

How to Effectively Carry out Badminton Teaching in Public Physical Education Classes in Colleges and Universities

Yinhui Li

Zhongnan University of Economics and Law, Wuhan, Hubei 430073

Abstract: From the perspective of curriculum education, students can relieve their body and mind when carrying out badminton teaching in public physical education in colleges and universities, and develop coordinated, sensitive and balanced physical qualities under the guidance of teachers, so as to master badminton technology. Under a scientific and reasonable education system, it not only cultivates students' interest in badminton, but also develops students' sports expertise, cultivates their good psychological qualities, such as self-confidence, bravery, decisiveness, etc., and can enhance emotions in sports, Enhance friendship and enhance interpersonal relationships. In view of this, this paper first puts forward the value and requirements of badminton teaching in public physical education in colleges and universities, and secondly, from the overall design of learning-practice-competition-evaluation, the system coherence between large unit class hours has advanced, and so on put forward the effective measures of badminton teaching in public physical education in colleges and universities for reference.

Keywords: Public physical education in colleges and universities; Badminton; Developing measures

Introduction:

The reasonable development of badminton education and teaching in public sports in colleges and universities needs to start from the unit design. The design of the teaching structure of badminton units here can help students solve the teaching focus of this lesson, and let students feel the fun of badminton games, so that students can actively participate in the classroom teaching activities created by teachers, and complete self-evaluation and mutual evaluation around the classroom teaching content, in order to achieve the goal of education and teaching.

1. Overview of Badminton Teaching in Public Physical Education in Colleges and Universities

1.1 Teaching The Value and Significance of

From the perspective of badminton, this paper analyzes the value and significance of badminton teaching in open physical education courses in colleges and universities.

First of all, badminton is a comprehensive sports event that integrates entertainment, exercise and convenience. With its small, light and spiritual characteristics, it is deeply loved by students. Secondly, badminton sports do not have high requirements for the venue and are not restricted by the venue. It can be carried out not only in regular indoor fitness venues, but also in parks, lawns, living quarters and other places. When playing badminton, students can absorb fresh air, receive sunlight, improve blood circulation and promote metabolism. At the same time, you can also experience the beauty of nature, relax your learning pressure in sports, and insist on playing badminton for a long time, which can enhance your heart ability, increase lung vitality, and enhance physical endurance.

1.2 Teaching requirements

(1) Badminton teaching is greatly affected by environmental factors (mainly big wind), and schools with conditions should place it in indoor venues as much as possible.

(2) In the process of learning to capture, the teacher should lead the students to do more exercises of freehand conversion, change and restore the beat repeatedly according to their own ideas, so as to cultivate the flexibility of students' fingers.

(3) The content design of football skills should be based on competition, with the teaching goal of cultivating students' interest and participation.

(4) In badminton teaching and training, one person should beat once for two to ensure the intensity of training. In addition, badminton rackets, balls, etc. are all energy-consuming equipment. In teaching, students should be reminded to carry out daily maintenance, thereby extending the service life of the equipment and minimizing teaching costs.

(5) In order to avoid accidental injuries to students, teachers need to carry out warm-up exercises before each class to facilitate students to prepare for class, especially warm-up exercises such as upper limbs, wrists, elbows, and shoulder joints.

(6) In teaching, we should pay attention to the scientific organization of the way to avoid the problem of muscle strain.

2. Colleges and universities public physical education to carry out badminton teaching measures

2.1 Learning-practice-competition-evaluation of the overall design, the teaching content of class hours is more full

When carrying out badminton teaching in public physical education courses in colleges and universities, it is necessary to clarify the arrangement of the teaching content of each class, which can be carried out according to the four links of learning, practice, competition and evaluation. The specific teaching content can be designed around the theme and key difficulties of the course learning.

For example, when teaching badminton pace, teachers should tell students that mastering fast and accurate pace is the key to playing badminton well and improving the level of sports. Badminton pace is a method of moving on the court consisting of stepping, cross stepping, pedaling, stride, and jumping. After that, through demonstration, the teacher gradually led the students to complete the exercises such as the two-step step on the Internet in the front court, the step on both sides of the midfield, the step on the back court, the step on the side of the head and the step back. In the exercise, you should pay attention to the following important links: First, quickly rotate the upper body and buttocks, and move the right leg back to the side of the left leg. Secondly, when bouncing, bounce to the left rear, the upper body is backward, so that the upper body is tilted back, and the left foot is more likely to cross and retreat in the air. After practice, the teacher can evaluate the students and lay the foundation for subsequent badminton competitions.

