

Effective Guidance Strategies for Rope Skipping in College Physical Education

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Abstract: Rope skipping is the simplest kind of sport. Students' participation in public physical education courses in colleges and universities is more active. The traditional rope skipping sport is mainly based on speed and technology, and the emergence of pattern rope skipping makes the diversity and fun of rope skipping more abundant, demonstrating the unique charm of rope skipping. In fact, rope skipping makes up for the lack of competition, interest, satisfaction and other problems in traditional ball games and strength events, and can provide a new sports experience for college students. In view of this, this paper first analyzes the main content of the implementation of the pattern rope skipping course, as well as the curriculum design summary (preparation stage, implementation stage), and finally from the construction of the sub-classroom guidance, according to the learning situation, strengthen the guidance (learning analysis, teaching and learning, guiding practice) and other aspects of the effective guidance measures of the pattern rope skipping in college physical education teaching for reference.

Keywords: Fancy rope skipping; College sports; Guidance

Introduction

Fancy rope skipping course stimulates students' interest in learning, cultivates students' awareness of movement, and improves students' technical level by strengthening teaching links. This class can make students realize the basic goal of national first-class rope skipping and gradually master scientific fitness activities. In students' learning and practice, it can cultivate students' physical flexibility and coordination, cultivate students' perception of time and space, promote students' active participation, inquiry, and practice, and exercise students' self-learning, social communication and collaboration Ability, give full play to the comprehensiveness of the "Rope Skipping" course and the role of sociality in students' learning and growth.

1. Curriculum Design of Rope Skipping in College Physical Education

Course preparation activities should start with group exercises. Teachers can lead exercises in front, stretch on the basis of the first half, jump rope in the second half, and finally show diversity in form based on jump rope. The teacher's password should be clear, concise and loud, matching the beat of the music, and the timing of the password should be accurate.

The main content of the course, the first half is the review of single skipping rope, the purpose is to make students enter the state of exercise as soon as possible through basic technical exercises. The teaching content at this stage is relatively simple, and students are more familiar with the learning content, so the implementation effect in teaching is better. Next, there are two targeted exercises for the two projects, which are more difficult and technical and need teacher guidance. Teachers can give guidance to students through suspension in the teaching process. Finally, they summarize the technical points of rope skipping, highlight the importance of rhythm and cooperation, and make a demonstration.

2. Effective guidance of rope skipping in college physical education

2.1 Construction to Guide Sub-classes

In the teaching of rope skipping in college sports, teachers can construct effective guidance for sub-classes. In the later stage of course teaching, teachers can adopt the split teaching method, take the group as a unit, and complete the designated technical actions independently under the guidance of the group leader. Group demonstration is a good way of guidance. It can stimulate students'

interest in rope skipping, and it can also encourage students to participate in the practice and rehearsal of the movements. At the same time, it can also ensure that the teacher fully understands the students during the demonstration. Mastery of technical movements. At the same time, during group training, teachers can shuttle between groups and conduct individual counseling. This method has great practical significance for improving the teaching quality of public physical education courses [1].

The basic concept of the split classroom is to divide the teaching time into two, one is the teacher's lecture, the other is the students' own practice, in fact, the part of psychology is integrated into the teaching and discussion, so that the students can digest the knowledge they have learned, turn theory into practice under the guidance of the teacher, and discuss it in a prepared way.

Through the organic combination of teaching and discussion, the classroom teaching effect of effective guidance has been achieved. The use of separate classroom guidance can effectively solve the huge gap in sports foundation, sports ability, learning ability and other aspects of physical education teaching; combined with the group form, Fully mobilize students' interest in rope skipping, so that students can learn independently and guide each other, the learning process changes from passive demonstration and imitation to interaction. In addition, in classroom teaching, students can be endowed with certain teaching functions and have a positive impact on their classroom behavior.

2.2 Strengthen Guidance Based on Academic Situation

For the guidance of "Rope Skipping-Wheel Jumping", it is necessary to clarify the learning situation and strengthen the classroom guidance of rope skipping in combination with education and learning, as follows.

