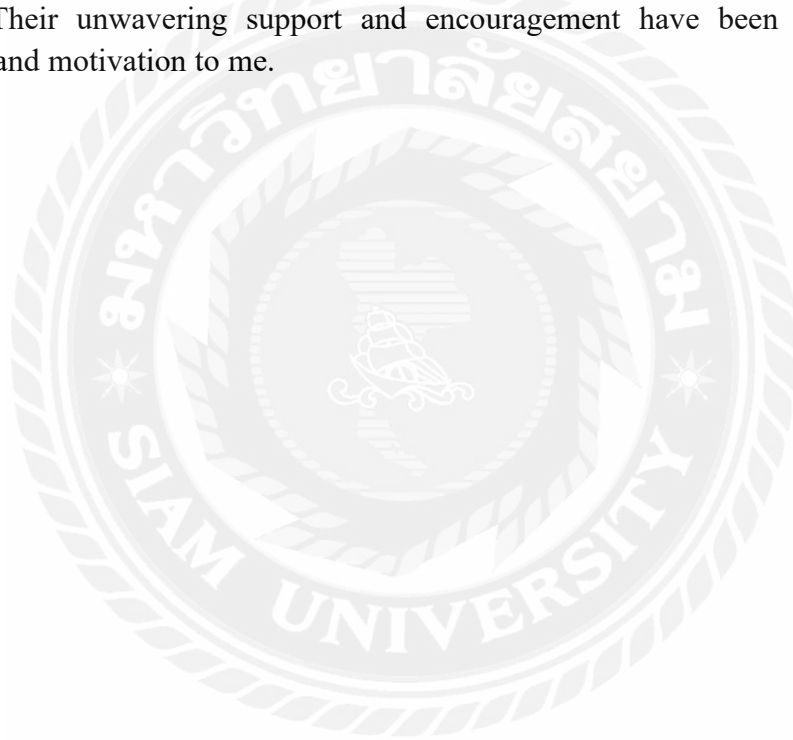
Keywords: higher vocational colleges, introduction to the sports industry course, "Pygmalion effect", appliance

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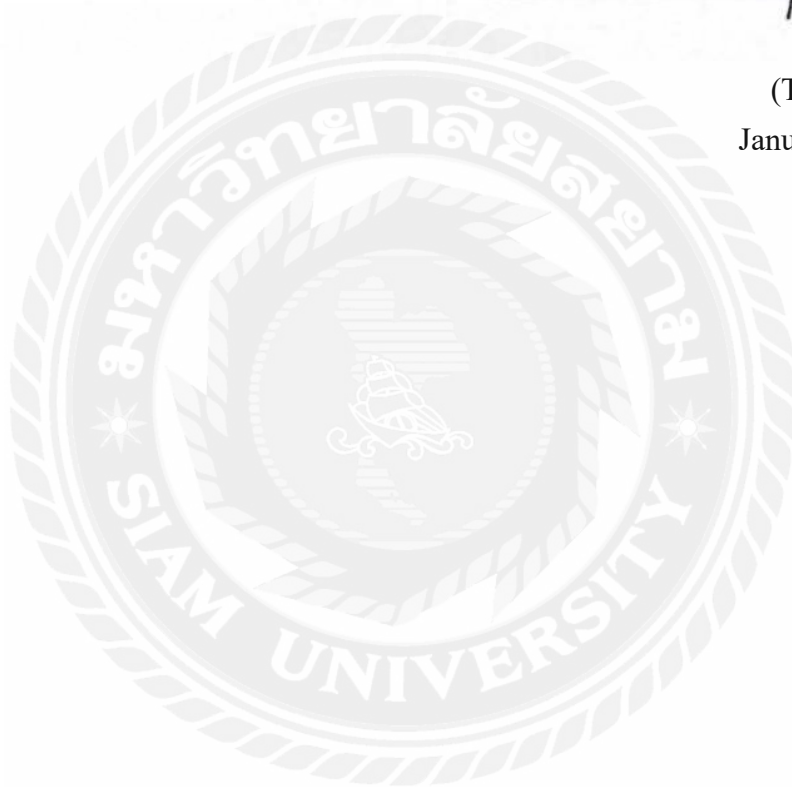
Declaration

I, Tian Yiping, hereby certify that the work embodied in this independent study entitled "A study on the learning effects of "Pygmalion effect" in the teaching of introduction to sports industry course in higher vocational college: take Quanzhou college of technology as an example" is result of original research and has not been submitted for a higher degree to any other university or institution.

Tian Yiping

(Tian Yiping)

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Chapter 1 Introduction

1.1 Research background

Most of the students majoring in sports operation and management in higher vocational colleges choose to study in higher vocational colleges as a last resort due to their unsatisfactory performance, many of them are dissatisfied with the identity of higher vocational students, consider themselves as losers in the college entrance examination, feel lost and depressed inside, have obvious frustration, and have a the process of learning, vague learning goals, insufficient learning source motivation, lack of life ideals and planning, compared with undergraduate students, higher vocational students are more in need of social acceptance, parental acceptance and the understanding of their classmates as well as the correct guidance of their teachers (Wang, 2022). higher vocational colleges need to apply the following in the education and teaching of physical education majors "Pygmalion effect", pouring care and enthusiasm to students, proposing reasonable goals, sensitizing with the teacher's charisma, and teaching students according to their abilities with sincere hope, which is conducive to enhancing the self-esteem and self-confidence of higher vocational physical education majors and improving the effectiveness of teaching, so as to achieve the goal of talent cultivation in higher vocational education (Cheng, 2019). Teachers' expectations for the achievement of different students have variability, which will lead to higher or lower academic achievement and ultimately show the fulfillment of expectations in the examination. Those students for whom teachers have high expectations tend to perform better. Scholarly debate has surrounded the effect, role, and extent of teacher expectations on the language of student self-actualization, speculating on its potential for teaching and classroom practice. While scholarly reviews and research generally support the self-fulfilling prophecy effect of teacher expectations on student achievement levels, there is disagreement about the definition, extent, and interpretation of the "Pygmalion effect" and to date, there are more than 400 different types of research on the "Pygmalion effect" in the United States. To date, there have been more than 400 studies on the "Pygmalion effect" in the United States (Xu & Shang, 2008).

In the 1980s, domestic academics began to translate and organize foreign research literature on the "Pygmalion Effect" and "expectation effect", and Ye (1985) published "Self-fulfilling prophecies and research on teachers' expectations", Xu (1983) published "The founder of teachers' expectation effect research and its legendary experiments", etc. Their contents were still at the stage of collation and introduction. Xu (1983) published "the founder of teachers' expectation effect research and his legendary experiments". The contents of which remained at the stage of collation and introduction, and the research process lagged behind that of foreign countries. after the 1990s, the direction of research in the domestic academic circles gradually shifted to empirical research on the "Pygmalion effect". Liu (1994) analyzed the reasons and transmission mechanism of teachers' expectations and the relationship with students' development, and at the same time, front-line teachers began to summarize and analyze the actual

application of the "Pygmalion effect" through teaching practice, which pushed forward the domestic research on this topic.

The curriculum standards require in the "Basic concepts of the curriculum" that "importance should be attached to the development potential of students in terms of their psychological, intellectual and physical abilities, and in view of the variability and malleability of their mental activities, and respecting the differences in their personalities and their various concerns about their lives, they should appropriately adopt the approach of clarifying and solving their doubts and confusions, they should respect their individual differences and various concerns in life, and at the same time take appropriate measures to dispel doubts, solve puzzles, and guide them in the right way, so as to help them identify with the correct values and grasp the correct learning methods". In order to realize the educational goals and improve students' knowledge, Wang & Wang (2005) suggested that teachers should adopt scientific and reasonable teaching strategies to strengthen classroom teaching and improve teaching efficiency. However, in reality, there are still some problems in teachers' teaching. Some teachers still use traditional teaching strategies in carrying out teaching, ignoring students' motivation in teaching, failing to pay attention to students' experience, ignoring their initiative, the classroom has become a stage for teachers' personal performances, and this kind of filler-type teaching method inhibits students' interest in learning specialized courses. The application of the "Pygmalion effect" is conducive to promoting teachers to update the concept of education, mobilize the emotional factors of students, play their role as the main body, improve students' learning motivation, and stimulate students' learning potential to the maximum extent possible (Wisdom, 2010).

