How to Improve the Teaching Effect of Public Elective Course in Badminton Colleges

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Keywords: Badminton, Teaching Effects in Colleges and Universities

Abstract: With the continuous deepening of PE reform in colleges and universities, studying and discussing PE teaching methods and improving teaching quality have become a very important and compelling content in the current reform. Badminton is an athletic event as well as a popular fitness program. This article discusses how to improve the teaching of badminton elective courses in colleges and universities. It puts forward that the teaching of teaching in different levels includes teaching in different levels, integrated teaching in and out of class, teaching of multimedia presentation and representation exercises, emphasis on rules and judgments, improvement of examination Evaluation methods and other teaching measures.

Introduction
The public physical education badminton teaching in colleges and universities aims to enhance students' physique, improve their badminton skills and students' sports accomplishment. Students should enjoy the fun of sports during badminton teaching and cultivate the emotion of physical exercise and the awareness of lifelong sports. Therefore, this article lists a variety of effective modes and methods of teaching badminton in public sports, aims to maximize the level of badminton and skills of undergraduates in a limited class time, lay a good foundation for them to form lifelong sports awareness and ability, It provides a theoretical reference for public PE teaching reform and promoting badminton teaching.

1 Badminton teaching in colleges and universities
1.1 Venue equipment and admission activities are limited

With the development of badminton deepening and popularization, badminton technical courses offered by colleges and universities are favored by many students. Therefore, the population base of playing badminton in colleges and universities gradually increases, and the demand for badminton courts also increases. However, the number of badminton venues is limited, and cannot meet the needs of teachers and students. a short period of time cannot build a huge venue, huge investment, long construction period. Due to the large number of students choose badminton electives, making the venue equipment not enough teachers and students Use, the quality of classroom teaching cannot be guaranteed. During the course can only be used in batches. In the spare time, the majority of colleges and universities in the country badminton stadium is a profitable place for opening up, the students also charge, only during the free use of class, which increases the cost of student movement, no doubt to combat the enthusiasm of students participating in badminton The "culprit." The school is not open enough to stadiums, is not conducive to students actively participate in badminton, but also conducive to the development of badminton.

1.2 Teachers are weak

Badminton project team is the source of badminton to carry out the motivation. Although colleges and universities have set up badminton technical courses, most of the teachers who teach are non-professional badminton teachers. Some other teachers, like tennis and soccer, also serve as badminton teachers. They cannot give professional guidance to students without systematic training,
lack of professional badminton college teachers, teaching and training of students is lack of professional guidance. Without good professional theoretical knowledge and technical and tactical guidance, it is difficult to improve the technical level of students.

1.3 Students do not have enough understanding of badminton classroom teaching

Although many students choose badminton elective courses, there are only a few students who actually hold badminton classes. According to interviews, most of the students found out that they were required to attend badminton classes because they could take lessons indoors.

After the teacher was dissolved during the class, most of his classmates did not follow the teacher's request to practice the teaching contents. Many of the classmates sat on the side playing mobile phones. Some of them chatted in class and could not guarantee the normal teaching quality. The reason is more important that students do not pay enough attention to classroom teaching and are not responsible for their own learning.

1.4 Classroom teaching lack of innovation, organization

Badminton Technology Class has entered the college classroom has been a period of history, but the organization of classroom teaching in the ancient, classroom teaching content cannot keep up with the trend of the times, the lack of innovation, the existing teaching mode, the teacher is generally first to give students a demonstration action, explain the technical essentials. Then the students dispersed practice, according to the actual situation, most of the students are sitting in the side after the teacher is dismissed or watch mobile phone, which not only seriously affected the quality of education and teaching, is not conducive to badminton in promotion and popularization of colleges and universities, in this Under the teaching mode, students also lost their original interest in badminton.

1.5 Classroom teaching theory and practice class schedule is not reasonable

Since the beginning of school physical education colleges and universities have opened physical education courses, physical education courses are divided into many categories. Because it is physical education, schools, teachers, students tend to pay less attention to it, the teaching objectives are not clear, there is no separate teaching materials for sports.

It is extremely unreasonable that all the learning in theoretical class is not arranged in theoretical class. Without theoretical support, we cannot grasp the correct method, and the learning efficiency will be reduced. Students also find it hard to understand the technical actions taught by the teacher in class resulting in learning.

Quality is not ideal. Although badminton is a highly technical sport, it is only necessary to have a sound theoretical foundation in the first place before it is possible to understand the technical movements and thus make normative technical actions, laying a theoretical foundation for improving the technical level of badminton.

Nowadays college badminton option technology class does not have the theory of teaching material theory, only technical class learning, it is not rigorous.

1.6 Course evaluation mechanism is not perfect

Badminton teaching class, the final assessment method is not rigorous. The school did not develop a unified assessment standards and assessment content. This also led to the ambiguous teaching objectives. teachers and students do not have a clear teaching awareness, just to finish the class to take credit, regardless of the quality of teaching. During the course of teaching content is not implemented according to the teaching plan, learning which count, the lesson plans written by teachers only to cope with the check, students only take credit for class. Some teachers final assessment is only a simple forehand lofty ball or backhand net before the ball, a semester to assess a technology, which is not responsible for the students. Badminton technology is flexible and diverse, with diversified technologies. Technical tests should be strengthened in terms of examination methods, and badminton techniques should be forced on students from examination methods to achieve the effect of improving teaching quality.
2 Suggestions to improve Teaching effectiveness of public badminton course in colleges and universities

