

Innovative Research on Individualized Teaching Strategies for Track and Field Courses

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Abstract: With the deepening of education reform,individualized teaching has become the focus of attention in the education sector.Track and field courses are an important part of school physical education courses.How to implement individualized teaching and improve teaching quality has become an urgent problem for track and field educators.This paper aims to provide theoretical support for track and field teaching reform through innovative research on individualized teaching strategies for track and field courses.

Keywords: Track and field courses;Individualized teaching;Teaching strategy;Innovative research

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Introduction

Track and field sports,as an important component of physical education courses in Chinese schools,are of great significance in cultivating students'physical fitness and improving their sports skills.However,the traditional teaching mode of track and field often ignores the individual differences of students,resulting in unsatisfactory teaching results.In order to improve the teaching quality of track and field courses,the implementation of individualized teaching strategies has become an urgent task.This paper starts with the analysis of the connotation and current situation of individualized teaching of track and field courses to discuss the innovative path of individualized teaching strategy for track and field courses.

1. The Connotation of Individualized Teaching of Track and Field Courses

Individualized education mainly involves that teachers understand students,use tests to understand their specific situations,and are able to develop targeted learning goals and plans for students based on their willingness.In the process of implementation,individualized education shows the students'specific learning mentality,ability and concept,and strives to make students have a good learning effect.Individualized teaching refers to the teaching mode in which teachers,according to the individual differences of students such as age,gender,interest,specialty and physical quality,use diversified teaching methods,means and teaching content to provide students with learning environment and teaching service in line with their own characteristics,so as to promote the comprehensive,harmonious and sustainable development of students.Individualized teaching of track and field courses is to fully respect the individual differences of students,pay attention to students'interests and hobbies,give play to students'subjective initiative,and provide students with track and field teaching content and teaching methods in line with their own characteristics in order to improve students'track and field skills,physical quality and mental health.

2. An Analysis of the Current Situation of Individualized Teaching of Track and Field Courses

The"one-size-fits-all"phenomenon of curriculum does exist.Due to differences in educational resources,site facilities,teachers'professional level and other aspects,the content,teaching objectives and teaching methods of track and field courses in most

schools in China are highly unified, which leads to the neglect of individual differences of students. For some students with different physical qualities, athletic abilities or interest, this uniform teaching model may make them feel boring and thus affect their interest and participation in track and field. Teachers' teaching is in urgent need of updating. In the traditional teaching mode, teachers often play the dominant role, while students are passive recipients. This teacher-centered teaching method is easy to cause the initiative and creativity of students cannot be brought into play, and the learning process lacks interaction and interest, which is not conducive to the improvement of students' enthusiasm. The teaching evaluation system needs to be reformed. The current teaching evaluation of track and field courses is often too performance-oriented, focusing on students' athletic performances, but ignoring students' overall development in physical quality, skills, psychological quality and so on. This evaluation method may lead to students excessively pursuing results, neglecting the fun of sports and physical and mental health, and is not conducive to the long-term cultivation of students' sports attainment. In addition, the uniformity of evaluation criteria is also one of the problems. Unified evaluation standards may not be able to fairly reflect the actual level and effort level of each student. The evaluation system that lacks personalization puts some students at a disadvantage in the evaluation, which not only discourages their learning enthusiasm, but also may lead to their lack of correct cognition of their own ability.

3. The Innovation Path of Individualized Teaching Strategy for Track and Field Courses

3.1 Respecting the individual differences of students and optimizing the curriculum

In the process of education and teaching, it is very important to respect students' individual differences and optimize the curriculum. Each student is a unique individual with different ages, genders, interests and strong points, which requires teachers to take these individual differences into account when designing and implementing teaching plans. Teachers should have an in-depth understanding of each student's characteristics, including their cognitive development, learning ability, personality traits, and social adaptability. By gaining a deeper understanding of individual differences among students, teachers can design teaching activities in a more targeted way, so that the teaching content, teaching objectives and teaching methods are more in line with the actual needs of students. Teachers should adjust the course content reasonably according to the actual situation of students. For example, for students with strong athletic ability, some training items with higher technical difficulty can be appropriately added to challenge their potential; For students with weak athletic ability, we should pay attention to train their basic skills to help them build confidence. Teachers should set up a variety of teaching items according to students' interests and strong points, which can stimulate students' interest in learning and improve their enthusiasm for learning. For example, if some students are interested in sprint, teachers can provide them with more training opportunities for sprint; If some students are good at long jump, teachers can provide them with special long jump training. Teachers should also pay attention to the individual development of students and encourage them to develop their own strong points. In the teaching process, teachers should give students enough attention and support to help them overcome difficulties and achieve self-breakthrough.