Therefore, teachers should consciously apply the "Pygmalion effect" to the teaching practice of higher vocational sports industry in order to enhance the relevance and effectiveness of teaching.

1.2 Research problems

Higher vocational colleges teachers in the teaching process still use traditional teaching methods, teacher-centered one-way indoctrination, so that the education process tends to be programmed, in the teaching process unconsciously in the center position, so that the students are in a passive position, the concept of teaching there are some problems (Hu, 2018). Teachers in the teaching will focus on the transmission of knowledge in the neglect of students' motivation and initiative, to different students with different attitudes, although this differentiation is not obvious, but the students are able to experience, a serious blow to the students' motivation to learn, the classroom atmosphere is not ideal, whether or not to create a good classroom atmosphere to become a "Pygmalion effect" the ability to create a good classroom atmosphere has become a key factor in the "Pygmalion effect" (Bai, 2019). In the actual teaching process, teachers in recognizing the changes in students for students to be less attention to the positive aspects of the students, did not carry out timely evaluation of the students' learning status and incentives, many teachers do not often use words of praise to encourage students, the students' potential has not been given full play to, resulting in the students cannot find the courage and confidence (Wang, 2020).

Aiming at some problems existing in the teaching of the course of Introduction to sports industry, many experts and scholars in China have put forward many solutions. The essence of education is to cultivate people, and the process of cultivating people is the process of teaching signals from teachers to students, in which teachers send out all kinds of positive stimulus signals, including verbal signals, behavioral signals, emotional signals, attentional signals, and signals of conscious beliefs in their teaching activities. These stimulus signals undoubtedly constitute the affective stimuli in the "Pygmalion effect", that is to say, they constitute the teacher's positive expectations of students (Kang, 2022). "Pygmalion effect" is applied in various fields of management science and education science in the west, and many excellent teachers also apply "Pygmalion effect" to motivate their students and mobilize their learning motivation and creativity. motivation and creativity (Liu, 2008). Teachers in the process of classroom teaching and management, the application of the "Pygmalion effect", pouring love to the students, put forward reasonable goals and requirements, can effectively stimulate the enthusiasm of the students to learn, but also improve the effectiveness of teaching (Jing, 2022). Passing positive expectations to a person will make him progress and develop better; passing negative expectations to a person will produce negative consequences, and may even make a person give up on himself or herself and fall down. Under the influence of the "Pygmalion effect", people are unconsciously influenced by people they like, admire, trust and worship (Yi, 2004). The "Pygmalion effect" in psychology is capable of producing miracles: the expectant person, through a strong psychological cue, makes the expected person's behavior meet his expected requirements (Li, 2017).

Based on the existing research results, the research on applying the "Pygmalion effect" to solve the teaching of higher vocational colleges' sports operation and management majors is still relatively small, and this study will investigate the current situation of teaching higher vocational colleges' Introduction to Sports Industry course. This study will investigate the current situation of the teaching of higher vocational colleges sports industry, and hope to further strengthen the cultivation of higher vocational colleges sports professionals through the application of the "Pygmalion effect" teaching method, and provide a reference for the reform of the teaching of the introduction to the sports industry in the future.

1.3 Objective of the study

This paper studies the learning effects of the "Pygmalion effect" in the teaching of higher vocational colleges in the course of introduction to the sports industry, through qualitative research methods, according to the steps of discovering the problem, analyzing the problem, and solving the problem, and puts forward the following research objectives:

1. To analyze the current situation of the teaching of the introduction to the sports industry course in higher vocational colleges.
2. To explore the learning effects of the "Pygmalion effect" in the teaching of the introduction to the sports industry course in higher vocational colleges.

1.4 Scop of the study

This paper is mainly conducted among 30 students majoring in sports operation and management of Quanzhou college of technology in grade 22. Through Google scholar, China knowledge network, Baidu scholar journals to review domestic and international literature related to the "Pygmalion effect", a total of more than 40 pieces of literature to read. Research on the teaching activities of the course "introduction to sports industry", through the interview form to understand the students' learning status, experience, and in the learning of the teacher's teaching methods of feelings and expectations, record the content of the interviews to provide relevant information for the study of this paper.

1.5 Research significance

1.5.1 Theoretical significance

Theoretically, this study has positive significance for enriching the research results of the introduction to sports industry course. Combining psychological knowledge with teaching activities in the introduction to sports industry course is an effective way to change the teaching method of the introduction to sports industry course from empirical to scientific, which is conducive to the improvement and innovation of the educational concepts of the teachers of the introduction to sports industry course. This study on the learning effects of the "Pygmalion effect" to the teaching of the introduction to sports industry course, and based on the investigation of the actual application in the teaching at the present stage, it puts forward corresponding countermeasures based on the actual problems combined with the research results of the predecessors.

1.5.2 Practical significance

In order to adapt to the concept of quality education, teachers of the Introduction to sports industry course should change the old educational concepts, break through the traditional teaching mode, and adopt more scientific teaching methods to improve teaching efficiency. This study explores the application of the "Pygmalion effect" in the teaching of the introduction to the sports industry course, hoping to change the traditional teaching mode and improve the effectiveness of teaching. The principle of the "Pygmalion effect" is integrated with the teaching activities of the introduction to sports industry course, and the optimization strategy of classroom teaching is applied to improve students' participation and acceptance, mobilize students' learning initiative and creativity, and achieve the best teaching effect. It is hoped that the application of the "Pygmalion effect" in the teaching activities of the Introduction to sports industry course can stimulate students' interest in learning, improve their knowledge level, and thus further help teachers to complete the teaching tasks and achieve the teaching goals more effectively.

Chapter 2 Literatures review

This paper focuses on the problems existing in the teaching process of higher vocational colleges' "introduction to the sports industry" course, and reads the literature in this research field to understand and grasp the status quo of the "Pygmalion effect" in higher vocational colleges, which serves as a theoretical basis for the later investigation of the application of the "Pygmalion effect" in higher vocational colleges' "introduction to the sports industry" course.

2.1 Higher vocational colleges

Higher vocational colleges, is an important type of higher education in China, is also an important part of vocational education, is in the completion of secondary education on the basis of cultivating talents with higher professional skills, students are required to have strong practical ability, at the same time shoulder the mission of cultivating highly skilled personnel for the needs of production, construction, service and management of the front line in China. It has an irreplaceable role in accelerating the process of socialist modernization in China. Higher vocational education occupies a pivotal role in China's higher education system, and higher vocational colleges have entered a brand-new period of development (Zhang, 2012).

Higher vocational colleges include two levels of academic education, namely, specialization and undergraduate education. Upon graduation, students of higher vocational colleges are issued with specialization and undergraduate certificates of ordinary colleges and universities with nationally recognized academic qualifications, and are entitled to all the treatments given to graduates of ordinary colleges and universities. It is an important part of China's higher education. In response to the planning of modern vocational education system, the higher vocational education system in many countries and regions includes specialized, undergraduate, master's and doctoral levels (Feng, 2014).

Higher vocational colleges Prepares students with the necessary theoretical knowledge and scientific and cultural foundation, proficiency in the main technologies, emphasis on practical application, and focus on the comprehensive application of related knowledge. The program develops students' ability to express themselves, communicate with others, and work cooperatively. Emphasizing the learning of practical knowledge and strengthening the training of vocational skills, the main way to carry out project-based learning is to take real project practice as the traction, scientific research platform or new business laboratory as the carrier and immersive case teaching as the supplement. In some courses, students can be directly involved in the actual tasks of practice bases, related enterprises or teachers' research projects, which can rapidly improve students' practical ability and working skills (Li, 2008).

Higher vocational colleges take the training of technical talents as their main goal. That is to say, the goal is to be practical, to train a group of talents with university knowledge and a certain degree of professional technology and skills on the basis of complete secondary education, and to teach them in a way that makes their knowledge useful and practical. Make it easier for students to adapt to the future employment

positions, do not need to accept the work unit of the job training for employees, the professional content learned can be very good in the post to realize the application. Higher vocational colleges and universities attach great importance to cultivating the comprehensive ability of students, in the professional theoretical knowledge learning and vocational and technical skills between the application of a good measure, to promote the realization of the comprehensive development of the students, to become a technical and applied talents with professional scientific knowledge. And during the period of study, students with excellent performance will get the opportunity to participate in the recommendation of candidates for college education, which can enhance their academic level. Broad employment prospects. Graduates who have studied in higher vocational colleges and universities will basically obtain one or more professional qualification certificates, in particular graduates with multiple vocational qualifications belong to the composite senior talents, and have stronger competitiveness in employment, and can choose more employment positions (Li, 2017).

