

Analysis on the Construction and Innovation of Badminton Teaching Methods in Universities

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Abstract: With the development of the national economy,badminton,a simple and convenient sports sport,has become a means for people to relax,exercise,and release after their leisure time.In the field of education,more and more students have fallen in love with this sport,and it has quickly become an important teaching item in various levels of physical education courses,making outstanding contributions to enhancing students'physique and developing their comprehensive qualities,However,at present,there are some problems in badminton teaching in universities that prevent students from better learning badminton courses.This article explores the construction and innovation of badminton teaching methods in universities for reference.

Keywords: Universities; Badminton Teaching; Construction and Innovation

Badminton,a convenient form of sports with low requirements for height and physical fitness,has an extremely wide audience in China and is the second largest ball game in China after table tennis.And it is also an important teaching project in various stages of physical education teaching.However,badminton teaching has always been carried out in the form of theoretical explanation and technical demonstration,especially in universities where the learning score system is emphasized.Most students only strive for the beauty of various movements in order to obtain credits,which makes badminton teaching in universities not truly play its role in enhancing students'physical fitness The value of cultivating students'collaborative and cooperative abilities and other comprehensive qualities is to ensure the achievement of the established educational goals of physical education courses in universities after the new curriculum reform.As teachers,they must exert their true educational effectiveness through the construction and innovation of badminton teaching methods,ensuring the comprehensive development of students.

1. The current situation of badminton teaching in universities

1.1 In the contradiction between "not being full" and "not being able to eat"

Although physical education is the least affected course by the exam oriented education mechanism,most physical education teachers still use the teaching mode of "theoretical explanation+skill demonstration" in mainstream education in the physical education classroom,unify teaching content and methods,and carry out a "one size fits all" teaching approach.They do not adjust teaching requirements based on the analysis of students'psychology,physical fitness,and gender differences according to the teaching content,The assessment standards and guidance methods have resulted in a significant gap in efficiency and speed for students when learning badminton,presenting a teaching situation where some students have not reached their own ability limit and some students are unable to achieve the established teaching objectives^[1].

1.2 Frequent problems among students when self-learning basic technical movements

As a technical sport,badminton has the characteristics of delicate and varied techniques,diverse movements,and strong technical skills.However,due to the influence of exam oriented education,the physical sensitivity,upper and lower limb strength,flexibility,and reaction speed of most college students cannot meet the established physical requirements of badminton teaching.In most cases,badminton appears as a form of leisure and entertainment sports,and its popularity rate in primary and secondary schools is not high,This has led to frequent problems for college students in self-learning basic movements after teachers demonstrate teaching^[2].

1.3 Insufficient theoretical badminton knowledge mastered by students

In the eyes of most college students, badminton is a simple and easy to master form of sports. Most students choose badminton only because it is easy to earn credits. However, as a competitive sports sport, badminton contains a lot of techniques, tactics, rules, and sports skills. However, most students do not listen carefully to the teacher's explanations in the physical education classroom, and do not meticulously study knowledge related to badminton outside of class. Their insufficient mastery of basic theoretical knowledge prevents them from significantly improving their overall level.

2. Construction and Innovative Methods of Teaching Badminton in Universities

2.1 Carry out individualized and hierarchical badminton teaching

Layered teaching is a teaching concept proposed based on the changes in teaching requirements after the new curriculum reform. In addition, due to the uneven physical fitness and personality differences of college students, physical education teachers in universities should abandon the previous idea of conducting practical teaching activities based on unified teaching standards, and cleverly group students based on the analysis of their physical fitness, learning ability, and other actual situations. Develop a teaching plan based on the actual situation of group members to meet the actual learning needs of students at different ability levels.

For example, after grouping students into different learning groups based on their physical fitness, learning ability, etc., groups with good physical fitness and strong learning ability can be guided to directly learn more professional technical movements, and their mastery of professional skills can be improved through adversarial training. For groups with poor physical fitness and insufficient learning ability, physical training can be carried out first. After reaching the standard in physical fitness training, guide them to practice some basic movements. Once they can proficiently master the basic movements, carry out the next step of professional skills teaching. Teaching according to their aptitude can not only protect students' interest and enthusiasm in badminton learning, but also meet the development needs of students at different ability levels, creating equal growth opportunities for students^[3].

