

Research on the Strategy of Improving the Teaching Quality of College Physical Education Elective Course -- Taking Badminton Elective Course as an Example

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Abstract: College physical education is a very important component of college education, which belongs to the physical education category of moral, intellectual, physical, aesthetic and labor education. At present, there are some problems in the teaching quality of some college physical education elective courses. Taking college badminton teaching as an example, after analyzing the importance of college leaders, badminton teachers, venues and facilities, student class hour design, campus badminton atmosphere, teachers and other factors, we put forward targeted improvement strategies, hoping to improve the quality of college physical education teaching.

Keywords: University; Physical Education Elective Course; Badminton; Strategy

Introduction

With the continuous development of the times, the society has higher and higher requirements on the physical quality of college students. A strong and healthy body is the basic condition for college students to engage in social posts. In order to improve the physical quality and sports ability of college students and cultivate the students' concept of "lifelong sports", it is an important requirement and goal of the party and the government to promote all college students to participate in sports according to the characteristics of the school and the local government for the teaching of Physical Education elective courses in Colleges and universities. Badminton, which has a simple start and a low threshold, can be suitable for the vast majority of college students. Take badminton teaching in physical education as an example, The following will explore the strategies to improve the teaching quality of college physical education elective courses.

1. Problems in the teaching of badminton elective course in Colleges and Universities

1.1 College leaders do not pay enough attention to physical education

Physical education elective courses in Colleges and universities are not prominent among many courses in Colleges and universities, and there are many options in elective courses, such as volleyball, badminton, table tennis, basketball, football, swimming, martial arts, dance, etc. because badminton, table tennis, etc. are advantageous projects in China, it is difficult for colleges and universities to obtain obvious returns on their investment in these projects. Therefore, most college leaders do not pay much attention to the sports elective course, especially the badminton elective course.

1.2 Insufficient badminton teachers

Most colleges and universities in China are comprehensive colleges with many majors. Except for some professional sports colleges and universities, most colleges and universities will not invest too much funds and resources in sports elective courses, but will use the main resources for professional courses teaching and scientific research. The limited resources in sports elective courses need to be used for many sports, so the resources that colleges and universities can use

for badminton teachers are very limited. For example, most of the teachers engaged in badminton special teaching in ordinary undergraduate colleges are general physical education students, and there are few professional badminton graduates. Most of the teachers' badminton special skill level is relatively general, and there are few opportunities for further study.

1.3 Badminton facilities are weak

Except for a few double first-class colleges and universities, most ordinary colleges and universities have limited investment in stadiums and gymnasiums, and badminton venues only account for a small part of sports venues. As there are many other optional courses in Colleges and universities, there are not many students who really choose badminton. Even the students who choose badminton will not frequently participate in badminton. Therefore, many colleges and universities invest very few resources in badminton venues, which is difficult to meet the needs of many badminton lovers.

1.4 Unreasonable class hours

At present, most of the colleges and universities with badminton elective courses in China have 18 class hours and 36 class hours, and a few colleges and universities have 28 class hours. Except that the double first-class colleges and universities will arrange 144 class hours for four semesters, other colleges and universities rarely schedule four semesters, most of which are one semester. In the current arrangement of badminton courses in Colleges and universities, the theoretical courses generally have two hours, and the rest are practical courses with certain goals. However, these hours may be preempted by other courses, and the limited teaching time will be greatly reduced, which can not meet the needs of college students for physical education teaching.

1.5 Lack of badminton atmosphere on campus

There are many associations and activities in Colleges and universities, and there are also many sports that college students can participate in, which leads to the lack of badminton atmosphere in most colleges and universities. In addition to other sports taking up time, badminton has less publicity, fewer participants, more professional learning time, and high employment pressure on students.

1.6 Badminton teachers' enthusiasm in class is not high

At present, it is difficult for College Badminton teachers to achieve good results. The salary of badminton teachers is low and it is difficult to improve. As a result, many teachers who are not badminton majors have low enthusiasm for classes, the quality of course teaching content arrangement is low, and the students' harvest in badminton is also greatly reduced.