2.2 Introduction to the sports industry course

The course Introduction to the Sports Industry is an applied discipline that takes the sports industry as its object of study. Industrial economics, management science, sports science and many other disciplines are used as the theoretical basis.

In the late 20th century, with the gradual establishment of China's market economic system, the socialization, industrialization and commercialization of sports have become the inevitable development of sports in China. Therefore, the study of this course is very necessary for students majoring in the direction of social sports guidance and management, which helps them to understand and master the basic situation and basic theories of the development of China's sports industry. Through the study of this course, students can comprehensively and systematically master the concepts, principles and methods of the industry in the application of the basic requirements of sports behavior, master the specific composition and development of the sports industry, and lay the necessary foundation of industry and sports for the study of subsequent courses. Through the study of this course, students should understand the basic industrial economics activities in the sports business, and be able to learn to use the methods of industrial economics to think and solve problems in practice. On this basis, students will be able to manage sports enterprise organizations, develop sports industry resources, operate sports industry service system, conduct sports investment and benefit analysis and other related specific affairs in the field according to the basic industrial economics knowledge of sports industry, promote the improvement of students' theoretical level and management ability in social practice, and develop the level of students' comprehensive application and problem solving in social sports (Pang, 2023).

Students will be able to analyze the development of the various sectors of the sports industry through the course, aiming to improve students' understanding of the various sectors of the sports industry, to understand the development of the sports industry as a whole, to learn how to carry out sports market research in a complete manner and to be able to formulate the corresponding marketing plan.

2.3 "Pygmalion effect"

2.3.1 "Pygmalion effect" meaning

The essence of the "Pygmalion effect" is the application of the "self-fulfilling prophecy effect" in the teaching and learning process. Guldstein proposed the term "self-actualization", which is the individual's need for self-expression and completion, and the tendency to realize one's potential. Maslow classified human needs into five types, the first four are basic needs, and the need for self-actualization is the highest level of needs, the satisfaction of basic needs will eventually trigger the need for self-actualization. Self-actualization refers to an individual's correct and clear understanding of his or her own inner potential, needs, and ideals, and his or her efforts to realize these understandings (Jing, 1994). "self-fulfilling prophecy" is defined in the dictionary of psychology as: "A person's expectations can have a corresponding effect, and when the desired result occurs because of the effect of the expectation, the expectation is called a self-fulfilling prophecy" in psychology. Therefore, the application of "Pygmalion effect" in teaching and learning is precisely through the transmission of teacher's expectation information, so that students will have the need for self-fulfillment, stimulate students' internal motivation system, and complete the self-fulfilling prophecy (Liu, 2002).

2.3.2 Origin of the "Pygmalion effect"

According to Greek mythology, Pygmalion was the king of Cyprus who adored a statue of the goddess Aphrodite. The myth was later adapted by the Roman poet Ovid and Pygmalion became a famous sculptor. He was a loner, so he lived alone and avoided marriage. He spent his days with a statue of a beautiful woman carved out of ivory, and gradually fell in love with it and could not help himself. He compared the statue to the mythical sea goddess Galatea, embraced and kissed her, but it remained a statue. In despair, Pygmalion goes to Aphrodite's temple to seek help, hoping to be given a wife of his dreams. Upon returning home, he found that the statue with which he had been so long attached had transformed into a real person, who eventually became his wife. The great writer George Bernard Shaw used this mythological story as a model for the play *Pygmalion*. The hero, who is a professor of linguistics in this dramatic story, makes a bet with someone to make a vulgar flower seller into an elegant upper-class lady, but he falls in love with his work (Ding, 2015).

In 1968, the American psychologists Rosenthal and Jacobson conducted an experiment at the oak school in San Francisco, California, ostentatiously applying an intelligence test method unfamiliar to teachers to conduct an "experiment in predicting future development" with randomly selected students. Instead of scoring the students, they randomly selected names from a student roster and gave them to the classroom teacher and the relevant classroom teachers, telling them that the students who scored the highest on the test were the best in the class, the most promising, and the most promising, with a high potential for learning. Eight months later, Rosenthal came back to this school and retested all the students again, and found that the students whom he randomly selected to be included in the list of very promising developers all showed greater improvement in their intellectual development than the other students, and

established a good relationship with their classroom teachers. This study showed that the deep expectations of the experimental group resulted in a marked improvement in the intelligence of these students over the others. Rosenthal implicated the teacher through authoritative lies that mobilized the teacher's feelings of expectation and love for these students. The teacher's feelings were consciously or unconsciously transmitted to the students, who, after receiving the messages of expectation and encouragement, felt the warmth of love and trusted the teacher more, thus increasing their self-confidence and motivation. This in turn is fed back to the teacher, so that the teacher stirred up greater enthusiasm for education, the initial expectation is then realized, the expectation is further reinforced, and a new round of effects is perpetuated which has a subtle effect of subtle influence (Rosenthal., & J. (1998).

2.3.3 Characteristics of "Pygmalion effect" teaching

The "Pygmalion effect" is a phenomenon of emotional resonance through the transmission of expectations, that is, regardless of whether the students are superior or lagging behind, the teacher will be fully aware of the students and let the students taught by the expectations of praise and trust, then the teacher and the role of "Pygmalion" is no different. It is because of this subtle expectation and praise that students become self-confident, self-love, self-improvement, and thus the "miracle of growth" (Wang, 2019). The "Pygmalion effect" opened the door to academic research on the effects of teachers' expectations, and provided irreplaceable experience for subsequent researchers and educators to explore new paths of educational reform. Since the "Pygmalion effect" has been mentioned and studied, China has carried out timely research on teachers' expectations and taken the initiative to practice the "Pygmalion effect" in teaching and learning, giving full play to its positive effects. Since it was mentioned and researched, China has carried out timely research on teachers' expectations and actively practiced the "Pygmalion effect" in teaching, giving full play to its positive educational function (Li, 2012). The "Pygmalion effect" has its own characteristics in the educational process, which are mainly manifested in the following aspects:

1. Dynamism

The "Pygmalion effect" is a model of teaching that is not only based on the teacher's preconceived expectations and foresight, but also on a "nomadic" model in which the teacher stands behind the students and guides them in the right direction, instead of leading them by their noses, and in which the students find more fertile "water" as they move along. Students will find more fertile "water and grass" in the process of traveling. Furthermore, each student, as a unique learning individual, has a wealth of diverse information, knowledge, experience, cognitive potential and emotional trends. This challenges the teacher's original design of classroom teaching. Therefore, the "Pygmalion effect" teaching is a dynamic exploration process in which teachers adapt to changes in classroom teaching in a timely manner, especially in the substantive and emotional teacher-student and student-student interactions in the classroom (Liu & Xu, 2019).

2. Generative

The "Pygmalion effect" teaching to give full play to its positive educational function, having dynamism is only one aspect, the important point is also generative. That is, in the process of completing the teaching plan, teachers are able to creatively adjust the teaching plan to complete the generation outside of the preset; Or fully dispatch their professional sensitivity and unexpected experience to promote the development of students' cognition and methodology, emotion, attitude and values, and openly incorporate the students' direct experience, so as to complete the classroom's non-preset generation, which is the icing on the cake for teaching. This kind of non-preset generation in the teaching process is a challenge to teachers' wisdom and ability, and is the result of teachers' unrepeatable art and passion in the teaching process (Jia, 2021).

3. Subjectivity

The classroom of "Pygmalion effect" teaching is not a place for students to be trained mechanically, but a place for them to grow up by giving full play to the spirit of their subjectivity. Comenius once said: "The teacher's mouth is a fountain, every time this fountain spraying water, they will take the attention of the students as a sink under it, for fear of rolling out of the things run away a little." This is the traditional classroom ignores the students' subjectivity and creativity, and treats them as "vessels of knowledge". The classroom of "Pygmalion effect" teaching advocates that on the basis of playing the leading role of the teacher, the teacher establishes the students' awareness of their subjective status, cultivates the students' active participation, active thinking, the spirit of hands-on practice, and improves the students' initiative, self-consciousness, and creativity, so that the classroom becomes a place for the students to realize their potential, self-development, and dynamic growth exploration of the growth place (Chen, 2022).