2.2 Large unit class hours are systematically coherent and advanced, which is conducive to the achievement of unit teaching objectives

In the process of badminton teaching in colleges and universities, teachers need to clarify the relationship between the large unit teaching system and the unit class hours, so as to generate a coherent teaching system, and then help the formation of unit teaching objectives. For example, the teaching content, skill objectives, connection and system of large unit (18 hours) courses are rich. Among them, the forehand level high ball in the 10th class, the high-distance ball swing in place, and the training of the forehand level high ball and the high-distance ball fixed ball in the 11th class can be said to be reasonable. The unit structure design can enable students to better understand and master the various techniques of badminton, so as to achieve the purpose of unit teaching ^[1].

For example, to teach the lesson of forehand hitting a high ball, the specific teaching content is as follows:

Essentials of action: Teachers need to help students determine the direction and landing point of the incoming ball, step back sideways and let the ball be slightly forward on their right shoulder, with their left shoulder facing the net, their left leg in front, their right foot behind, their body center of gravity on their right foot, their left arm bent, their left hand lifted naturally, their right hand held the racket, their hands bent naturally, their racket lifted over their right shoulder, and their eyes stared at the incoming ball. When hitting the ball, be prepared first, pull the big arm back, then the upward joint is higher than the shoulder, move the racket back to the back of the head, and the wrist is naturally extended (the fist heart is upward), and then in the back pedal. With the cooperation of the ground, turning and the waist, with the shoulder as the axis, the big arm drives the small arm to swing the wrist quickly upward to make it hit the ball at the highest point where the arms are straight. After hitting the ball, the grip arm swings forward and downward until the front of the body. At the same time, the left leg retreated backward, the right leg stepped forward, and the center of gravity shifted from the hind foot to the front leg.

Teaching activities: 1. Demonstration and explanation of the back field technical movements of the positive hair. 2. Learn the backfield technique of the positive hair. 3. Learn the backfield technique of the forward hand to decompose the action. 4. Organize students to practice. 5. Organize the competition. 6. Complete the evaluation. In this class, teachers can also infiltrate the content of ideological and political education into the course teaching, which can be combined with patriotic and emotional education to conduct a detailed analysis of the technical essentials of badminton backcourt positive and backhand hitting, combined with knowledge points,

values and students' individual will qualities, etc., strive to dig out ideological and political elements, when students have the ability to hit the backcourt (high hanging), teachers also continue to deepen the relevant ideological and political education and curriculum teaching integration system to achieve teaching goals.

2.3 Increasing the proportion of teaching competitions is helpful to form exercise habits and lifelong sports consciousness

Badminton teaching in colleges and universities needs to expand the teaching content. Here, teachers need to clarify the importance of the proportion of competitions in unit design teaching, so as to integrate teaching competitions into 18 class hours of teaching. In a reasonable teaching structure design, not only Can let students feel the integrity and interest of badminton games, but also make students feel the joy of sports when participating in games and watching games, and then gradually help students develop good habits of exercise, form the consciousness of lifelong sports ^[2].

For example, competitions are divided into men's singles, women's singles, men's doubles, women's doubles, mixed doubles, etc. In the first men's singles match, the teachers quickly won the score with their precise spiking. The players of both sides competed fiercely. As the badminton sometimes flew lightly and sometimes slammed quickly, the audience's eyes also moved up and down; after the singles, the men's doubles link. At the beginning of the game, both teachers and students began to fight fiercely, they performed all kinds of skills such as high-distance ball, spiking, splitting and hanging ball. The women's doubles also competed fiercely. Teachers and students played high ball at the beginning. Coupled with smashing and tacit cooperation, the student team played steadily and won the first round of the student team with perfect strategy and cooperation. Through this badminton competition, it not only improves students' understanding of badminton, but also stimulates students' sports passion, and provides a convenient and powerful way for students to exercise and strengthen their physique ^[3].

Concluding remarks:

To sum up, public physical education in colleges and universities can achieve the educational concept of physical fitness and happy sports after launching badminton teaching classes. Through badminton teaching, badminton competitions, etc., it can create an active atmosphere for campus sports At the same time, the physical quality of the students has been developed, and the sport of badminton has been promoted in the university, which has affected the development of students' awareness of sports in the future.

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About the Author:

Yinhui Li , 1997.3, female, Han, Wuhan, Hubei, graduated from Central China Normal University, master's degree, major in sports training, research direction: physical education