

Research on primary school sports game teaching under the concept of happy sports

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Abstract: happy physical education is a concept of physical education teaching. It starts from the needs of lifelong physical education and personal development, and takes emotion as the starting point to carry out sound personality education and physical education for students. The concept of happy sports regards highlighting the intrinsic fun of sports as the goal of teaching. It emphasizes that happy learning experience should be run through the whole teaching process, so as to make students love sports, develop personality and form a positive and optimistic sports spirit. In the “Happy Sports”, the most reflected happiness is sports games. It is a special sports activity with sports action as the basic content, games as the main form, and the main purpose of enhancing students’ physique.

Key words: primary school sports; Sports games; Teaching significance; operational research

Sports game teaching is the effective implementation of the concept of happy sports. It promotes the achievement of sports teaching goals through organized, purposeful and creative sports games. Sports games are interesting, popular, competitive, entertaining, intelligent and knowledgeable. Because they are easy to organize and implement, and meet the requirements of modern education concept, they bring new teaching ideas to physical education teachers. Sports games make students have fun in the competition and improve the excitability of the central nervous system. In the game based classroom, students will not feel boring and bored, and students have higher interest in learning sports courses. The design idea of sports games is relatively broad, and the requirements for venue equipment are relatively simple, which is convenient for development and popularization.

1 The significance of applying sports games in primary school sports teaching

In China’s education work, under the influence of the concept of examination oriented education, physical education curriculum has been marginalized. The new curriculum reform puts forward some reform requirements and methods to solve this problem, requiring primary school physical education teachers to pay attention to students’ attitude towards participating in sports, abandon traditional education concepts, enrich the content of physical education, and involve the District Committee’s physical education classroom, Effectively mobilize students’ enthusiasm and initiative in learning sports, help students accumulate more sports knowledge, master more sports skills, and love sports more, so as to form good sports literacy and promote students’ comprehensive development.

1.1 Help to cultivate students' sports spirit

Sports can help students develop good spiritual quality. After the introduction of sports games, students can participate in sports more happily, feel and learn in sports, and develop good character. When participating in sports games, students strictly abide by the rules of the game, practice sports ethics, and maintain a high sense of responsibility for the team. The game is integrated with the truth of life, so that students can understand right and wrong, distinguish the winners and losers in the game, and cultivate students’ strong psychological quality. Implementing the rules of the game and obeying the instructions of the referee play an important role in developing students’ habit of observing the law and discipline. In group games, students can effectively cooperate with each other and strengthen the spirit of unity and cooperation. The development of human brain is related to the living environment, especially the psychological environment.

1.2 Help to strengthen students' physical quality

Sports games can comprehensively exercise students’ physical quality, and enable students to strengthen their basic abilities such as walking, running, throwing, climbing and climbing. For example, the “obstacle” game is a comprehensive game, which can comprehensively improve the physical quality and strengthen the physique through running, jumping, throwing and other obstacles, and plays an important role in improving health. Compared with simple sports, sports games are more flexible. Participating in sports games can help students develop creativity and adaptability, so that students can get all-round exercise, from the physiological level to the psychological level.

1.3 Game teaching conforms to students' cognitive development

The entertainment of sports games is relatively strong, which is more in line with the cognitive development law of primary school students. The introduction of sports games in the process of sports teaching can promote students’ physical and mental health development, strengthen students’ team spirit and competitive spirit, and enhance students’ interest in sports learning. Because sports games are highly entertaining, interesting and educational, they are deeply loved by students. Sports games can be in the form of single player competition or group competition. When applying sports games, teachers should combine the course content and teaching objectives, break through the shackles of the traditional sports teaching mode, let students master good sports skills, strengthen physical quality, and develop the spirit of

collectivism, patriotism, solidarity and fraternity.

2 Primary school sports game teaching strategy under the concept of happy sports

2.1 Creating sports game situations and rendering sports atmosphere

To introduce sports games, first of all, teachers need to create game situations to stimulate students' interest in participating in sports games. On the basis of respecting the growth law of students and the characteristics of the subject curriculum, teachers should explore the opportunities and paths to carry out sports games and design rich and diverse sports games. In order to design interesting and efficient sports games, it is necessary for teachers to deeply study the syllabus of teaching materials, fully mobilize students' interest in learning, and skillfully design game situations closely related to teaching content based on students' current sports ability, so as to enhance students' classroom participation and activity.

