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Research on Effective Communication and Communication Mode Between Campus Football Coaches and Team Members Under 4C Rule

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Abstract: *In the past, football education hindered children's learning and training to a certain extent. The first is compulsive communication. Compulsive communication is divided into implicit and obvious. obvious compulsion will make children lose interest in football, implicit compulsion will make children feel that they are learning in order to make the coach happy. The second is to correct the educational behavior. Correcting the child's mistakes may undermine the child's self-confidence, but also make the child lose the ability to self-correct. Finally, campus football is a mere formality, and it attaches great importance to training and neglects educating people, especially primary and secondary school students who have not received personality education, quality development, and complete growth in football. Based on the 4C rule, this paper draws the research results and conclusions: a new way of communication. This kind of way is more like a kind of guidance of the coach, which emphasizes the potential release of the players from the inside to the outside, so that the players can achieve self growth and transformation while completing the training efficiently. It will help team members find their own solutions, stimulate the ability and confidence of team members, and enable team members to grow.*

Key words: *4C Rule; Football coach; Football players; Effective communication*

Preface

The traditional way of communication tends to be coercive. Neither orders nor suggestions can really stimulate the potential and motivation of the team members. The implicit and obvious forms of communication greatly hurt the inner world of the players, the obvious coercion will make the child lose interest in football, and the implicit coercion will make the child feel like he is learning to make the coach happy. Secondly, correcting the child's mistakes may undermine the child's self-confidence and make the child lose the ability to correct himself. In order to better educate children in school football, regulate their behavior, and fundamentally reduce the possibility that they will make the coach angry because of inappropriate behavior, we must learn the 4C rules for discipline. To create a new communication coach: to let the team members change the mentality of "let me practice" into the mentality of "I want to practice". He is not a king, but a collaborator of the players. Provide guidance to the team members to help him grow.

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Comparison and Analysis of Communication Methods Between Command Coach and New Communication Coach

Command-type coaches' communication analysis

The traditional communication style actually belongs to the control type of communication. This kind of control is mainly manifested in two aspects. First of all, in terms of communication, traditional campus football coaches (hereinafter collectively referred to as coaches) are accustomed to using orders and informs. Whether it's giving orders from above, or giving your advice on an equal footing. It is the coach who gives the instructions and the players do what you want. In terms of incentives, rewards and penalties are used. To give reward, not to listen, not to do a good job, give punishment. We generally believe in the idea that the only feasible way to get players to work hard is to reward or punish them. What is the actual effect? Many players are getting tired of training.

The traditional way of communication tends to be imperative, and the coach plays a king-like role in the organization. The king has authority and the power of life and death, deals with problems decisively, and has strong control over the organization. In a high-risk and time-critical environment, authoritarianism is the inevitable choice to deal with the crisis. It can bring many advantages to the organization, such as rapid response, concentration and so on. But the consequence of over-centralization can be that the organization becomes very fragile, the players have tension strained with the coach, the subjective initiative is lacking, and the team loses its vitality. The most obvious manifestation is that players rarely turn to the coach for help, and they are less likely to take the initiative to find the coach to explain their training problems and difficulties. Most of these coaches are competent, experienced and have special confidence in themselves. When they hear the team members describe the situation, tend to immediately judge to solve the problem, neither patient to listen to the team members to finish, nor interest in understanding the details. As a result, coaches are not only likely to ignore the key factors in the matter, but also to wear out the players' training and enthusiasm for the game. Therefore, the traditional way of communication tends to be coercive. Neither orders nor suggestions can really stimulate the potential and motivation of the team members.

Analysis of new communication coaches

The new communicative is to let the players change the mentality of "let me practice" into the mentality of "I want to practice". Specifically, a good coach should play two roles. The first is the mirror, and the second is the guide. The mirror requires the coach to truly reflect the situation of the players and let them know themselves, while the guide requires the coach to guide the players to realize their situation and stimulate his curiosity and courage to find a way out. Therefore, the coach will not give orders, nor easily make suggestions, he encourages the team members to express their views, provide enlightening help at the appropriate nodes, and guide the team members to find the right solution. What the coach should do is to "help others find their own solutions", by guiding the team members to solve their own problems, so that the team members have a sense of responsibility and a sense of ownership, and become more involved in training. Specifically, there are three methods for great coaching: effective dialogue, enhanced feedback, and timing. There are three things you can do to become a great coach: effective dialogue, enhanced feedback and right timing. Effective dialogue requires you to have a clear plan to avoid the conversation becoming a chat.

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At the same time, you need to understand the true goal of the team member during the conversation and help him find a solution to the problem. Reinforcing feedback requires that the coach not only learn to praise, but also point out what is good in the training process in order to strengthen the player's movements and help him achieve greater goals. Finding the right time means that the coach can use every informal occasion to provide guidance to the team member to help him grow. The coach himself needs to keep improving. The coaching process is an interactive process, and while you are helping others, the players are also helping you to become a better person.

Establish Effective Communication Methods Based on 4C Rule

Analysis of past communication methods

Most of the so-called communication in the past is to hinder children's learning, this view can be explained from two aspects: the first aspect is obsessive-compulsive communication behavior, which is divided into explicit obsessive-compulsive behavior and implicit obsessive-compulsive behavior. Therefore, from the point of view of children's learning reasons, this kind of forced communication is stifling children's curiosity and should be banned. Coaches can neither force children to learn, nor should they always ask them questions, but rather listen carefully to their children's questions and guide them to use their curiosity to learn what they want to learn.

