

# The Application of Games in Junior Middle School Physical Education-- Take Some Junior Middle Schools in Anning District of Lanzhou City as an Example

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**Abstract:** The application of sports games in junior middle schools is a hot topic, and the discussion of games is very important. Through a way to further understand the content and significance of games, this paper carries out a rigorous discussion and analysis on the application degree and development status of games in the process of physical education, and sends a questionnaire survey to some junior middle schools in Anning District of Lanzhou City. Through further analysis of the application of sports games in junior middle schools at the present stage, the feasibility of sports games in the middle school physical education curriculum and the special educational significance of sports games for students are drawn from the data. Meanwhile, the author also puts forward suggestions on the design and arrangement of games, aiming to improve students' strong interest in physical exercise through the application of sports games. Active participation in learning reflects the unique effect of sports games in physical education, and provides experience reference and methods for more physical education workers.

**Keywords:** Sports game; Open; Regularity; Current situation; Countermeasures; Feasibility

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In the modern society, schools pay more and more attention to the basic education level of students, and pay more attention to the basic development of students' moral, intellectual and physical beauty. To this end, the educational process that no longer focuses on grades in teaching gives children more room for other development. At the same time, it can promote students' physical fitness to be strengthened, sports skills can be better mastered, and physical and mental development can be fully developed, and this way is the application of sports games.

## 1. Research object and method

### 1.1 Research object

The application of sports games in the physical education teaching process of some junior middle schools in Anning District of Lanzhou City

### 1.2 Research Methods

#### 1.2.1 Literature method

According to the research object and task, I have extensively consulted the papers related to this subject in recent years and consulted relevant materials with the help of the library, thus laying a theoretical foundation for the research and analysis of this subject.

#### 1.2.2 Questionnaire survey method

I visited some junior middle schools in Anning District of Lanzhou, such as the Second High School Attached to Northwest Normal University, Dongfang Middle School, Changfeng Middle School, Lanfei Middle School, Wanli Middle School, and the Second High School Attached to Agricultural University, and conducted a questionnaire survey on some teachers and students of the school, thus providing a sufficient theoretical basis for this research.

#### 1.2.3 Mathematical statistics

The relevant data obtained from the questionnaire survey were sorted out, summarized and analyzed, and the principles and methods of statistics and social investigation were adopted to strictly deal with the effective data.

## 2. Statistics and analysis of the application status of sports games in middle school physical education

### 2.1 Questionnaire delivery and retrieval statistics

Table 1 Questionnaire delivery and recovery

	Issue questionnaires	Recall questionnaire	Valid questionnaire	Recovery rate %	Effective recovery %
Physical education teacher	110	100	99	90.9	99
Pupil	640	628	623	98.1	97.3

It can be clearly reflected from Table 1 that there are 750 questionnaires in total in this survey, of which 110 are about teachers. After the survey, 100 are recovered. Among the 100 questionnaires recovered, 99 are valid. There were 640 questionnaires for the students, and 628 were recovered after the investigation. Among the 628 questionnaires, 623 were valid. It can be seen that the efficiency of issuing and recycling questionnaires is very high, and the authenticity is also greatly improved.

### 2.2 Investigation and analysis of the age and teaching years of some junior middle school PE teachers in Anning District of Lanzhou City

Table 2 Statistics of the age and teaching years of junior middle school PE teachers

Age stage	Number of people	Account for	Teaching years	Number of people	Account for
25-35 years	19	19%	1-5 years	21	21%
35-45 years	58	58%	5-10 years	61	61%
45-55 years	23	23%	More than 10 years	18	18%
total	100	100%	total	100	100%

As can be seen from Table 2, the majority of physical education teachers in some junior middle schools in Anning District of Lanzhou are middle-aged teachers. The construction of the teachers' age echelons is basically reasonable, the teaching years are relatively long, and they have certain teaching experience.

### 2.3 Principles to be followed when carrying out sports games in the teaching process

Table 3 Principles to be followed when sports games are played in the teaching process

Follow the principle	interestingness	exercisability	security	feasibility	other
Number of people	99	98	99	86	13
One hundred percent	100%	98.9%	100%	86.8%	13.1%

According to the statistics of the questionnaire data in Table 3, firstly, fun and security account for 100% of the total. Fun and security are the most basic principles for developing sports games. Therefore, fun and security cannot be separated from the development of games. The second is the exercise principle, accounting for 98.9% of the respondents; Finally, feasibility is an indispensable principle for developing games.

### 2.4 The role of sports games in the process of physical education

Table 4 The role played by sports games

game effect	Reduce sports injuries	enhance constitution	Increase interest in learning	Strengthen relationships	Develop innovation capability	Enhance mental quality	other
Number of people	601	577	611	522	489	479	98
percent	96.4%	92.6%	98.0%	83.7%	78.5%	76.8%	15.7%

It can be seen from Table 4 that sports games in the process of physical education can reduce sports injuries, enhance physical fitness, improve learning interest, enhance interpersonal relationship, develop innovation ability and enhance psychological quality.

### **3. The application of sports games in physical education**

#### **3.1 Practical significance of introducing sports games into physical education**

3.1.1 Carrying out sports games in physical education can enable students to participate in sports connection in a relaxed and cheerful teaching environment, improve students' enthusiasm, strengthen students' mastery of basic sports skills, cultivate the practitioners' creative ability, greatly enhance the practitioners' desire for activity and performance, and provide a good environment for shaping a sound personality. It has a strong guiding effect and unique educational significance.

