

Practical Application of the Game Teaching Method in Basketball Teaching

Wang Fei Wu Ran

Basic Teaching Department + Kunming Medical University Haiyuan College + 678400

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Abstract: For basketball teaching, how to improve the basketball skills of students and how to give full play to their sports expertise has become an important point of concern. This article analyzes the necessity and role of applying the game teaching method in basketball teaching, and studies in detail the countermeasures for applying the game teaching method to basketball teaching, providing practical reference value for the development of college basketball teaching.

1. Overview of Competition Teaching Methods

The competition teaching method refers to a method of teaching students in the form of competition "games" in order to achieve a certain teaching purpose and complete certain teaching tasks in the teaching process. The concept of the game here is not a traditional competitive sport. It has a wide range of meanings. It is a form of competition that allows students to understand basketball skills and tactics in an atmosphere of confrontation, games, and entertainment, and to experience the fun that basketball brings to them. The methods of games, confrontation and competition have one thing in common. All are under the constraints of certain rules. The students themselves or their peers compete with their opponents through different forms of activities, so this type of teaching is practiced under the conditions of competition. The methods are collectively called the competition teaching method.

2. The Application of the Game Teaching Method in Basketball Teaching

In the teaching of college basketball under the concept of quality education, it is not only necessary to promote the physical exercise of students, but also to make students have some grasp of some of the essentials of basketball, technical skills and game rules. But in the traditional course teaching, the teaching methods and teaching modes adopted by the teachers are relatively simple and rigid, and the students' learning is passive and the learning effect is irrational. The analysis of college students' autonomous learning consciousness and basic learning psychology can flexibly use the game teaching method in college basketball teaching, so that students can complete higher-intensity training in the form of games[1]. Teachers use the game teaching method to implement basketball teaching can make the teaching more targeted and "practical", deepen the students' learning impression, so that students have a deeper grasp of the main points of basketball and the game.

Through the application of the game teaching method in basketball teaching, the main functions are shown in the following three aspects:

Once mastering the basic knowledge, students can strengthen dribbling practice. In this process, teachers can use gamified games according to the actual situation, allowing students to pat or avoid the other side during dribbling practice to improve the ability of students to protect the dribble.

Second, master the rules of the game, let students participate in dribbling, guarding and throwing in the form of games, so that students can have a certain grasp of the rules of basketball in

the game, and lay the foundation for future game participation. The application of the game teaching method in college basketball teaching can also help students understand the knowledge of the refereeing method and the content of the game rules, so that the course learning is more time-sensitive.

Third, Master the skills and knowledge, design the challenging game of obstacle dribbling for the students, divide the students into two competition groups, set two sets of obstacles in the central position of the basketball court, and the players need to send them to the opponent in the form of S-shaped obstacles. In this process, players need to complete the relay game during the dribbling obstacles, dribble the hand with the front direction unchanged, and complete the flexible dribble and master the skill movements of the hand. Cleverly pass obstacles and avoid obstacles.

3. Existing Problems of Competition Teaching in College Basketball Teaching

3.1 The Content of Teaching Form is Repeated Monotonous

In traditional teaching, a physical education teacher first introduces this sport to increase students' understanding; then it is the basic skills and points of attention that are given to the students. And some students who love basketball are more familiar with basketball, and they can't gain any substantial content for this kind of game teaching method[2]. This teaching method can only be used in competitions, many people will only use it in the final test phase of a semester, so the effect of teaching is not very obvious. Physical education teachers should first understand the students' basketball learning level, improve the game teaching method in a targeted manner, and then use this method to let students learn.

3.2 The Teaching Object is not Clear

Usually there are at least 40 students in a class, and different students have different levels of understanding and mastery of basketball[3]. Therefore, this method of game teaching has caused physical education teachers to ignore the actual situation of students' mastery of basketball. They randomly formed teams to play games, some of them played basketball very well, and some even had never been in contact with basketball, which would lack the fairness of the game, and could not play the role of game teaching in teaching, nor the cooperation of the team. Ability cannot improve students' basic skills. Physical education teachers should reasonably practice students' mastery in different regions, and the mastery is similar in group competitions, which effectively plays the role of the game teaching method.

