

Research on the Application of Sports Games in Physical Education Teaching in General Colleges and Universities

-- Taking Badminton Classroom as an Example

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Abstract: Sports games are a kind of sports teaching method that integrates fun, entertainment, education and synthesis. This method is deeply loved by students, and can fully mobilize the enthusiasm of students to participate in classroom practice in the process of the game, and achieve better learning results. College students are the main body of the teaching process in colleges and universities, this paper explores the appropriate introduction of sports games in the badminton classroom in ordinary colleges and universities based on the physical and mental characteristics of college students, analyzes the characteristics and value of sports game teaching, and explores the practical application of sports game teaching method in the badminton classroom in colleges and universities.

Keywords: Sports Games; General College; Badminton; Teaching and Learning.

1. Introduction

Along with the promotion of teaching reform in higher education, physical education has gradually been incorporated into a very important position. At present, the overall physical quality of college students in ordinary colleges and universities is on the decline, and the phenomenon of "obesity, overweight, frailty and disease" abounds, which is inseparable from the development of network information technology, and it has become a common phenomenon for college students to brush their cell phones and play with computers after class. The mission of physical education in colleges and universities is to disseminate sports knowledge, enhance students' physical fitness, and promote students' all-round development. At this stage, physical education has long been included in the compulsory curriculum of colleges and universities, but how to improve student participation in the classroom, really improve the effect of student learning and exercise is the current college physical education teachers should seriously think about the problem. The article takes badminton course as an example to analyze and explore the application of sports games in college physical education classes.

2. The Concept, Characteristics and Role of Sports Games

Sports games are based on sports, the human body's walking, running, jumping, throwing and other basic life and labor skills and the basic forms of sports, to create a variety of physical action, and according to fitness, education needs, the targeted development of educational plots and competitive rules of the game and the creation of the game.

The game teaching method has a variety of characteristics such as fun, entertainment, education, entertainment, comprehensive, etc. It can play a role in exercising the body to enhance physical fitness, enriching the classroom content to regulate the classroom atmosphere, stimulating the

enthusiasm of students to participate in the process of the game, and promoting friendship and other functions.

The game method is a kind of physical education teaching method with students as the main body. The traditional sports teaching method pays more attention to the physical action demonstration and the teaching of sports knowledge and skills, ignoring the students' own feelings in the process of practicing. And people are born with the subjective will to participate in the game, the use of game teaching method is more able to meet the physical and psychological needs of college students, to enhance the interest in sports activities, but also allows them to be full of energy and attention to participate in every aspect of the classroom, so as to achieve the purpose of sports teaching.

3. The Use of Sports Games in the Badminton Classroom

3.1. Preparatory Segment

The preparation stage is the beginning of a physical education class, which is generally divided into general preparation activities and specialized activities. Conventional physical education class begins, the teacher uses the same way of formation and the class process, will make the students mechanically complete a variety of instructions, resulting in the process of the class is dull and lack of vitality. As a result, students' attention cannot be immediately put into the physical education class, it can be appropriate to add some exercise reactivity and sensitivity of the game, to improve the classroom concentration, improve the sensitivity of the student's nervous system. For example, in the formation of the "command against doing" game, the teacher gave the command "turn right", the students actually turn left; the teacher gave the command "step forward", the students actually step back and so on. The teacher gives the command "step forward", the students actually step backward and so on. In the jogging warm-up phase, the same can be through the means of the game, such as: "shouting the number of

embracing the group", "who is the locomotive" and other games. In the special preparatory activities, can be combined with the badminton special footwork, "mirror" game: a group of two people one of the main practices, the other passive followers, required to keep up with the speed of the main trainer as far as possible, the main trainer through a variety of badminton special footwork, such as: open and close jump, turn hip jump, cross jump, lunge jump, jump and so on exercises. The purpose is to change a variety of practice methods, increase students' interest in learning, improve reaction ability and concentration.