2.3.4 The function of the "Pygmalion effect"

In the teaching process of Introduction to Sports Industry, "Pygmalion effect" ensures the effective teaching of Introduction to sports industry by creating an orderly, harmonious and healthy classroom atmosphere, and generating benign psychological interaction between teachers and students. Therefore, since the "Pygmalion effect" was proposed and effectively studied, China has taken the initiative to apply the "Pygmalion effect" in teaching practice and give full play to its function. Its great role in the teaching process is manifested in the following four aspects:

1. Incentive function

According to the German educator Stowe, the art of education lies in motivation, arousal and inspiration! In the process of classroom teaching: Teachers use motivational education to convey their expectations to students, which will have a great motivational effect on students, prompting them to try to adjust their behavior to meet the teacher's expectations, and ultimately to achieve the goals expected by the teacher. A positive and healthy teaching atmosphere can keep the students' cerebral cortex in a moderate state of excitement, so that the students can better accept new knowledge and learn independently on this basis, and give full play to their potential and creativity (Lu, 2011).

2. Adjustment functions

In the teaching process, teachers and students in the situation is always changing, the teacher's expectations of the students into the student's internal drive of the emotional activities of the process, but also the process of adjustment of teacher-student relations, so the "Pygmalion effect" is infectious and migratory, has the function of adjusting the educational process. This is manifested in the "Pygmalion effect" by adjusting and promoting the emotional interaction between teachers and students, so that teachers and students resonate with each other in terms of awareness, emotion and thinking. As said, each child has its own unique strings, only with the child's heart strings to resonate with. The process of teachers conveying their expectations to students through the "Pygmalion effect" is the process of tuning and fluctuating the strings, so that the students can be transformed into internal motivation after perceiving the teachers' expectations, and at the same time, the teachers can calibrate or adjust their expectations in time according to the results of the feedback from the students (Li, 2003).

3. Conversion function

Every child has the potential to be successful, but the realization of this potential depends on the way he is treated by his parents and teachers. Every student has the desire to be motivated, the desire for self-improvement, and the adaptive capacity for self-control and regulation, the strengths and weaknesses of which vary from one individual to another. The "Pygmalion effect" requires teachers to treat students equally, pay attention to, respect and understand each student, give them encouragement, praise, trust in their expectations, and believe in their potential, which, once stimulated by the teacher's expectations, will be transformed into the students' purposefulness, initiative, and creativity in learning, thus demonstrating infinite vitality and perseverance in the students. This potential, once stimulated by teachers' expectations, will be transformed into purpose, initiative and creativity in students' learning, thus demonstrating their infinite vitality and perseverance, and moving towards the teachers' predetermined goals and students' self-defined goals (Li, 2006).

4. Support functions

Higher vocational students are in a period of unbalanced physical and mental development, emotional vulnerability, poorer ability to withstand the face of learning setbacks, easy to behave helplessly, unable to face up to these setbacks, and even more incapable of effectively dealing with and overcoming these difficulties, resulting in bitterness and impatience, and when these emotions cannot be effectively catharsis and discharge often produce anorexia. At this time, the "Pygmalion effect" can give students psychological support, teachers through encouragement, appreciation, give students love and warmth. On the one hand, it helps students to dispel the abnormal emotions in their hearts, and on the other hand, it can give psychological support to students, help them to get through the difficult period, and encourage them to better develop towards physical and mental health (Ge, 2020).

2.3.5 The realization of the "Pygmalion effect"

Everything unfolds as a process, and there is a process for the realization of the "Pygmalion effect". Teaching is a bilateral activity between teachers and students, and

the “Pygmalion effect” suggests that teachers' expectations of their students should be realized in the interaction between teachers and students. First, teachers form expectations based on what they know about their students; second, teachers' expectations are passed on to students through their behavior; finally, teachers' behavior influences students' performance; and finally, students form self-expectations that generate internal motivation to learn. The cycle repeats itself, constituting a virtuous circle (Fan, 2008).

1. Formation of teachers' expectations

Teachers obtain information about their students through observation, conversation, and review of materials, and evaluate, filter, and combine the information based on their experience to make projections and predictions about their students' development in the light of their own experience. Teachers' expectations are influenced not only by the students' appearance, behavior, academic performance, and family socioeconomic status, but also by their own physical, psychological, qualitative, and experiential factors. Teachers' development of different expectations for different students is a complex process of cognition, processing, and anticipation, and is the first step in realizing the "Pygmalion effect".

2. Transmission of teacher expectations

If teachers only form expectations and do not translate them into behaviors that express them, then students have no way of perceiving the teacher's expectations. Teachers' expectations can only become influential if they are linked to the behaviors that convey them, and thus teachers need to communicate their expectations in specific ways. Teachers have different ways of communicating their expectations of students through different behavioral tendencies, either explicitly or implicitly, and they have different feelings and attitudes toward students in the teaching and learning context. In the process of teaching, there are many kinds of behaviors that teachers use to convey expectations, such as smiles, glances, tones of voice, body movements, and the atmosphere they create. The different attitudes and behaviors that teachers display convey different expectations for students, and influence and constrain students' behaviors.

3. Formation of students' self-expectations

The realization of the "Pygmalion effect" ultimately depends on the extent to which students recognize the teacher's expectations, which is related to students' personality, self-confidence, self-awareness, and the teacher's authority, teaching skills and level. Once students recognize and accept the teacher's expectations, they will consciously form their own expectations and try their best to work in the direction expected by the teacher. Therefore, in the process of teaching, we should not only emphasize the development of students' self-confidence, but also take into account the development of students' personality, and we should also improve the quality and standard of teachers in all aspects.

4. Maintaining or adjusting teacher expectations

The final part of the "Pygmalion effect" is that after the teacher has communicated the expectations, he or she receives more and more information about the student in the course of his or her interactions with the student, and the teacher is faced with two

choices: to maintain or to adjust the expectations. If student performance matches the teacher's expectations, then not only is the validity and accuracy of the teacher's expectations confirmed, but they are also maintained and reinforced. However, when the teacher's expectations do not match the student's performance, the teacher will also adjust the original expectations to form new reasonable teacher expectations, so that the "Pygmalion effect" forms a virtuous system of recurrence.

2.3.6 Principles for the realization of the "Pygmalion effect"

The realization of the "Pygmalion effect" is a complex process of interaction and mutual influence, constituting a cyclical development process of teacher-student interaction. Teachers' and students' perceptions influence the realization of the "Pygmalion effect". Teachers' positive expectations of students can motivate students to respond positively; conversely, teachers' negative expectations of students may cause students to lose confidence and react negatively, thus affecting the effectiveness of teaching and learning. Therefore, in applying the "Pygmalion effect" in teaching, the following basic principles should be followed (Gao, 2019):

1. Incentive principles

Psychological research shows that when a person feels external expectations and affirmations, he or she will be in a good state of mind, so that the excitement of brain cells and blood circulation are in an optimal state, improving efficiency, overcoming difficulties, and devoting himself or herself to completing the task and producing positive results. Teachers' motivation has an important guiding role in mobilizing students' intrinsic motivation. During the teaching process, teachers intentionally or unintentionally convey encouragement, trust and praise to students, and the emotional interaction between teachers and students is constantly increasing, which is conducive to mobilizing students' motivation and creativity, enhancing their self-confidence, and prompting them to transform their thoughts and behaviors in the direction of the teacher's expectations.

2. Proportionate principle

Teachers must follow the principle of moderation when using the "Pygmalion effect" to be appropriately higher than the existing level of development of students as a standard, but cannot exceed the possibility of its development, otherwise unrealistic expectations of the goal, may make students think that they cannot reach and self-loathing; and too low a goal is not incentives to promote the role of the students to produce a negative mentality. Therefore, the teacher expects that the goal is to let the students through efforts to be able to achieve, and in the process of practicing according to the students' feedback gradually adjusted upward, guiding the students to a higher level of goals.

3. The principle of variation

Confucius, the great educator, believed that all people are born equal but have their own differences, just as there are no two leaves that are exactly the same, there are no two people that are exactly the same, which is the theoretical basis for the viewpoint of "teaching according to the abilities of the students". Jing & Wang (2003) In the process of teaching, teachers should recognize and affirm the differences of students, treat each

student in an equal and fair manner, assess students' learning ability, behavioral performance, knowledge base, personality traits, etc., and form different expectations for different students, adopt different ways of expressing their expectations for different students, so that they can get comprehensive development on the basis of their respective levels. To develop different expectations for different students and adopt different ways of expressing expectations for different students so that they can all develop fully on the basis of their respective levels.