3.2 Reforming teaching methods and stressing the status of students

Reforming teaching methods and stressing the status of students is an important content of current education reform. In the traditional teaching mode, the teacher is often the leader of the class, and the students are in a passive state of receiving knowledge. However, this teaching method has been unable to meet the needs of modern society for personnel training. Therefore, teachers should change the traditional teaching concept, stress students' subject position, and enable students to play a role in the classroom. Teachers can use heuristic teaching methods to guide students to think actively. This teaching method emphasizes that the teacher is no longer the transmitter of knowledge, but the guide for student thinking. By asking questions and guiding students to think, students' learning interest and enthusiasm are stimulated. Inquiring teaching method is also an important embodiment of stressing the status of students. This teaching method requires students to explore questions independently and find answers under the guidance of teachers. In this process, students can not only learn knowledge, but also develop the ability to solve problems. The method of co-teaching is also an important way to stress the status of students. This teaching method emphasizes cooperation among students and trains students' teamwork ability and communication ability through group discussion and working in cooperation with a due division of labor, and other means.

3.3 Perfecting the teaching evaluation system and emphasizing the overall development

Perfecting the teaching evaluation system is an important link in the teaching of track and field courses, which has an important impact on students' learning motivation, self-cognition and teachers' teaching effect. A comprehensive and diversified evaluation system should not only pay attention to students' physical quality and skill level, but also cover students' psychological quality, emotional attitude, cooperative spirit and social responsibility, so as to promote students' all-round development. Physical fitness is the basis

of track and field courses, and the evaluation system should include the evaluation on students' speed, stamina, agility, flexibility and coordination. These evaluations can be carried out through a variety of physical tests, such as the fifty-meter race, standing long jump, high jump, throwing, etc., to ensure that the student is able to achieve balanced development in all aspects of the body. The evaluation of skill level is based on students' mastery of track and field skills, including the correctness and proficiency of various basic techniques of running, jumping and throwing. Students' performance in the competition, such as starting skills, relay coordination, and tactical application, etc. should also be considered, which are important aspects to evaluate students' skill level. The evaluation of psychological quality pays more attention to students' emotion and psychological state, which includes students' courage and determination in facing challenges, the persistence and resilience in overcoming difficulties, as well as the communication skills and a sense of collective honor in teamwork. All of these can be evaluated by observing how students perform in practice and competitions, as well as their mindset towards failure and success. The setting of individual evaluation criteria is an innovative point in the teaching evaluation system, which means that evaluation criteria should not be one-size-fits-all, but should be tailored to each student's characteristics and progress. For students with weak foundation, the evaluation criteria can be appropriately relaxed to encourage them to make continuous progress; for students with a better foundation, higher standards can be set to stimulate their development to a higher level. During the evaluation process, teachers should adopt a variety of evaluation methods, such as observation, record, interview, self-evaluation and peer evaluation, so as to obtain more comprehensive and objective evaluation results. At the same time, the feedback of the evaluation results should also be timely and specific, so that students can identify their own strong points and areas for improvement, so as to conduct targeted training. By perfecting the teaching evaluation system and emphasizing the all-round development of students, it can effectively stimulate students' interest in learning, promote their personalized development and self-realization, and provide teachers with better methods and tools to guide students. Such an evaluation system not only helps to improve the teaching quality of track and field courses, but also cultivates social rookies who are physically and mentally healthy, skilled and mentally tough enough.

Conclusion

The innovative research on individualized teaching strategies for track and field is of great significance for improving the teaching quality of track and field courses and promoting the all-round development of students. Teachers should fully respect the individual differences of students, optimize the curriculum, reform the teaching method, stress the subject position of students, perfect the teaching evaluation system, and provide strong support for the teaching reform of track and field.

References:

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