3.1.2 Carrying out sports games in the process of physical education can greatly reduce the sports injuries of the practitioners, enhance the physical quality of each practitioner, and significantly improve the motor function. At the same time, it also cultivates the practitioners' hard-working spirit, and can be successfully applied in the process of physical education. Indeed, it can provide a strong guarantee for the comprehensive and healthy development of students and the smooth development of classroom education and teaching.

3.1.3 Carrying out sports games in physical education teaching can effectively promote the tacit relationship between students and students, and between students and teachers. This process is also a process to enhance students' interpersonal skills, and is also a process to increase the diversification of teaching methods organized by physical education teachers.

#### **3.2 Exploration of the application of sports games in the intervention of physical education classroom teaching activities**

##### **3.2.1 Application of warm-up activities in teaching class**

By playing games, students can quickly organize themselves, concentrate their attention, and focus on the class. They can fully move all parts of their bodies, stretch their muscles and move their joints to ensure physical injury under the games they participate in. This is the preliminary guarantee work for the next course. In the previous teaching process, physical education teachers usually chose jogging and freehand exercises as warm-up activities. Instead of innovating teaching methods, they repeatedly used these monotonous contents as the preparatory work for activities, resulting in students' lack of enthusiasm. It is very important to accept physical education with a good physical state and mental outlook.

##### **3.3.2 Introduce the application of the teaching content process into the classroom**

Game is a separate skill, so it has a unique teaching reference significance, whether the teaching content can be practiced through the way of games, that is the unique function and teaching significance of games. In the process of developing game activities, first of all, it is necessary to select the game content in a targeted way, and make the technical actions and ideas of the teaching content compatible with the game, that is, to reflect the teaching content through the game and reflect the teaching content in the game. This requires teachers to have enough experience in game development, rich teaching methods, novel teaching ideas, full grasp of class time and classification of games, including fast and slow speed games, internal force games, fast response games, etc., which is a double gain.

#### **3.3 Design and arrangement of sports games in classroom teaching**

##### **3.3.1 The design of sports games needs to keep pace with The Times**

With the promotion of quality education, more and more attention has been paid to students' physical health. The entry of football and martial arts into the campus is the cultivation of students' physical health problems. Physical education teaching has naturally become the top priority. Sports games are also one of the commonly used methods in teaching. Teachers can design and arrange games that keep pace with The Times and are easy to be accepted by students according to the actual situation of teaching places, teaching time, equipment and facilities.

##### **3.3.2 The arrangement of sports games should be compatible with the teaching content**

In the process of physical education teaching, it is necessary to arrange game items consistent with the teaching content as far as possible, and design games as far as possible to practice the subsequent teaching content in advance or review the learned content. In the process of carrying out games, teachers should maintain a high degree of vigilance, pay attention to the words and deeds of students at any time, especially when conflicts occur between students, they should stop them in time. Carefully monitor the changes in all aspects of the students, more explanation and guidance. For example, the so-called "eagle catch chicken" game, seemingly simple, the essence is not, the "eagle" player in the game, in the game and the actual teaching are the offensive launch, for example: the left and right shake off the action can be used in football dribbling, but also can be used in basketball holding the ball to break

through and so on; The actor of “Mother Chicken” is a defender in the game and in the actual teaching, preventing the attacker from breaking through the area of his own side, and can better practice the ability to move left and right; The actor of “chicken”, in the case of protection, how to play the tacit cooperation between them, exercise their ability to cooperate with each other and psychological quality.

### **3.3.3 The design of sports games should be consistent with the physical development of students**

Students’ cognitive level and understanding ability are the main basis for teachers to design and arrange games. Teachers should give full consideration to the age group, understanding ability and education level of students, and modify the games. It is not appropriate to arrange too intense games in the morning, and innovate and arrange games with special educational significance for students.

## **4. Conclusions and Suggestions**

### **4.1 Conclusion**

1. The application of sports games in some junior middle schools in Anning District of Lanzhou City is not perfect enough, and sports games are rarely applied to physical education.

2. Too few hours are arranged for sports courses, insufficient classroom teaching time, and the development of games will affect the teaching progress. Lack of experience in developing games, imperfect school venues and single teaching methods are the main factors hindering the development of sports games.

3. In the actual investigation, it is found that sports games can arouse students’ enthusiasm in class, actively participate in physical exercise, improve motor function, and gradually grow up in a pleasant learning atmosphere. At the same time, it proves that sports games can better integrate with teaching content, combine physical strength and intelligence, give play to its special educational function, and attract the attention of the majority of junior high school students, which is conducive to the all-round development of students.

### **4.2 Suggestions**

1. In the process of physical education teaching, communicate more with students, design teaching scenarios, increase classroom time and teaching hours of physical education, and make students actively participate in physical education by changing teaching methods.

2. School leaders should increase investment in the construction of school sports venues to fundamentally solve the current situation of obsolete venues and shortage of equipment, so as to meet the needs of students in class.

3. Try to introduce more sports games into physical education to create a cheerful and pleasant learning atmosphere for students, and students will actively participate in learning to improve teaching quality.

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