3.3 The Overall Role of Teaching Cannot be Reflected

In actual teaching competitions, there are only 10 students in a game, and the time required for a basketball game is too long[4]. Even if the first half and the second half are separated, not all students can participate. The following can only be used as the role of the audience. It has not achieved good results in the actual teaching of students, and it is impossible to achieve the comprehensive development of students. Therefore, the physical education teacher can change the time system of the game to 20 minutes, and then divide the students into two camps to practice the game separately, which can effectively solve the problem that the game time is longer and other students cannot get practice.

4. The Application of the Game Teaching Method in the Basketball Teaching Strategy

The classroom teaching of basketball class can be divided into three parts: preparation part, basic part and ending part. The content of the class should always focus on the characteristics of

collective confrontation in basketball, and it should appear in the form of games, confrontations, and competitions, so that students can learn various techniques and tactics in a relatively real basketball game scene to maximize the students' learning. Enthusiasm to achieve the desired teaching effect.

4.1 Preparation For Partial Implementation

The purpose of the basketball class preparation is to allow students to warm up and achieve a good physical and mental preparation[5]. The teacher arranges the designed gameplay confrontation project which is closely connected with the main content of this lesson, mobilizes the students' interest, stimulates students' desire for knowledge, and lays a good foundation for the learning of the course content. For example, in this lesson, you need to learn shooting skills. In the preparation part of the lesson, you can arrange the game item "Moving Basket" to let students experience the joy of shooting success and the fun of participating in the game, which inspires students to learn shooting skills. The interest has created a good atmosphere for the subsequent shooting technique learning, and also made the preparation part of the lesson closely connected with the basic part, and the transition is natural.

4.2 Basic Part im Plementation

In the basic part, you can test the students' mastery of the technology or tactics to be learned by designing the competition items, and find the problems of the students. The teacher diagnoses the problems of the students, and then organizes the students to group them for targeted[6] Practice and guide and correct mistakes; practice after a period of time and then play the game alternately until the students really master it. For example, to learn dribbling techniques, students can be divided into two groups of equal numbers first to conduct a dribble relay game. Through the game, each student can find the mastery of dribbling techniques and existing problems, according to the students' basis and existing problems The common practice of grouping exercises, teachers do tour guidance and error correction, and after a period of practice, organize students to conduct dribbling competitions to check the practice effect. In this way, through "alternating competition", the competition and practice are organically integrated to achieve the integration of "teaching, learning, training, and competition", and achieve the good of "promoting teaching by competition, training by competition, and promoting learning by competition". effect.

4.3 End of Implementation

The end of the basketball class is mainly to arrange relaxation activities. At the end of the lesson, you can arrange some less intense activities without physical confrontation, focusing on the combination of dynamic and static, so that students can practice under relatively soothing competition conditions, both to achieve a relaxing effect and achieve Review and consolidate what you have learned[7]. For example, you can arrange a "free throw game" to divide students into two groups of equal numbers, each standing in a row behind the free throw line, and then making free throws in sequence, seeing which set of free throws has the most times within the specified time, whichever is more .

4.4 Suggestions for Practical Application

From the beginning of the lesson preparation, we must first consider the safety issues. The design of the competition must be scientific and reasonable, and every link must be carefully considered to eliminate potential safety hazards. For all students, full participation of students should be fully considered. The organization of competition activities should be flexible and diverse, and should provide as many students as possible with opportunities for hands-on practice.

Second, proceed from the project characteristics and actual conditions[8]. The selection of competition items must take into account not only the characteristics of collective confrontation in basketball, but also the teaching conditions, the interests of students and the differences in sports foundations, and strive to be practical, formulate simple and easy-to-operate competition rules and Methods to make the activities flexible and diverse, and to ensure the effectiveness and operability of the game. Focus on innovation. In the project arrangement and teaching organization, we must constantly promote new ones, so that students will always feel new and attractive to students, so as to more effectively play the role of competition teaching in teaching.

Conclusion

In physical education, basketball adopts the game teaching method to give full play to the role of teaching, and it is very important to promote the development of students, the development of physical education teachers and the development of basketball. In the future college physical education, we must promote this novel and efficient teaching method to achieve the effect of physical education.

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