For example, in basketball teaching, teachers can present students with a classic segment of the NBA game, and use the NBA game to bring students into a passionate basketball atmosphere. Then teachers can organize students to carry out a basketball game, allowing students to play different roles, some as basketball team members, some as referees, and some as cheerleaders. This small role-playing activity can fully mobilize the enthusiasm of primary school students, stimulate their internal demand and motivation for physical education learning, and also enable them to maintain a high degree of attention in this course, optimize students' experience and perception, so that they can successfully complete their learning tasks. After the activity, teachers also need to give students professional and objective evaluation and guidance according to their specific performance in the game, help students master basketball technology, break through the technical bottleneck, and realize self shaping and self sublimation.

2.2 Pay attention to the comprehensiveness of sports and design diversified sports games

At the primary school stage, students are in a critical period of physical growth and development. Physical training and exercise should be both moderate and comprehensive. In class, it is necessary for teachers to design diversified sports games to exercise students' physical quality in all aspects, so that students can master sports skills and develop healthy and good sports habits. Teachers should effectively integrate diversified teaching resources, create diversified sports, stimulate students' sports potential, and make students have deep interest in sports.

For example, in primary school physical education, in addition to conventional track and field sports, ball games and other events, teachers can also organize students to learn some interdisciplinary content such as sports dance, such as the creation of characteristic courses of shuffle dance, so that students can develop more comprehensive sports ability. First, teachers do demonstration teaching to show their technical and ornamental value and enhance students' interest in their learning; The cool style and exquisite technology of shuffle dance can quickly attract the attention of students. In class, teachers explain the movements of shuffle dance in detail, and let students understand the functions of knee and ankle joints, and protect knee and ankle joints during exercise. After the study, the teacher organized the students to participate in the ghost dance free dance game, so that the students could "compete for dance" and enjoy the fun of dance.

2.3 Pay attention to the differences of students' sports ability and design hierarchical sports games

In physical education teaching, because different students' physical quality and sports ability are different, teaching should reflect a certain level, and teachers should design appropriate sports activities according to students' sports ability. It is necessary for teachers to have an in-depth understanding of students' sports ability and physical quality, conduct a comprehensive survey of students' actual needs, and design a game environment closely linked to the teaching content based on their current physical condition, so as to effectively improve students' classroom participation and learning enthusiasm.

For example, in terms of sensitivity and coordination training, freshmen and sophomores can use games such as "wooden man" and "throwing handkerchief" to train, which conforms to the basis of students' interest and has good training effect. 3□ Fourth grade students are trained by "rope skipping", "basic warm-up" and other ways, which effectively meets the needs of students' physical development at this stage; 5□ Sixth grade students can exercise through "aerobics" and other ways to effectively improve students' flexibility and muscle strength. Grade one and grade two students are young. The games of "wooden man" and "throwing handkerchief" have small amount of exercise and high interest, which can meet the learning needs of students. "Rope skipping game" has a certain amount of exercise, running and jumping to meet the sports needs of grade three and grade four students; "Aerobics" comprehensively reflects the artistry and sportiness, requires students to have certain muscle strength and limb coordination, and also conforms to the sports interests of students in Grade 5 and grade 6. This hierarchical design of Sports Games makes sports teaching more scientific. When designing specific sports games, schools should establish scientific sports standards and restrictive measures to avoid students' excessive exercise.

2.4 Design game oriented sports preparation activities to enhance the fun of the preparation process

In physical education class, students should warm up, so that all organs and motor nerves of the body can adapt to the exercise state,

and avoid cramps, dizziness and other symptoms caused by sudden violent exercise. If the warm-up exercise is not done well, students are likely to be injured in the next training. Warm up exercises usually include running, unarmed exercises, etc., which are not very attractive to students. The design of game based warm-up sports, such as “driving a train”, “rowing a dragon boat”, can significantly increase the interest of sports warm-up activities, so that students can obtain a certain sense of freshness. Participating in the warm-up games, students’ muscles, joints and ligaments are relaxed, laying a solid foundation for the new classroom.