2.2.1 Analysis of Learning Situation

(1) The skills that students already have. In the education and teaching of sports rope skipping in colleges and universities, students have basically mastered the basic rope skipping skills and key points, but they do not know enough about rope skipping. The general single rope skipping method is different, requiring two hand wheels to swing the rope. Cooperate with partners to complete the combined rope skipping. In this lesson, we should guide students to break through the usual rope shaking reflex action, so as to help students establish a new action mode [2].

(2) The physical and mental characteristics of students. The physical and mental development of college students is relatively mature, their thinking mode is well developed, and they have imagination and creativity. It can be said that rope skipping is a sport that most college students have never experienced. This can enable students to increase their interest in rope skipping and have a sense of curiosity and challenge.

(3) Problems that students may encounter. Wheel rope skipping is the basic technique of pattern rope skipping, which requires high cooperation between combination partners and is a challenging rope skipping method. According to the analysis of the problems that students may encounter, most of the problems come from the students' low physical quality. When students first contact the wheel jump, there will be problems such as uncoordinated hands, uncoordinated upper and lower limbs, insufficient team cooperation, continuous failure, and impaired self-confidence. Through the reasonable guidance of teachers, students can not only realize the fun of rope skipping, but also make them have a successful experience and improve their mastery of rope skipping skills. Therefore, in the teaching of this lesson, the teaching focus is on wheel jumping-the rhythm and cooperation of three-person wheel jumping can develop students' group cooperation ability and inquiry ability, cultivate students' spirit of active exploration, unity and cooperation, and lay a good foundation for students to learn the follow-up rope skipping technical movements.

2.2.2 Strategies for teaching and learning

(1) The teaching method of "flipping the classroom" is adopted to enable students to watch short films before class and be familiar with specific actions. This process can cultivate students' awareness of autonomous learning and highlight students' subjectivity in the classroom.

(2) Reduce the technical difficulty of two-person double-rope wheel jump to three-person double-rope wheel jump, so that students can more easily experience the joy of success, and encourage students to actively master the wheel jump pattern rope skipping skills.

(3) With "tips" as the core, promote students' independent exploration in a team-based way, and cultivate students' teamwork and exploration ability. According to the tips of the "tips" and under the reasonable guidance of college physical education teachers, students achieve targeted exercises and complete learning evaluation in the group.

(4) Through a group of three, design different sports skills and actions, step by step, and gradually establish a cooperative relationship between the three students to ensure that the learning efficiency can be maximized.

2.2.3 Guidance Measures

(1) Single hand simulation exercise. Practice the coordination of left and right hands without skipping rope. During the practice,

the teacher should guide the students to slightly push the forearm and drive the strength of the forearm to the wrist to complete the flexible rope shaking exercise.

(2) Single person holding double rope simulation exercise. When students are skilled in the skill of skipping rope, teachers should let students practice double rope. In the specific guidance, the wrist is used as a circle, waving the rope while shouting the password. For example, when the teacher is standing on the right side and shouting slogans, the student jumps with his feet when shouting the password to the odd number, and so on.

(3) Double cooperative rope shaking practice. When the students master the single rope practice, the teacher can work with the students to carry out the double cooperative practice. To guide in the exercise, for example, student a's right hand and student B's right hand are holding student B's skipping rope. At this time, if student A's rope skipping is on the outside of the intersection, their left hands swing each other's rope at the same time, and vice versa. When the rope skipping is about to fall, student a grasps the rope with his feet to prevent the rope from passing through the body. during the link practice, the two men cooperate to shake the rope. therefore, the teacher should guide student a and student B to hold the rope skipping of student B with his right hand. When two people shake the jump rope together, the teacher should let the students jump together.

Conclusion

To sum up, the effective guidance of the pattern skipping course of public sports in colleges and universities is the key to enhance students' interest in learning and ensure that students master skipping skills. Here, teachers should give full play to the subjectivity of students, so that students can complete the rope skipping practice under the guidance of teachers, and gradually master the rope skipping skills. Under reasonable guidance, it can effectively enhance the enthusiasm of students to participate in sports skills training. On the basis of improving students' sports skills, cultivate students' subjective enthusiasm, so that students love sports and active sports.

References:

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