4. Implied principle

In applying the "Pygmalion effect", the teacher conveys to the students the expectations implicit in their expressions, gestures and attitudes by means of a more subtle approach, thus influencing the students in a subtle way. This kind of "silent" effect is difficult to be reached by any other means of education. Teachers in the teaching process, with appreciation, encouragement, praise words implied in the expectations of the students to make further efforts, the power of positive upward, can mobilize students' learning enthusiasm, motivate students to a higher level of goal development.

2.3.7 Theoretical basis for the application of the "Pygmalion effect" in teaching and learning

As a teaching concept, teaching technique and teaching practice, the "Pygmalion effect" has its physiological, philosophical, pedagogical and psychological theoretical basis, and accurately grasping its theoretical basis will help to understand the scientific connotation of the "Pygmalion effect" and to use it more effectively in the teaching of high school ideological and political classes. Accurately grasping the theoretical basis underlying it will help us to more accurately understand the scientific connotation of the "Pygmalion effect" and to more effectively utilize the "Pygmalion effect" in teaching and learning (Zhou, 2017).

1. Fundamentals of Physiology

According to physiological research, the human brain has about 14 billion cells, and the average person usually uses only about 30% of them, which indicates that there is still a huge space for the development of the human brain. In addition, physiological studies have shown that when a person has a positive and optimistic mindset, the pituitary gland will accelerate the endocrine system, adrenaline secretion, the entire nervous system is in a state of excitement, to speed up the establishment of the temporary neural connections and old neural connections active, so that the memory of a short period of time to obtain a significant improvement. Therefore, when teachers treat students with praise and encouragement, a harmonious and cordial teaching atmosphere will be produced, and students will also have strong self-confidence and enterprising spirit because of teachers' encouragement and trust, and thus stimulate a strong internal drive.

2. philosophical foundation

Theoretically speaking, the philosophical basis for the "Pygmalion effect" is the modern Western trend of humanism. Humanism starts from the nature of human being, emphasizes the human being as the center, praises the value of human being, affirms

the dignity of human being and the theory of human being, defends the rights of human being, and advocates the freedom of will, the emancipation of individuality, and the happiness of secular life. The basic viewpoint of modern Western humanistic thinking is that human nature is good, positive and trustworthy, and its potential is enormous. Human nature is autonomous and dynamic, and its behavior is driven and sustained by its own will and values, which are the basis of values, while the environment is a condition that promotes or restricts the development of potential. The environment is a condition that facilitates or limits the development of potential, and its role is ultimately to allow people to realize their potential or to help them to do so.

3. Fundamentals of education

In the 1920s, after the American educator John Dewey put forward the modern educational theory that "education is life and school is society", the trend of humanistic education began to emerge. The traditional view of education is that education aims to disseminate knowledge and instill correct social values and behavioral norms in students. Humanism, on the other hand, believes that this is putting the cart before the horse. Teachers should not only be the transmitters of knowledge to students, but should also be the facilitators of students' learning, respecting the individuality of each student and guiding them to give full play to their potential abilities, so that they can become the masters of their learning and development. The ultimate goal is not to teach what already exists, but to cultivate students' social awareness and sense of self-worth, to strengthen students' experience of success by praising and encouraging them, and to free them from the coercive influence of external authority so that they can realize their own potential for development. This is consistent with the concept of the "Pygmalion effect" - respecting students' individuality and dignity, stimulating students' initiative and creativity by conveying positive teacher expectations, giving full play to the role of students as the mainstay of learning, and encouraging students to develop in the direction expected by the teacher. The concept of "Pygmalion effect" - respecting students' individuality and dignity, stimulating students' initiative and creativity by conveying positive teachers' expectations, giving full play to students' active role in learning, and encouraging students to develop in the direction expected by teachers - is consistent with the concept of "Pygmalion effect", which has found its theoretical basis in pedagogy.

4. Fundamentals of psychology

Hierarchy of needs theory, In the 1940s, the American social psychologist Abraham Maslow put forward the hierarchy of needs theory, which provided the psychological basis for the implementation of the "Pygmalion effect". In Maslow's theory, human needs are divided into five levels, i.e., physiological needs, safety needs, the need for belonging and love, the need for dignity, and the need for self-actualization, of which the first four are basic needs, and the need for self-actualization is an existential need. The first four are basic needs and the need for self-actualization is an existential need. Basic needs are caused by physiological or psychological deficiencies, so they are also called deficiency needs. The "Pygmalion effect" is the result of satisfying the students' psychological needs. Teachers recognize the developmental potential of their students and have positive expectations of them. Through their words and behavior,

they express care and love for their students and convey trust and expectations. Teachers' trust and appreciation satisfy students' missing psychological needs, their need for belonging and love, and their need for dignity. The "Pygmalion effect" satisfies students' missing psychological needs and motivates them to learn. "The ultimate goal of the Pygmalion Effect is to stimulate students' internal motivation system, internalize teachers' expectations into students' expectations, motivate students' desire to learn, trigger students' need for self-actualization and development of their potential, and make students develop in the direction expected by teachers.

Multiple intelligences theory, In the 1980s, the American psychologist Howard Gardner put forward the theory of multiple intelligences, on the basis of which he carried out reforms of the curriculum system, teaching methods and educational evaluation, which also provided a good psychological basis for the implementation of the "Pygmalion effect". The theory of Multiple Intelligences points out that human intelligence is not single but multiple, consisting of nine relatively independent factors, including linguistic, mathematical and logical, musical, spatial, physical-motor, interpersonal, self-cognitive, ego and existential intelligence. Multiple Intelligences Theory has changed the traditional intelligence evaluation standard that focuses on verbal intelligence and mathematical logic intelligence. Gardner believes that teachers should look at each student with appreciation and discovery, choose the teaching method that best suits the individual development of the student according to the student's strengths and weaknesses, and tailor the teaching to the student's ability to promote the development of the student's potential. This coincides with the viewpoint of "Pygmalion effect", so the organic combination of "Pygmalion effect" and multiple intelligences theory will better utilize students' intelligence advantages and grow into diversified talents.

2.4 Domestic and foreign related research

2.4.1 Current status of foreign research

Tang (1998) Research has shown that teachers' expectations for student achievement vary across students, which leads to higher or lower academic achievement and ultimately to the realization of expectations as shown on tests. Students who have high expectations from their teachers tend to perform better. Scholarly debate has surrounded the effect, role, and extent of teacher expectations on students' self-actualizing language, and speculation about its potential for teaching and classroom practice.

Academic reviews and research generally support the self-fulfilling prophecy effect of teachers' expectations on students' academic achievement levels, but there are still differences in the definition, extent and interpretation of the effect, and so far, there have been more than 400 different types of studies on the "Pygmalion effect" in the United States. The research direction of foreign scholars can be roughly divided into two aspects: the first aspect is to establish the realization mode of the "Pygmalion effect". The first is to establish the realization model of "Pygmalion effect", which is mainly divided into the following four kinds:

1. The five-link model of Brophy and Good. The model was proposed by American psychologists Brophy and Good in 1974, and its main process is: teachers will produce different attitudes and expectations of different students; students make different responses according to teachers' attitudes and behaviors; Teachers' expectations are strengthened and confirmed; Students' academic performance is improved or lowered, and the realization of teachers' expectations is demonstrated in the examination.

2. Rogers' (Rogers) expectations Communication model. Its main processes are: Teachers form expectations based on students' family backgrounds and personal abilities; Teachers' perceptions of control are influenced; teachers' perceptions of control affect the atmosphere and the nature of feedback; The nature of feedback affects students' self-efficacy, which in turn affects students' performance.

3. Rosenthal's mediator model. In 1973, Rosenthal proposed a four-factor mediator model, in which he argued that teachers' expectations are mediated through the four behaviors of atmosphere, feedback, input, and output, in 1973, Rosenthal proposed a four-factor mediator model, in which he believed that teachers' expectations affect students' performance through atmosphere, feedback, input, and output, and that if teachers do a good job in the above points, they can improve students' learning.