The second aspect is corrective communication behavior. From the author's point of view, children will correct themselves, and the correction of others will not only not help, but also make children slowly lose their ability to correct themselves. When the educator corrects the child, it will hurt the child's self-confidence, the child's self-confidence will be hit, and the memory will become worse. For example, a child's memory is good, and the error rate is very low when dictating words. However, if the educator corrects his dictation errors immediately, more errors will appear in subsequent dictation. This is because children often rely on their first intuition when dictation, and when they are corrected several times, they will have doubts about their first intuition. The first intuition is right and will write the wrong answer because of self-doubt. If a child becomes more and more suspicious of himself, his memory will become worse and worse. Therefore, correcting the child's mistakes cannot help the child effectively.

In addition, correcting the child's behavior will also make the child lose the ability to correct himself. The object of learning a child faces is very complex, and the mistakes that educators can find are very limited, and if the child can't correct himself, he or she will develop more bad habits.

Classic Experiments

Use three groups of dogs for an experiment. There is a low gate in the middle of a large box, which divides the box into two halves. There is an electric shock on one side of the box. The dog jumps over the low gate from the electric shock side of the box and can shuttle to the other side of the box to avoid the electric shock. Before the experiment began, three groups of dogs were familiar with the process. The experimenters electrocuted the first group of dogs and demonstrated that they could evade the shock through their own efforts, teaching them to touch the buttons on the wall with their noses, and the shock stopped. The second

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group of dogs experienced that no matter how the dog barked or struggled, the electric shock did not stop, while the third group of dogs did not receive any electric shock.

After these processes, the experiment officially began, and the researchers put three groups of dogs in boxes one after another and received electric shocks. what was the result? The first group, the dogs that taught them to control the electric shock with their nose, found that they could jump over the low gate to escape the shock within seconds after entering the box. The third group, the untrained dogs, jumped the low gate within seconds after entering the box. The second group, that is, the group of dogs that had been trained not to stop no matter how they did the electric shock, stayed on the side of the motor after entering the box, endured the electric shock and did nothing. Experiments show that dogs that are forced to be beaten will endure all the time and have no willingness to change.

The application of the 4C rule in the effective communication of campus football

In order to better educate children in school football, regulate their behavior, and fundamentally reduce the likelihood that they will make coaches angry because of inappropriate behavior, it is necessary to learn the 4C rule of discipline for children. The 4C here refers to the four respect-based elements: communication, choices, consequences and connection. If the coaches can do these things, it will be easier for children to learn how to do the right thing and bear the consequences when they make mistakes. In this way, roaring is unnecessary.

The first one in 4C, communication says that the coach needs to communicate enough with the child to let the child know what to do and what not to do. It should be noted that the coach's description should be as clear and specific as possible. For example, "stop the ball with the sole of the foot instead of the inside of the foot" is more specific than the requirement of "be serious", and it is easier for children to understand what to do.

The second one in 4C, if the child has control over his or her own life, there is no reason for him to stomp and cry, so providing choices at the right time can reduce howling and argument. For example, if a child would n'go, if you ask him if he warms up today or warms up for the game, the child will probably give an answer because he will feel like he has the power to choose, which is better than his resistance.

The third one in 4C, the result is that the coach needs to let the child know what happens if he does something wrong. Children must learn to be responsible for their actions so that the rules of the team can be established. If you don't have to take responsibility for your mistakes, why would a child listen?

The last one in 4C, the connection is that the coach must keep in touch with the child. No matter how busy they are, coaches must take a one-on-one time to talk to their children. If the child can feel that he is valued, then he is more willing to listen well and be a good boy.

The establishment of good communication and communication between coaches and players is actually another expression of growth thinking. The only difference is that the general term "growth thinking" is used to look at yourself, and the emphasis here is on how to look at others.

Believe in people's potential, believe that people can learn through independent learning to grow. In recent years, children after the age of 00 have caused a huge impact on traditional communication and

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communication styles. They are more eager to respect and value self-realization than previous generations. Therefore, it is not that the members of the previous session can not do it, it is not easy to control, in fact, our coaches need to adapt to the development of the times as soon as possible. The change of management style is the inevitable trend of social progress. Effective dialogue requires you to have a clear plan to prevent the conversation from turning into gossip. at the same time, you also need to understand the team member's real goals and help him find a solution to the problem. Strengthening feedback requires the coach not only to learn to praise, but also to point out the specific good points in the training process, in order to strengthen the movements of the players and help him achieve greater goals. Finding the right time means that the coach can use every informal occasion to provide guidance to the player and help him grow. The coach himself needs to keep improving. The coaching process is an interactive process, and while you are helping others, the players are also helping you to become a better person.

Conclusion

There are two kinds of wrong communication behavior in the past, obsessive-compulsive behavior and corrective behavior. These educational behaviors will hinder children's learning. Through these erroneous educational behaviors, educators can only have confidence in their children and provide them with necessary help and guidance. In order to better educate children, standardize their behavior, and fundamentally reduce the possibility that they will make the coach angry because of inappropriate behavior, we must learn the 4C rules for disciplined children. Effective dialogue requires a clear plan to prevent the conversation from turning into gossip. At the same time, you also need to understand the team member's real goals and help him find a solution to the problem. Strengthening feedback requires the coach not only to learn to praise, but also to point out the specific good points in the training process so that strengthen the movements of the players and help him achieve greater goals. Finding the right time means that the coach can use every informal occasion to provide guidance to the player and help him grow. The coach himself needs to keep improving. The coaching process is an interactive process, and while you are helping others, the players are also helping you to become a better person.

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