2.1 The use of hierarchical (group) teaching method, to stimulate student enthusiasm for active learning

The initiative of student learning is the most important guarantee for learning badminton. Because there are objective differences in college students' physical fitness, physical education foundation, acceptability and progress, the traditional physical education teaching "unifying objectives and unifying practice requirements" often results in "unhappiness, poor students and poor students". As a result, we used a hierarchical teaching method in badminton teaching. At the beginning of the semester, the teaching at different levels (grouping) was tested by the relevant physical quality (speed, stamina, spirit, etc.) and specific skills (serve, serve and batting, etc.) Differences in the three levels (ie, three groups) for teaching, all levels (groups) to determine different learning objectives, teaching content and teaching methods: then in the middle of the semester, respectively, all levels of students to adjust to promote the various levels (Group) of students in learning can be gradual and continuous development and improvement. Different levels of different demands, using different teaching methods and tools, teaching-specific But also to adjust the timely adjustment of the size of students according to the progress of the situation at all levels, but also formed a competitive incentive mechanism than the ratio of learning, catch-up, super mobilize the enthusiasm of students to actively study and promote the common progress of all students And raise.

2.2 The use of multimedia presentation and presentation of the combination of technical teaching techniques to speed up the mastery of technical action

Technical teaching is one of the key contents of the elective course. The basic skills of badminton are no less than 40 kinds. Teaching cannot be exhaustive. Only the key points can be highlighted. To this end, we selected four major categories of gripping, serve, batting and footwork in the representative of the technical actions such as positive and negative grip shot method, made the lofty and nets before the ball, hit the lofty ball and smash the ball, Surfing the internet and retreat step-by-step method, etc., and then the related technical actions of excellent athletes at home and abroad made multimedia courseware, so that students repeatedly watch, many qualified students also take their excellent technical action burn excellent athletes, coupled with the teacher in detail Demonstration, so that our technology teaching has reached a high starting point, start fast, multiplier effect of teaching. Based on the demonstration of multimedia technology and action, some badminton technology is fast and consistent, not easy to master (such as smashing ball, etc.). We also tried to use the technique of representation exercises to speed up and perfect the formation of technical movements. After watching the video recording and teacher demonstration in class, under the teacher's password, the students were highly focused and closed their eyes to imagine the action process again. Imagine yourself doing it

This action, so that appear in the mind of the appearance of the movement and the actual movements tend to be consistent. Extra-curricular requirements in the daily 10 ~ 15Minute training, give full play to students' intrinsic potential for learning and stimulate their learning motivation and interest, thus effectively avoiding the phenomenon of mechanical imitation in learning, constantly correcting deviations in practice and speeding up the mastery of technical actions And consolidate.

2.3 Insist on the implementation of integrated teaching inside and outside the class, training habits

At present, the combination of extracurricular and extracurricular teaching methods has been recognized by more and more teachers. Only through extracurricular sports can a large number of exercises be fully digested. Classroom teaching can only be coordinated with extracurricular sports, go hand in hand. In theoretical knowledge and exercise Practice in the organic combination of students' ability to exercise can be better improved Feather Political Consultative Conference exercise technology is delicate, the game more skillful, the physical quality such as speed,
endurance, more sensitive and more demanding, not carried out A long time conscious practice, master the technical action, improve the level of competition is not easy So, badminton teaching is the need to implement the integration model inside and outside the class. We do a good job in the classroom theory and technology teaching, but also pay special attention to students’ extracurricular practice extracurricular exercises have a fixed site and equipment, teachers and class cadres jointly responsible for playing a variety of forms of extracurricular practice, eclectic, eclectic, weight For example, based on the collective instruction of teachers, students are encouraged to set up interest groups or mini-clubs on their own, and frequent exchanges between teams and clubs are organized to help each other and guide them to improve together.

2.4 Emphasis on rules and rules of law study, to enhance awareness and understanding of the special

Mastering the badminton rules and refereeing laws is necessary to better understand the characteristics and laws of the sport, to better understand various techniques and tactics, and to organize college students better after-school games. In order to minimize the time spent in classroom practice, we adopt a combination of intensive learning and intermittent learning in the classroom, a combination of theoretical learning and in-class and in-class teaching. The first class arranged to concentrate on learning, badminton rules and referee law together with the characteristics of the sport and exercise value and other knowledge, briefly described, content refined, the practice of the classroom intermittent (such as arranged at the beginning of each class or End, and some on the inter-class competition) and then focus on the field of the story, so that both for students to learn and use, but also control the intensity of the class exercise, but also saves time The judge is also part of the exam, therefore In class and outside practice, the group teaching competition at the same time, each group of students are required to take turns refereeing practice so that through a semester of optional lessons, badminton rules and referee laws are better for students to master. The students also had a deeper understanding of badminton and enhanced their understanding and judgment of various techniques and tactics.

2.5 To develop a reasonable test content and methods, a comprehensive test of student learning

The examination is an important part of the teaching process. The reform of the content and method of the examination is an important research topic in the reform of higher education. As a test of teaching effectiveness, the examination can provide correct information feedback to students and teachers. Therefore, a reasonable examination has a positive effect on improving teaching. We focus on the following aspects of the development of the examination: First, the mastery of basic skills; Second, combat capability; Third, the rule of law and the mastery of the law; Fourth, the usual enthusiasm for learning (by the teachers and students based on the Students usually work attendance and exercise scoring together). The contents of the above examinations can comprehensively test the students' learning effects of the project, thus to a certain extent aroused the initiative of students to learn, motivated their enthusiasm for exercise both inside and outside classes, and was conducive to the training of their exercise habits.

References