4. Darley and Fazio models. 1980, Darley and Fazio proposed a more complex model, whose main process is as follows: Teachers form a set of expectations based on the observation of the students' personalities, past and present behaviors, and information about their academic performance, and these expectations are expressed by teachers in the form of a set of expectations, and the expectations of students are expressed in a set of expectations. a set of expectations that have an impact in the mutual relationship between the teacher and the student; the student interprets the teacher's behavior; and the teacher interprets the student's response (Wang,1999). The second aspect is the research on the factors affecting the "Pygmalion effect"; In 1975, Braun, an American educator, further researched and analyzed the process and causes of the effect. He believed that the causes of the effect include not only academic performance and socio-economic status, but also physical characteristics, gender and other factors. In terms of the process of the effect, Braun believed that teachers would have subjective impressions of their students, which would be reflected in their emotions and behaviors. The first manifestation of this is the differentiated treatment of students, which creates different expectations for students. Teachers show more patience and encouragement to students with higher grades, and this behavior and attitude will have a positive effect on students with higher grades, creating an obvious expectation effect.

Through the analysis of the above literature, it can be seen that the "Pygmalion effect" can directly affect the students' learning initiative and enthusiasm, which has a positive reference significance for the innovation and development of education and teaching work. However, after searching the relevant foreign literature, the author found that there are fewer articles applying the "Pygmalion effect" to the teaching of physical education majors.

2.4.2 Status of domestic research

Through combing and analyzing the application of "Pygmalion effect" in domestic academic circles in recent years, the main theoretical research and practical application results are classified into the following three aspects:

1. A general theoretical study of the "Pygmalion effect". Li (2002) explains the law of success of the effect, that is, through praise, trust and expectation, people gain energy, change self-behavior, enhance self-worth, and generate positive, student classes play a role of choice stratification in school education, and this stratification behavior is closely related to the personal characteristics of students and teachers' social roles and personalities. He analyzed the "Pygmalion effect" from the perspective of sociology of education, explored the reasons for teachers' different expectations of students, and concluded that the formation and differentiation of social consciousness are closely related to school education. Teachers should reasonably take the "green idea" of "Pygmalion effect" as a guide, so that students can realize free, active and healthy development through the interaction between individuals and the environment in a free and genuine green classroom. At the same time, he suggests that in order to create a harmonious teacher-student relationship, it is necessary to achieve the three aspects of ultimate love, strict requirements, and good guidance.

Wang (1999) pointed out that the theoretical value of the "Pygmalion effect" for the new curriculum should be reacquainted, and on the basis of a correct understanding of the ideological basis, prerequisites, basic process and substance of the effect, it provides inspiration for the implementation of the reform of the new curriculum: To establish a scientific outlook on students, to pay attention to the emotional factors of educational activities, to create a communicative and interactive teaching atmosphere, and to emphasize the importance of the student-student relationship. The new curriculum reform provides inspiration for the implementation of the new curriculum: establish a scientific view of students; Pay attention to the emotional factors in educational activities; Create an interactive teaching atmosphere; and emphasize the autonomy of students' learning.

Lin Jing and Hu (2009) believe that teachers should care about students in the teaching process and form a harmonious and equal teacher-student interactive relationship; Treat each student fairly and hold appropriate positive expectations for each student, so that the effects can be applied correctly and produce positive results.

Zhou (2012) suggests that the "Pygmalion effect" is a double-edged sword, and teachers should correctly recognize the possible negative effects of the effect, avoid one-sided understanding of the effect and blindly promote the effect, and pay attention to limiting the negative effects when the positive effects are in effect.

These research results have broadened the domestic academic community's understanding of the theory and practice of the "Pygmalion effect", which is of great significance in further promoting the practical application of this effect. However, these studies are still at the stage of theoretical understanding, and there is a lack of systematic elaboration on a series of issues, such as how teachers can effectively apply the effect in reality and how educational administrators can create an environment for the implementation of the effect.

2. A study on the application of the "Pygmalion effect" in subject teaching, He & He (2010) emphasized that the essence of the "Pygmalion effect" is that teachers can make students feel self-efficacy by conveying positive expectations, thus promoting their success. They believe that in order to give full play to the effect in the teaching process, it is necessary to establish a harmonious teacher-student relationship and convey reasonable expectations at the right time, so that students can increase their self-confidence and form a good sense of self-efficacy. Liu (2013) pointed out that the "Pygmalion effect" may produce negative effects in teaching, including the psychological burden of unreasonable expectations of teachers on students and the negative impact of teachers' unfairness in their expectations of students. According to Zhou (2013), the "Pygmalion effect" causes students to perceive themselves in the teacher's expectations, resulting in different self-concepts and attributional styles, which in turn affects students' participation and interactive behavior in teaching. Wang (2009) emphasizes the leading role of teachers in the teaching process, and avoids a one-sided understanding of the "Pygmalion effect", which would weaken the educational function of teachers and give students a free hand. These papers basically discuss the source, role and application strategies of the "Pygmalion effect", but with slight differences.

These studies have enriched the research results of the "Pygmalion effect" from a multidisciplinary teaching perspective, promoted its application in practical teaching, and provided us with a basis for researching how to apply the "Pygmalion effect" to the teaching of physical education professional skills courses.

3. Research on the application of the "Pygmalion effect" in the teaching of physical education professional skills courses. Du (2016) believes that the essence of the "Pygmalion effect" is to play the role of expectations and incentives. However, in specific practice, motivation exists in a single way, the effect is not obvious and other problems. This requires teachers to observe the principles of trust, fairness and appropriate goals in the teaching process, and flexibly choose incentive methods to motivate students according to their specific conditions. Chu (2001) pointed out that in the process of ideological and political education, the essence of the "Pygmalion effect" is the implementation of education and teaching activities for students through emotional factors. At the same time, in the process of implementing emotional teaching, attention should be paid to the use of emotion to stimulate and disintegrate the function, infection and aesthetic function, control and adjust the function of these three points.

Yan (2003) pointed out that in the process of teaching, we should change the traditional "traction" classroom education mechanism and implement the "stimulation" mechanism of education. In the new situation, physical education teachers should learn to free themselves from the heavy and useless work and learn to stimulate the students' own potential, so as to form the "Pygmalion effect" in the "stimulating" education mechanism. The teacher's teaching expectations are conveyed to the students through behavior or language to stimulate their own potential, thus increasing their initiative and creativity, and actively and consciously realizing the teacher's desired goals. Yu (2014) pointed out that the application of this effect in the educational process is conducive to the formation of good teacher-student interaction, stimulate the subjectivity of students, enhance the effectiveness of educational activities, and effectively achieve the purpose

of education. In the process of specific practice, it is required to: First, improve the quality of the subject of physical skills education; Second, establish a correct educational concept; Third, create a harmonious interactive atmosphere; fourth, adhere to the correct value orientation; and fifth, grasp the reasonable expectations of the goal.

Lin (2012) describes in detail the origin and function of the effect, specifically analyzes the role of the effect in the teaching of high school ideological and political classes, and focuses on the countermeasures for the effective application of the effect , teachers of high school ideological and political classes should make clear the basis for the establishment of expectations, reasonably form positive expectations, adopt appropriate ways and techniques to convey expectations, maintain or adjust expectations in a timely manner after obtaining feedback information, and help students establish Self-expectations.

2.5 Theoretical framework

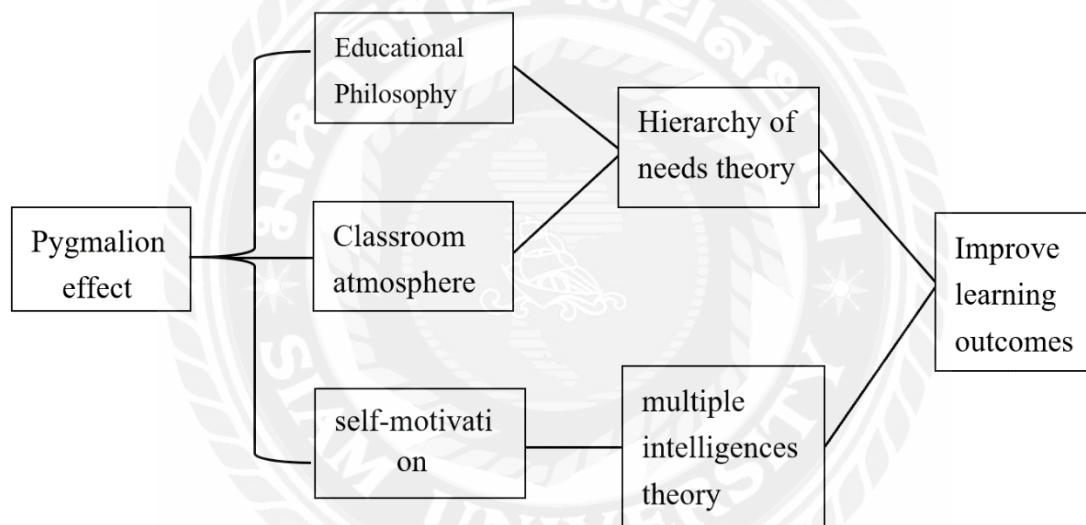


Figure 2.1 Theoretical framework

Chapter 3 Research methodology

3.1 Introduction

This study adopts qualitative research, mainly on the learning effects of the "Pygmalion effect" in the teaching of the introduction to the sports industry course in higher vocational colleges, in the process of the study to the teacher's teaching philosophy, classroom atmosphere, motivational approach as the basis for the study, designed the interview questions. Through the interviews with students from Quanzhou college of technology majoring in sports operation and management, the current situation in the teaching of introduction to sports industry course was understood, and ideas and directions were provided for the subsequent research and implementation of countermeasures.