2. Strategies for improving the teaching quality of badminton course in Colleges and Universities

2.1 Strengthen the publicity of badminton and enhance the understanding of college leaders and students on Badminton

With the continuous progress of society, people's cognition of badminton has undergone strange changes. Badminton has low starting difficulty and moderate amount of exercise. More than half of college students are interested in this activity. Therefore, badminton has become a highly popular sport in Colleges and universities. In order to strengthen the physical quality of college students, we can increase the publicity of badminton on campus, make the university leadership pay more attention to badminton, and increase the resource investment in this project. For example, organize school leaders and staff to hold badminton competitions, so that more teaching staff and students can attach importance to their health and join this sport.

2.2 Improving the comprehensive quality of teachers and improve the construction of teaching staff

The comprehensive quality of physical education teachers in most colleges and universities needs to be enhanced. Many ball game teachers are "halfway monks" and need to improve their professional skills. Taking badminton teachers as an example, most of them have only enough theoretical knowledge and are seriously lacking in professional skills of badminton.

They need professional training. There are various training methods, such as going to their physical education institutions for further study in badminton, training in social training institutions, learning in the teaching of professional badminton teachers, asking professional teachers for teaching guidance, etc. In addition, the physical education teachers in Colleges and universities are a whole, which needs collective training and further study to improve the professional teaching of different sports, increase resource investment according to the situation of individuals and teams, and constantly improve the construction of physical education teachers. For example, short-term training for physical education teachers, such as training classes for physical education teachers, learning classes for outline teaching materials, special workshops, etc. Schools with conditions shall regularly organize excellent teachers to go abroad for further study, and invite excellent foreign sports experts to come to the school for academic exchanges.

2.3 Scientifically and reasonably arrange badminton teaching contents

The content of physical education elective courses in Colleges and universities can be divided into theoretical courses and practical courses. According to the requirements of the Ministry of education for physical education in Colleges and universities, undergraduate colleges and universities should arrange 144 class hours in four semesters to meet the requirements of physical exercise and improving personal quality. In the face of the current situation of physical education in Colleges and universities, ordinary colleges and universities should timely arrange theoretical courses and practical courses to ensure physical education class hours. Take badminton as an example. After completing a certain amount of practice class exercises, arrange theoretical courses of new technology to combine theoretical knowledge with practical sports. Corresponding badminton teachers should also correct the students' misconceptions and behaviors, strengthen badminton theory, add badminton referee, fitness function, badminton development process and other contents, so that students can fully understand badminton, and help students improve a certain technology or some theories according to students' interest direction.

2.5 Actively organize badminton competitions within and among colleges and Universities

Badminton fans in most colleges and universities are limited. There are not many badminton participants in one major or department, but fans from multiple majors and departments can create a better atmosphere by organizing competitions and exercises in the school. Many first - and second tier cities in China have many colleges and universities. These badminton players in the same region are organized to establish regional badminton leagues or college leagues. Through these competitions, students' active participation can not only exercise their bodies and improve their technical level, but also enable them to gain rich practical experience in the competition field, hone their will quality in the competition and improve their overall quality. In addition, college students are more likely to find their own and others' advantages and disadvantages in badminton competitions, and achieve the goal of common progress through mutual communication and learning.

2.6 Reasonably integrate badminton course objectives and improve the treatment of Teachers

The low enthusiasm of College PE teachers in class is largely caused by insufficient motivation and high learning goals. Therefore, it is necessary to reasonably set goals, improve teachers' salaries and increase teachers' promotion opportunities. The formulation of reasonable curriculum objectives should be connected with the actual situation of colleges and students, and the badminton curriculum objectives should be integrated into learning objectives suitable for the development of most students. Improve teachers' salaries, give teachers more sufficient motivation, open channels for the promotion of their professional titles and positions, and let more professional physical education teachers devote themselves to college badminton career.

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