

Research on the Training Application of High School Physical Education Specialists

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Abstract: With the continuous increase of sports talents in high school education, it has become increasingly important to study their training applications. Sports talents often possess high athletic talent and passion, and their training needs to be more specialized and personalized. The aim of this study is to explore training application strategies for high school physical education talents, in order to improve their sports performance and development potential.

Keywords: high school; Sports talents; train

As an important component of school sports, the training and application research of high school sports talents is of great significance. By conducting in-depth research on the needs and characteristics of sports talents during the training process, more scientific and effective training plans can be provided for coaches and schools, promoting the comprehensive improvement of sports talents in sports skills, physical fitness, and psychological qualities.

(1) Stimulate students' interest in training and cultivate their autonomy

Firstly, during the training process, physical education teachers must combine the interests of students and find ways to stimulate their interest in independent training, allowing them to actively engage in training. For example, physical education teachers can allow students to independently develop training programs based on their own learning and training situations, and supervise students to gradually complete training programs, completing a portion every day and conducting corresponding assessments once a week to cultivate students' autonomy. Physical education teachers also need to understand students' learning progress and evaluate their learning outcomes through evaluation, so that students can have a clear understanding of their learning status and effectiveness. This can make students more willing to participate in project training and further recognize the importance of improving their own sports skills.

Secondly, during the training process, teachers should pay special attention to the cultivation of students' psychological qualities. The final results of sports talents are obtained through competitions, which not only test sports skills, but also the psychological qualities of athletes. So during the training process, physical education teachers should give more encouragement to students when they achieve training results, so that they can always maintain a confident psychological state. When students encounter setbacks, they should provide psychological guidance, so that they can remain calm and composed in the face of any difficulties.

(2) Improve training plan

In the training of high school physical education talents, physical education teachers should actively improve the training plan to improve training effectiveness and cultivate students' physical literacy. You can start from the following aspects specifically.

Firstly, develop a training plan that combines long-term and short-term approaches. Physical education teachers should develop systematic and detailed long-term and short-term training plans for students based on exam requirements, student characteristics, and class hour allocation. The long-term training plan covers three years of high school and is divided into four stages. The first stage is for the whole year of high school, mainly focusing on basic training and physical fitness training, including jumping strength exercises, general endurance exercises, flexibility exercises, upper limb abdominal muscle exercises, back strength exercises, agility exercises, and absolute speed exercises. The second stage is for the entire year of high school sophomore year, mainly focusing on specialized training. The previous semester was dedicated to teaching specialized technical movements, including specialized techniques, specialized competition methods, and specialized theories; The next semester will be specialized physical fitness exercises, including specialized speed, specialized endurance, and special-

ized explosive power. The third stage is the first semester of the third year of high school, mainly focusing on specialized improvement. The training content includes: improving specialized skills and mastering specialized competition tactics; Cultivate good psychological qualities and independent competition ability; Improve the ability to guide specialized training; Learn and master the correct basic techniques for sub items. The fourth stage is the adjustment and consolidation stage, which is the first two months of the college entrance examination physical education exam. During this stage, the intensity of practice should be increased, and the amount and frequency should be appropriately reduced. The short-term training plan is on a weekly basis, and teachers can develop a weekly plan based on specific training projects.

Secondly, in the process of planning, teachers should handle the relationship between cultural courses and physical education training well. For students who perform well in cultural courses but have poor physical education specific abilities, teachers can guide them to allocate more time for physical education specific training on the basis of maintaining their learning level in cultural courses, and improve their physical education performance. For students who perform well in physical education but perform poorly in cultural courses, teachers can guide them to change their training mode and integrate cultural course learning into physical education training, achieving a deep connection between cultural courses and physical education training. If conditions permit, physical education teachers can form working groups with cultural education teachers, and use their rest time to concentrate teaching on physical education talents with poor academic performance. The goal is to “consolidate advantageous subjects and shorten subject gaps”, effectively improve students’ academic performance, and promote the development of their cultural and physical literacy.

(3) Adopting scientifically effective training methods

Effective training methods are important factors in improving training effectiveness, and physical education teachers should prepare and take measures in the following aspects.

Firstly, physical education teachers should ensure that students fully engage in pre training activities before training. To prevent students from getting injured during training, teachers should encourage them to do adaptive exercises on their joints, ligaments, etc. before engaging in high-intensity training to avoid pulling injuries. Moreover, teachers should choose appropriate training times based on the physical condition of students, and engage in more intense training exercises when their physical functions are most active to avoid danger.

Secondly, physical education teachers should achieve gradual and orderly training. Teachers should have a full understanding of the physical condition and physical skills of students, understand the individual characteristics of each student, and avoid conducting projects that exceed their ability to bear, as well as conducting overly simple training programs. At the same time, teachers should pay attention to training students in basic abilities, adding challenging projects while students have a solid foundation, gradually improving their training effectiveness, and enhancing their athletic abilities.

Thirdly, physical education teachers should achieve balance in their training. On the one hand, during training, teachers should ensure that all muscle groups, joints, etc. of students achieve training results, and not only train one aspect. For example, when training shot put talents, teachers should not only focus on exercising their strength, but also strengthen their strength on the premise that their comprehensive physical abilities have been improved. Only in this way can the trained talents calmly cope with various competitions and training environments. Moreover, each stage of student learning should also be balanced and developed. In the initial stage of basic training, basic strength training should be done well. In the mid-term of intensive training, muscle group strength training should be done well. During the sprint period, attention should be paid to the accuracy training of students throwing shot put. On the other hand, teachers should take into account the situation of different students and enable each student to improve during the training process. Teachers should not only focus on the training of students with good grades and fast improvement, but also enable students with average physical fitness or slow progress to receive better practice, in order to improve their training effectiveness as soon as possible and help students better cope with sports assessments.

(4) Control training intensity and avoid sports injuries

Only with a healthy body can the ultimate effect of sports training be achieved. Therefore, when conducting training, teachers should pay attention to avoiding injuries and illnesses among students due to issues with training intensity or difficulty. Therefore, before training,

teachers must prepare well. On the one hand, it is necessary to protect the joints and muscles that students are prone to injury. On the other hand, it is also necessary to encourage students to engage in sufficient warm-up exercises before training, so that students can engage in high-intensity training after their bodies become active, in order to reduce the probability of injuries caused by sudden participation in training. During the training process, teachers should use professional and scientific methods to strictly demand students, and let them train under scientific guidance. They should not increase the training intensity arbitrarily or deliberately do some dangerous actions. When students behave like this, teachers must correct them in a timely manner to avoid danger. After leading students through training, teachers can also use slow activities to help students alleviate the injuries caused during training. In addition, teachers can also use massage and other methods to alleviate the injuries and pains that students may experience during the training process. In short, when making various arrangements, teachers must have scientific theoretical guidance and effectively improve students' physical fitness through scientific training methods.

In summary, the importance of research on the training and application of high school sports talents is self-evident. Through in-depth research on the personalized needs and training effects of talented students, it can provide strong support for improving their sports performance and promoting healthy development. I hope this research can provide valuable reference for the training practice of high school sports talents, and promote the vigorous development of school sports.

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