3.2 Sampling and sample size

This study was conducted among 30 students who were studying the course introduction to the sports industry in Quanzhou college of technology's 22nd grade sports operation and management major, and through interviewing them, we were able to visually collect information about the current situation that exists in the teaching of the course introduction to the sports industry.

3.3 Interview content design

The questionnaire was divided into three level 1 dimensions with 21 topics. Teachers' educational philosophy includes 6 questions, classroom interactive atmosphere includes 9 questions, and students' self-motivation includes 6 questions. It mainly investigates students' experiences and opinions related to the process of conducting the course "Introduction to sports industry", etc., the specific questions and topics are designed as follows:

Dimension	Title
Teacher Education Philosophy	1. Teachers focus on imparting course content during the teaching process
	2. Does the teacher often ask questions or assign group discussions during the teaching process
	3. Does the teacher always pay attention to each student's status during the lesson
	4. How well the teacher treats the students during the teaching process, including your study habits
	5. During the teaching process, teachers will patiently explain to you again when they realize that you don't understand.

	6. When you ask the teacher for advice during the teaching process, you are usually given a patient explanation
Classes Interaction Atmosphere	1. Do you find the Introduction to the Sports Industry course boring
	2. Do students enjoy answering questions posed by the teacher in class
	3. Do you participate actively when there is a need to discuss issues
	4. Teachers are more humorous in class or more serious
	5. When you answer questions, your teacher often encourages you with smiles, nods, gestures, and glances
	6. In class, you often feel the attention of your teachers
	7. You don't think a good or bad test score will affect your teacher's attention to you
	8. You are often praised by your teacher during lessons
	9. How was the mood after the course
Student Self- motivation Motivation	1. Do you think you will be able to master the content of the Introduction to the Sports Industry class
	2. You believe that with your teacher's guidance you will be able to solve more difficult and differentiated problems
	3. Did you enjoy your Introduction to the Sports Industry class?
	4. How is your relationship with your classroom teacher
	5. Do you think you can improve your grade in the Introduction to the Sports Industry course if you work hard
	6. The classroom instruction in the Introduction to the Sports Industry course has led to your interest in the subject matter

Table 3.1 Interview content

3.4 Data collection

Interviews were conducted from September 10, 2022 through October 5, 2022 the interviews were conducted in the form of face-to-face interviews with 30 students one after another during the time between classes. In order to be able to better record the information from the interviews, the author used a cell phone to record the conversations. After the interviews, the researcher began to organize and sort out the information and materials obtained, which was mainly divided into two steps: firstly, the audio of the interviews was converted and sorted out into a text version, and the contents were repeatedly sorted out to find the commonalities in them and analyze them, so as to obtain important and precise information contents, and secondly, the information obtained in the interviews was categorized and summarized.

3.5 Data analysis

The author in the class period, 30 students to specific detailed interviews and surveys, the information obtained is basically saturated and the end of the interviews, the teaching of an introduction to the sports industry in the "Pygmalion effect" in the use of the status quo empirical research is very valuable. The information processing and analysis of the collected materials include the following two steps: firstly, the interviews are converted into text, familiar with the original information, through repeated reading of the information and summarizing and reflecting on it, in order to come up with the important information and key points in the interview data; secondly, the interview data are classified, summarized and summarized.

The study concluded that the application of the "Pygmalion effect" in the teaching of the course is conducive to the improvement of learning outcomes.



Chapter 4 Finding

4.1 Finding

4.1.1 Current status of teachers' educational philosophy

The traditional teaching mode is a one-way teacher-centered indoctrination, which takes the examination as the most important goal and makes the education process tend to be programmed. Under the influence of this model, teachers' educational philosophy is also inevitably affected. Teachers are unconsciously placed at the center of the teaching process, leaving students in a passive position. At the same time, the teacher will unconsciously, different students with different attitudes and expectations, although often this differentiation is not obvious, but the students are able to experience, folding back to seriously discourage students from learning. Especially in the actual teaching process, teachers are more passive in recognizing the changes of students, and they tend to ignore the positive and progressive aspects of students. Therefore, teachers do not look at every student with the eye of development and change, do not pay enough attention to every progress of the students, and take the results as the only criterion for evaluating the students, so that the students do not feel that they are respected and accepted.

4.1.2 Status of classroom climate

Higher vocational colleges "Introduction to the sports industry" course theory part of the content accounts for the vast majority of chapters, students learn more boring, teachers ignore the importance of emotional factors in the teaching process, focus on the transfer of knowledge, did not understand the state of the students in a timely manner, as well as whether the students have to keep up with the rhythm of the teacher's handoffs and positive thinking. The teaching activities of "Introduction to sports industry" are inevitably carried out in the context of a certain educational environment and teaching atmosphere. Teachers show too much of their authority as teachers, causing a sense of oppression to students and suppressing their enthusiasm and ability to show themselves.

4.1.3 Current status of motivational approaches

Positive external factors will make students recognize their own progress, affirm themselves, establish confidence, and stimulate their own great learning potential. In the teaching process, many teachers do not often use words of praise to encourage students, do not enable students to give full play to their potential, teachers give students fewer opportunities to perform, for the students' progress is not timely evaluation and incentives, ignoring praise and encouragement of students, students' potential is not given full play to, resulting in the students cannot find the sense of self-confidence and self-esteem, and cannot stimulate the students' strong internal motivation.

4.2 Learning effects of the "Pygmalion effect" in higher vocational colleges sports industry introduction course application countermeasures

As a psychological phenomenon extracted from educational activities, the "Pygmalion effect" will inevitably have an impact on the educational process. In the traditional teaching process of introduction to the sports industry, the emotional factor is integrated into the teaching process of teachers, breaking the traditional indoctrination mode of teaching, introducing the concept of student subjectivity into the teaching field of introduction to the sports industry, and improving the effectiveness of teaching activities through the teacher's expectation of the students to generate internal motivation. Therefore, it is of great practical significance to apply the "Pygmalion effect" in the teaching of introduction to sports industry in higher vocational colleges.

As mentioned above, although the "Pygmalion effect" has been used in other fields of practice for a long time and has made certain achievements, in order to better promote the application of the "Pygmalion effect" in the teaching of the introduction to the sports industry course, and to give full play to the positive effects of the expectation effect, the author believes that teachers of the introduction to the sports industry course can start from the following aspects.

4.2.1 Apply the "Pygmalion effect" to recognize the characteristics of today's higher vocational students, change teaching concepts, and improve teachers' own quality

At present, most of the students in higher vocational colleges are in the age of 18-19 years old, with the physiological development, especially the sexual maturity, at this time their psychological development is also in the continuous development of maturity, the level of understanding, emotional experience and the ability to self-control, the outlook on life, values and world outlook in the conflict and ease of conflict in the slow formation and stereotypes, so this stage of education will affect their whole life. Therefore, education at this stage will affect their whole life. In order to achieve the desired results, it is necessary to adopt measures and methods that are in line with the characteristics of their physical and mental development.