3.2. Fundamental Segment

The basic part is the key part of the physical education class, is the teaching process occupies the longest time is also to teach the class of the important and difficult part. In this stage, with the learning of badminton technology, auxiliary arrangement of the corresponding sports games, can be used to check and consolidate the learning results of a technology, while adding the entertainment nature of the exercise, has a certain educational significance. For example, in the bobble teaching stage, students basically mastered the technology, the use of "bobble relay run" in the form of competition, students will be evenly divided into several groups, with the racket bobble run to the prescribed position, backward pass the badminton, until the last student to complete. This game reviews the bobble ball technology, but also exercise the students' hand and foot coordination, improve spatial perception, due to the group as a unit, but also to improve team cohesion. In the process of organizing the game to fully consider how to combine with badminton technology, to play the teacher's creative talent.

3.3. Conclusion of the Partial Phase

The concluding part is the closing phase of the physical education class. After a session of more intense exercises, students need to perform relaxation and stretching exercises with the aim of relieving the tension and fatigue of a session and restoring physical strength and muscle power. This can be done through relaxing, coordinated, and healthy activities that are fun to do, and that reduce the excitement of the student's nervous system. In addition to the regular leg press, self-pulling arm muscles and other exercises, can be added to the form of some two-player or multi-player games, not only to complete the purpose of stretching, but also to add interest, but also to enhance the friendship between students. Such as: two people mutual back, mutual stretching and other small games to complete. The game should highlight the entertainment and fun features, and do humor, ease and novelty, in time for students to get rid of the psychological and physiological tension of physical exercise, so that students end the physical education class in a cheerful and joyful state of mind.

4. Considerations When Designing Sports Games

4.1. Selection of Sports Games

In the process of choosing sports games, it is necessary to fully consider whether the game matches the teaching materials. Teachers need to choose scientifically according to the objectives and tasks of classroom teaching. The content of the sports game tries to choose and teaching content like the interesting, simple and easy to understand the rules, can

exercise to the students of a certain or more physical quality, the implementation of the effect of the game is good. And give full consideration to the age and physiological and psychological characteristics of college students, select games that can mobilize students to practice actively. At the same time, when selecting, consider selecting games with strong competitiveness, requiring reaction ability, and set appropriate punishment mechanism, which is conducive to mobilizing students to participate in the enthusiasm. In the process of implementation, we fully consider the factors of site environment and teaching aids to ensure the safety of the game.

4.2. Organization of Sports Games

When organizing sports games, teachers should fully prepare their lessons, simulate in advance the various problems that may be encountered during the implementation of the game, and give the corresponding solutions. In the game organization, the application of simple and fluent language, explaining the rules of the game. When organizing the game, the timing of the organization should be considered. It should be arranged after the technical learning process of the new lesson, used for consolidation and improvement, as a kind of auxiliary exercise for changing the form of practice. Appropriately arranged 1-2 student referees, upholding the principle of fairness and impartiality, the game to enforce.

4.3. Evaluation of Sports Games

Reasonable organization and use of sports games will bring good results to sports teaching, while teachers should also pay attention to the evaluation of sports games, the evaluation is to summarize the effect of sports game teaching. Most of the sports games use the results of the evaluation, through the subjective judgment of the teacher to evaluate the whole process of the game, at the same time, you can also select a few students involved in the game and the referee to evaluate the game to increase the authority of the game. Note that teachers always grasp the whole process of the game, if the game deviates from the expected or unexpected situations occur, the game needs to be stopped in time, and make corresponding evaluation records.

5. Summary

Reasonable use of sports games in the college sports classroom, can play a multiplier effect of teaching. Not only enriches the teaching content, but also improves the students' interest in practicing and consolidates and improves the technical movements. However, in the implementation process, pay attention to the game teaching method is an auxiliary teaching method, it is only as with the conventional sports teaching methods to use, not to put the cart before the horse. Physical education teachers in colleges and universities should strengthen their professional knowledge, innovative game design, fully consider the content of the textbook and the physical and mental characteristics of college students, from a variety of perspectives, to design practical sports games. This will promote the development of sports teaching in colleges and universities.

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