2.2 Using Multimedia to Carry out Image Teaching

All along, badminton teaching in universities has been completed in the form of "theoretical explanation+skill demonstration". The teacher's actions are the standard for students' learning, and they can only passively imitate the teacher's casting actions during the learning and training process. This teaching method can easily eliminate students' enthusiasm for badminton learning in countless repeated imitation training, and as a practical sports event, various technical actions will evolve into countless forms as the actual situation changes, requiring students to be able to make timely responses based on their daily learning. Based on this characteristic of this sports form, teachers can carry out live teaching with the help of information technology multimedia, so that students can conduct a comprehensive analysis of the same technical action based on different perspectives, break through relevant technical priorities and difficulties, enhance students' adaptability in the actual training process, and encourage students to exchange views on various hormone actions of athletes in the competition by guiding students to watch the competition. By utilizing collective communication and discussion to improve their understanding of the sport of badminton, while enriching their classroom learning experience, consolidating their mastery of basic movements and enhancing the effectiveness of badminton teaching.

2.3 Adding auxiliary training modules to slow down skill training intensity

Auxiliary training is a common form of educational assistance in technical sports teaching, and badminton is a technical sports event with many difficult movements. Due to students' strengths in physical strength, flexibility, and body coordination, they encounter different problems in the process of badminton skill training and need specialized guidance from teachers. At this time, teachers can use auxiliary training. Guide students to choose auxiliary training projects and tools that meet their needs based on the problems they encounter in learning, reduce the intensity of skill training, and improve training effectiveness.

For example, the forward and backward hand grip technique is one of the most basic but difficult technical movements in badminton teaching. Due to individual differences among students, different students may encounter different problems when training this skill. At this time, teachers can guide students to choose colored tape as an educational auxiliary tool for auxiliary training based on their accumulated experience through long-term teaching, using colored tape on their index finger. Mark key positions such as the thumb and corresponding positions on the racket, enabling students to master the correct front and back grip techniques through the adhesion of the tape on their hands and the racket tape, thereby better responding to incoming balls at different speeds and directions during practical training, reducing the difficulty of technical mastery and training, and improving training effectiveness.

2.4 Organizing formal competitions and creating diversified teaching platforms

As a sports sport, practical combat is not only the best way to improve skill proficiency, but also a way to stimulate athletes' enthusiasm for training and showcase their own style. Therefore, badminton teaching in universities can be organized through more professional competitions, allowing students to fully showcase their sports charm in the competition, enabling them to timely discover their own shortcomings and shortcomings in practical combat, draw on the strengths and weaknesses of opponents, and improve their technical level. In addition, the results of the competition can better stimulate students' desire and fighting spirit, enabling them to devote themselves to training with more enthusiasm in the future, and achieve better growth and development through more diligent training.

2.5 Innovative teaching methods to improve teaching efficiency

Although physical education is the subject least affected by exam oriented education, due to the fact that exam oriented education has been circulating in China for thousands of years, an inherent educational mindset has been formed in the minds of most teachers, which is theoretical explanation, teacher demonstration, and student training. However, due to the fact that badminton is a technical sports event that may encounter various unexpected situations in practice, traditional teaching methods are not suitable for such ever-changing sports teaching projects. As teachers, based on the characteristics of badminton and other sports projects, we should introduce new sports teaching methods such as sequential teaching method and circular teaching method, so that students can prepare well before class, learn various technical movements in class, and think about the evolution forms of various technical movements in practice after class, in order to better master badminton as a sports sport.

3. Conclusion

Badminton is not only an important teaching content in physical education courses in universities, but also a special carrier for practicing quality education and cultivating core competencies. As physical education teachers in universities, they should consider the current situation of badminton teaching and consider how to promote innovation in badminton teaching design to ensure the comprehensive development of students.

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