In the real teaching process of the introduction to the sports industry class, teachers and students are interacting with each other and interacting with each other. Teachers have a direct impact on the success or failure of teaching activities, and their own quality has a profound impact on enhancing the effectiveness of classroom teaching. In the application of the "Pygmalion effect", teachers first need to review and change their own teaching concepts, recognizing the student's subjective position, with a positive, fair attitude towards each student, so as to achieve positive classroom teaching effects. In order to change the traditional teaching mode of "one-word" and let students change from passive participation to active participation, teachers must strive to not only have excellent professional knowledge, but also be humorous and

knowledgeable. If teachers can have these advantages, it will undoubtedly promote the teaching of introduction to the sports industry. This ideal state is a great challenge for many teachers, but it invariably serves as a motivation for teachers to strive to improve their own quality. Driven by this expectation, teachers will consciously demand themselves with the students' expectations, continuously improve their own cultural cultivation, expand their own cultural heritage, and devote themselves to teaching and research with all their heart. In the teaching process, teachers will also try to create a relaxed and harmonious atmosphere to better motivate students to play their subjectivity, thus maximizing the effectiveness of teaching introduction to sports industry.

4.2.2 Applying the "Pygmalion effect" to create a harmonious classroom atmosphere

According to Comenius, a great educator, if teachers can attract and treat students with kind words and emotions, it is easy to get their favor. At the same time, since teachers play a leading role in interacting with students, teachers should take the initiative to penetrate into their inner world, respect and understand their feelings and thoughts, create a democratic and harmonious interactive atmosphere, and promote positive emotional interaction between teachers and students, so as to promote the realization of the "Pygmalion effect".

Teachers apply the "Pygmalion effect" according to the teaching content to take a variety of flexible teaching methods, respect for the student's main position in teaching, as much as possible to increase the degree of student participation, so that students actively participate in the teaching of Introduction to the sports industry class, to enhance the student's sense of participation in the classroom, to stimulate the students' enthusiasm for learning the course, to realize the students from "being listened to" to "want to listen to" change. Enhance students' participation in the classroom, stimulate students' enthusiasm for learning, and realize the transformation of students from "being listened to" to "wanting to listen to". Teachers and students in a harmonious and harmonious emotional basis, in the classroom teaching activities in the collision of ideas, emotional mingling, students of the course of the problem of mutual discussion, to express their views and suggestions, mobilize the spirit of cooperation between students to explore and solve the relevant knowledge, expand thinking and play an active role in the classroom atmosphere, but also to attract students' attention, so that students give full play to their own in the study of the subjective initiative. In the mutual influence and interaction of teaching and learning. In the process of mutual influence and interaction, the barrier between teachers and students is eliminated. In the teaching process of mutual influence and interaction, the divide between teachers and students is eliminated, and students are in a positive, In the harmonious atmosphere, students maximize their subjectivity and develop in the direction expected by the teacher, and through the construction of a good classroom environment, a positive emotional

relationship is formed. By building a good classroom environment and forming a positive emotional relationship, a virtuous cycle is achieved to achieve mutual growth and common development, and to promote the development of the Introduction to the Sports Industry class. In this way, we can achieve the mutual development of teaching and learning, and promote the effective teaching of Introduction to Sports Industry and complete the teaching task.

4.2.3 Application of the "Pygmalion effect" for student self- motivation

Every student has potential instincts, and every student has the potential to be successful. Once the desire to succeed appears in the consciousness, the potential instincts will push them to succeed. Applying the "Pygmalion effect" in the teaching process of Introduction to the Sports Industry, teachers transfer the trust, expectation and praise from outside to students, which will have a stable and lasting motivational effect on the students and make the students' emotions enter the best state, thus improving the effectiveness of teaching Introduction to the sports industry. Teachers' positive attitudes and expectations of students can help students dig into their own hearts and behaviors, their own roles and responsibilities, and create a new understanding of themselves in self-experience and self-summarization, which enhances students' self-confidence. The establishment of self-confidence will enable students to generate a positive state of mind, actively develop their potential, dare to face and meet various challenges, and stimulate their own subjectivity, enthusiasm and creativity in the relaxed and harmonious atmosphere created by the teacher to promote students' self-development and improvement. Once students enhance their self-confidence, they can generate more positive self-suggestion, which is conducive to stimulating students' self-motivation and enabling students to develop the psychological qualities of self-esteem, self-confidence and self-reflection. The "Pygmalion effect" makes teachers full of trust and expectation for each student, which is conducive to teachers' transmission of their positive expectations for students, stimulating students' internal drive, and prompting students to develop in the direction expected by teachers, and eventually grow up to be successful.

Chapter 5 Recommendations

5.1 Conclusion

In this paper, we interviewed 30 freshmen students majoring in sports operation and management of Quanzhou college of technology in grade 22 through qualitative research method to explore and find out the problems in the teaching activities of the course of introduction to sports industry. Through reviewing the literature, it was realized that the "Pygmalion effect" teaching method is widely used in the course and has a positive effect on improving the learning effect. Higher vocational colleges sports industry introduction course teaching process was found to have the following three problems: teachers still use traditional teaching methods in teaching, the teaching concept is still relatively traditional, affecting the teachers' own quality of teaching and classroom efficiency; Teachers ignore the students' motivation and initiative in teaching, the classroom atmosphere is not ideal; Teachers in teaching knowledge in order to complete the teaching task, pay less attention to the students' learning status, no timely evaluation and encouragement, students' internal drive is insufficient.

5.2 Recommendations

The new curriculum reform requires teachers not only to be the transmitter of knowledge, but also to communicate and exchange ideas and emotions with students. For higher vocational students, the content taught in the sports operation and management class is boring and difficult to understand, which can't stimulate their enthusiasm for learning. The application of encouraging and praising teaching methods in the teaching of sports operation and management class can let students see their own progress, affirm themselves, and stimulate the huge learning power hidden in themselves, so that students are willing to learn, need to learn, and thus devote themselves to it. The recommendations are as follows:

1. Through the application of the "Pygmalion effect" with words to express encouragement and praise

It has been said that language "is not honey, but it can stick to everything", "the most profound principle of human nature is to hope that others appreciate themselves", and the most effective educational tool that teachers can use for students is to encourage and praise them. In the process of teaching sports operation and management, teachers should also pay attention to the role of praise and encouragement, and the direct correlation between these two is language.

As the saying goes, "a good word is warm in three winters, but a bad word is cold in six months", the teacher's motivational language can stimulate students' thinking and motivate them to think. In the teaching process of Introduction to the sports industry, teachers should be a discoverer of beauty, good at the smallest detail to find the progress of students, in the students' behavior in the direction of the teacher's expectations, seize the opportunity to their specific behavior and details, the first time to give them encouragement and affirmation, contributing to the quality of the students' leap. This little bit of encouragement will make students feel the power brought by praise and

encouragement, making them more confident and generating strong motivation. At the same time, teachers should pay attention to the appropriate application of praise and encouragement, not exaggerated and abusive, otherwise it will weaken the positive effect of praise and motivation in students, but also easy to make students complacent. Incentives and praise are given to students when they succeed, and teachers should likewise give incentives and affirmation when they fail, and after pointing out students' mistakes, provide specific guidance to help students try again, so that students are motivated to move forward by teachers' positive and affirmative language.

2. Through the application of the "Pygmalion effect" with non-verbal communication of positive impulses

In the daily teaching process, teachers should not only strengthen the verbal motivation and praise to students, but also pay attention to give students more non-verbal positive hints. If the praise and motivation of the students have been stuck in the language, in the long run, these superficial and monotonous verbal appreciations become boring and immune to students and do not serve the original motivational purpose.

Romero once said that expression is a language that is a thousand times more complex than words. Teachers' words are often under conscious control, while teachers' non-verbal behavior, such as a move, a look, a tone, all expose their true feelings towards students, these behaviors are often not perceived by the teachers themselves, but students can read every detail, and then form a positive or negative attitude towards the teacher, the self and the content of the teaching. These non-verbal behaviors can reinforce or negate the effect of words and can convey the teacher's implied messages in a more graphic, vivid and concise way. Therefore, it is important for teachers of Introduction to the Sports Industry classes to use nonverbal positive cues in conjunction with motivational praise of students. For example, keep smiling when praising a student, nodding in recognition of a good performance, and patting a student on the shoulder when encouraging him. These non-verbal behaviors may seem simple, but they are extremely effective in mobilizing students' motivation, will, attitude and interest, and have a facilitating and regulating effect on cognitive activities. Non-verbal behavior content is real, the application of frequent, permeated in every aspect of classroom teaching, students from the teacher's non-verbal behavior of the positive implication, feel the teacher's attention and care, trust and affirmation, experience the teacher's expectations and encouragement of their own, the heart of the emotional needs to be satisfied, so as to correctly understand the self-excitement of a strong psychological potential.

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