

Research on the Application of Sports Education Model in the Teaching of Badminton Optional Courses in Colleges and Universities

Li Fan

Taizhou University, Taizhou 225300, Jiangsu, China.

Abstract: Badminton teaching is a part of physical education in colleges and universities. In traditional teaching, teachers simply tell the essentials of movement, and students are not interested in learning and the learning effect is not strong. Therefore, this article discusses the application of sports education mode in the teaching of badminton optional courses in colleges and universities for reference.

Keywords: Sports Education Model; Ordinary Colleges and Universities; Badminton; Teaching

In ordinary colleges and universities badminton optional courses, its technical teaching is the most important and difficult point. Most of the teaching objects of college badminton optional courses are beginners and have not received professional badminton training. Therefore, various problems will be encountered in classroom teaching, which will lead to the failure of the teaching plan to complete. As a new game education model, the sports education model can allow every student to participate in the classroom teaching process, obtain a different sports experience, mobilize students' confidence and consciousness in participating in badminton, and ensure the effect of badminton teaching.

1. The connotation of sports education mode and the current situation of badminton optional courses in ordinary colleges and universities

1.1 Connotation of sports education model

The sports education model was put forward by American sports scientists in the 1980s. The education model is based on the theory of game sports education. Teachers carry out teaching by dividing teaching units with several class hours per unit. At the same time, the group is divided according to the students' interest base, and sports competition activities are carried out in various forms such as group cooperation and role playing to provide students with a real experience environment, so as to achieve the purpose of improving students' athletic ability^[1].

1.2 Teaching status

First, there is a large gap in the basics of students in optional courses, and the effect of skill learning is poor. Because of the setting of elective modules, students have more choices. Students can choose multiple courses at the same time, or they can change elective courses according to their own interests. Therefore, it leads to the fact that all grades and above have taken courses or have not taken courses. The problem of students taking badminton courses at the same time. As far as teachers are concerned, the use of traditional teaching models in this case will not be able to narrow the gap between students and affect the quality of classroom teaching. In addition, under the traditional teaching mode, students are prone to get bored with boring training methods, and their interest in learning badminton skills will gradually lose. Their most badminton is a leisure activity that does not require teachers to spend time on it. I prefer two-person sparring, which makes the setting of modular courses useless and students' badminton skills cannot be improved. Second, the disadvantages of the traditional teaching model are very obvious^[2]. In the traditional teaching model, teachers usually let students practice badminton freely or let students do

activities freely. They rarely talk about the skills of this sport, and students' understanding of sports technology and knowledge remains superficial. In teaching, it doesn't take too much time to organize students to play badminton matches. Without the support of practical activities, students don't know how to apply skills, and they don't know what to pay attention to in formal competitions, how to compete with others. Student cooperation and low awareness of teamwork.

2. The application of sports education mode in the teaching of badminton optional courses in ordinary colleges and universities

2.1 Form a team alliance

In the formal teaching of badminton, the teacher should first tell the students the purpose and requirements of the teaching, so that every student can understand the specific matters of the game, and then divide the students into scientific groups. The establishment of a team must be scientific. Teachers must fully understand the sports situation of each student, and cross-group students with different sports foundations, so that students with good sports foundations can lead students with weaker foundations to make progress together, so as to improve the overall class of students exercise level^[3]. In the later stage, the teacher should adjust the grouping according to the students' sports situation. After the team is established, each group can select a team leader to lead the entire team to do badminton training and competition. Members of each group can also set slogans for their teams to enhance students' sense of teamwork.

2.2 Sports season planning

Teachers should combine the requirements of the syllabus, integrate sports education models, scientifically plan teaching units, and formulate a complete sports season teaching plan. The specific steps can be carried out from the following stages: The first stage, the training stage, the teacher explains the badminton skills and training to the students. In the second stage, the pre-season stage, the students will be trained in groups for the students to conduct self-study and master the basic knowledge and skills with the mutual help and cooperation of the members of each group. The core technical actions are focused on training to improve the entire team's mastery of this technology. The third stage, the official competition stage, where members of each group participate in badminton competitions, students combine their own actual conditions and divide their roles on the field. And targeted skill training, summing up experience in the process of applying the game strategy. The fourth stage, the playoff stage, at this stage, every student has basically mastered the knowledge, skills, and the purpose of the game. It is to improve students' exercise level.

2.3 Teaching evaluation

The evaluation of badminton teaching under the sports education mode needs to cover the learning situation at all stages. In this process, in addition to evaluating students' performance at each stage, a comprehensive evaluation of students' performance, humanistic qualities, attendance, cooperation ability and other aspects is also required. Through the evaluation, problems existing in student sports are found. And solve the problems of students, let students regain sports information, and cultivate students' competitive ability.

2.4 Matters needing attention

Teachers need to scientifically arrange teaching time and content during badminton teaching and training, so as to avoid too many individual technical exercises to cause the task of the game to be completed in time; when grouping, they should also consider the subjective wishes of students and solicit their opinions. The content of the competition needs to be set in strict accordance with the requirements of the syllabus, consistent with students' abilities and skill levels, and communication and exchanges with students should be increased during teaching, and wrong actions in student training should be corrected in time to avoid impact the training effect of the whole team.

3. Conclusion

All in all, the application of sports teaching mode in college badminton optional course teaching plays a very important role. In actual teaching, teachers need to apply this teaching mode flexibly, organize teams scientifically, plan sports season well, and implement teaching evaluation work to ensure the quality and efficiency of badminton classroom teaching.

References

1. Yao T. Empirical research on the application effect of sports education mode in the teaching of badminton optional courses in ordinary colleges and universities. Nanjing: Nanjing Institute of Physical Education; 2020.
2. Su Y. Research on the application of dynamic stratified teaching mode in badminton optional courses. *Neijiang Science and Technology* 2020; 41(03): 139-140.
3. Liu S, Xue C, Wang S. Analysis of the application effect of dynamic layered teaching mode in college public sports badminton optional courses. *Journal of Jiamusi Vocational College* 2018; (10): 284-285.