For example, for the “jogging” preparatory activity, the teacher can make the following design: draw a circle in the center of the field, and then divide the students into two groups to carry out the relay race in a circle. In this way, the warm-up atmosphere will become stronger and the enthusiasm of students will also be improved. In this process, students can fully experience the fun of sports. There are many interesting sports warm-up items in physical education teaching. Teachers can use these activities to improve students’ sports enthusiasm and promote their sports mood. For another example, teachers can use interesting sports methods such as “curve running”, “one leg jumping” to let students exercise, so that students can exercise in a relaxed environment. Teachers can also issue commands “contrary to instructions” to improve students’ reaction ability.

2.5 Holding competitive sports games to enhance students' sense of participation

Physical education teaching is competitive. It is also an effective way to use competitiveness to design sports games. Competitiveness enhances the fun of sports games, brings better game participation experience to students, and can effectively improve their enthusiasm for sports. In the competition, students should follow the rules, overcome themselves, help each other when necessary, and jointly safeguard the honor of the team. In this way, students can effectively participate in sports, strengthen the competitive spirit, develop the spirit of struggle and struggle, so as to achieve the teaching goal of the course, let students experience the interest of sports classroom activities, and appreciate the charm of sports classroom.

For example, in the arm strength training project, teachers can design the game of “fighting against the pulling rope”, which is similar to the tug of war, but only reduce the number of people and play the game one-on-one. The whole class will be divided into two groups. One person from each group will play a one-on-one rope race. The winning party will not change its personnel, and will compete with the next student to see which group can last. This kind of competition can not only improve the cooperative spirit of students, but also enable students to get full exercise in the classroom and make the whole classroom more interesting. The pull-up stretching training based on antagonism can improve the effect of classroom teaching and effectively promote the efficient classroom construction. Designing sports games and integrating physical strength, technology and endurance training into the games can not only enable students to master various sports skills and improve their physical quality, but also improve their team consciousness, competitive consciousness and enterprising spirit, and fully stimulate their sports potential.

2.6 Design sports intelligence games and think about sports technology and methods

After the intense exercise, the teacher will try to avoid letting the students carry out sports that consume a lot of physical labor, and can design some sports games related to mental activities, so that the students can complete the exercise in a relaxed and pleasant atmosphere. Through game activities, students can think about sports skills and methods, analyze sports rules, effectively improve students’ understanding of sports, and make them master sports rules and techniques more quickly. Through the analysis of sports games, students can quickly grasp the essentials of action in the game. Teachers should design all kinds of sports intelligence games according to the sports training content, guide students to analyze sports skills and methods, so as to provide their learning efficiency.

For example, after the sports training, the teacher can design an activity of “you move and I guess”: divide the students into groups of five, one facing the teacher and four back to the teacher. The teacher will show the students a word related to sports, and ask them not to express it in words, but to convey their ideas to the first student of the teacher in the way of body, and then the teacher’s body language will convey their ideas to the next student. Sports are not only fun, but also can relieve physical and mental fatigue. For another example, teachers can design sports knowledge quiz games, ask questions, and let students answer questions about sports health care and health. If the answers are correct, they can get points. Finally, the students with the highest points can get rewards from teachers. Through this game, teachers can publicize rich sports health care and health theory knowledge to students, strengthen students’ Sports cognitive literacy, and improve students’ comprehensive sports quality. At the same time, the use of games to promote and introduce sports health knowledge can effectively eliminate students’ resistance to learning theoretical knowledge and help them master sports health knowledge in happiness.

epilogue

Sports game is an effective embodiment of the concept of happy sports. It is an organized sports activity according to certain purposes and rules. It is also a conscious, creative and active activity with distinctive characteristics of interest, competition and entertainment. Sports games are simple and feasible, which provides an effective path for sports innovation for schools with poor sports facilities. Teachers should grasp the “degree” when using sports games. They should not play for the sake of playing, nor make students indulge in games. They should integrate teaching content with sports games, that is, teachers should correctly choose sports games.

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