

# Application of Inquiry Teaching Mode in Badminton Skill Teaching

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**Keywords:** inquiry teaching, badminton skill teaching, application strategies

**Abstract:** Inquiry teaching mode focuses on learning by doing. The application of inquiry teaching mode in badminton skill teaching can make students change from passive learning badminton knowledge and skill to active acquisition, which is conducive to the improvement of teaching effect and teaching quality. The author analyzes the significance of the application of inquiry teaching mode in badminton skill teaching, and puts forward specific application strategies, hoping to provide some reference for the development of badminton skill teaching.

## 1. Introduction

Badminton skill teaching has always been a course that students are more interested in. The application of inquiry teaching mode in it enables students to independently explore the theoretical knowledge and skill through observation, thinking and discussion. This is quite different from the traditional badminton skill teaching. The application of inquiry teaching mode can achieve the teaching purpose of learning for application. Therefore, teachers must pay attention to strengthen the research of inquiry teaching mode.

## 2. The Significance of Inquiry Teaching Mode in Badminton Skill Teaching

### 2.1. Adjust Students' Learning Style and Improve Learning Efficiency

Learning style is mainly combined with learning methods, habits, attitude and so on. One-way knowledge transfer is a learning style based on traditional learning methods. Students passively accept the knowledge content transferred by teachers in one direction, and the presentation of these knowledge content often has strong publicity. Students usually recite knowledge mechanically, ignoring the mobilization of students' subjective learning initiative. In the application of inquiry teaching mode in badminton skill teaching, students' independent inquiry is a very important link. In fact, the process of students' learning is also the process of finding, analyzing and solving problems. In this way, students' learning methods have been reasonably adjusted, and the learning efficiency has naturally improved.

### 2.2. Help Teachers and Students to Establish A Harmonious Teacher-Student Relationship

For a long time, teachers have been responsible for preaching, teaching and dispelling doubts. Therefore, when teachers carry out teaching activities, they are all guided by their own teaching, and the teaching classroom has become a teacher's classroom, constantly imparting rich knowledge to students. Students usually accept the knowledge imparted by teachers without doubt. However, students usually only superficially learn the superficial knowledge content, and rarely do in-depth research and analysis. With the application of inquiry teaching mode, the teacher changes from a

leader to a guide, and the students mainly study badminton related knowledge and skill independently. The teacher only needs to give the students appropriate guidance at the right time. For a long time, a harmonious teacher-student relationship will naturally be established.

### **3. Effective Strategies of Inquiry Teaching Mode in Badminton Skill Teaching**

#### **3.1. Respect the Main Position of Students in Teaching, Change the Traditional Teaching Thought**

In the traditional teaching mode of badminton skill, the whole teaching activity is always dominated by the teacher. Teachers pay too much attention to the teaching of students' basic theoretical knowledge and technology of badminton, but ignore the cultivation of students' practical ability and innovation ability, which will cause great obstacles to the improvement of students' badminton ability. Therefore, teachers must pay attention to strengthen the application of inquiry teaching mode, let students with their own ability to explore and learn about badminton knowledge and skill. In the process of students' independent exploration, students can easily feel the fun of learning badminton, which is helpful to the formation of students' lifelong sports consciousness. In the process of specific application, teachers must respect the main position of students in teaching, actively change the traditional teaching ideas, and deeply tap the subjective learning initiative of students.

#### **3.2. Strengthen Cooperation**

In the application of inquiry teaching mode to carry out badminton technology teaching, in order to achieve better teaching effect, it is necessary to strengthen the cooperation between teachers and students and between teachers and teachers. In the process of interaction with students, teachers must deeply explore the advantages of each student, and understand the weaknesses of students in badminton skill, so that students can learn from each other in cooperative learning, so as to ensure that each student can gain and make progress in cooperative exploration. In addition, in the past, when carrying out badminton technology teaching, teachers usually rely on their own accumulated experience and subjective consciousness to carry out teaching activities, and rarely carry out teaching research with other teachers. In the application of inquiry teaching mode, teachers must strengthen the cooperation and communication with other teachers, share the successful teaching experience with each other, and discuss the problems encountered in the application of inquiry teaching mode with other teachers, so as to get better solutions. So as to better optimize and improve the application of inquiry teaching mode in badminton skill teaching, and improve the quality of badminton skill teaching.

#### **3.3. Ask Questions Reasonably**

In the specific application of inquiry teaching mode to carry out badminton skill teaching, first of all, teachers should make clear the goal of badminton skill teaching, and according to the students' badminton foundation, badminton cognitive level, put forward some questions with strong inquiry, and let the students clearly understand the scope of independent inquiry. Then teachers can list a series of questions that can effectively stimulate students' interest in learning and training. In addition, teachers should also observe the teaching videos of other high-level teachers, and learn some teaching experience that can be used for reference. Teachers can summarize how other teachers use inquiry teaching mode to carry out badminton technology teaching, and how to activate students' interest in learning and enthusiasm to participate in training through the setting of questions.

#### **3.4. Establish Applied Inquiry Teaching Mode Through Hypothesis**

When applying inquiry teaching mode to carry out badminton skill teaching, teachers can guide students to think and discuss problems actively, and put forward various ways and schemes to solve problems. When students come up with the hypothesis of solving problems according to their accumulated knowledge and experience, it is easy to find that different students have different

hypotheses. Teachers must respect the differences among students and encourage them to express their ideas boldly. Then, teachers can summarize various hypotheses put forward by students, and organize students to further verify hypotheses through practical activities. For example: when students discuss and explore the return speed, they usually ask: why do you spike? can you smash the ball with a strong swing? can the smash be completed by driving the arm with the body and hitting the ball with the strength of the wrist? and so on.

### **3.5. Stimulate Students' Love for Badminton**

The application of inquiry teaching mode in badminton skill teaching not only breaks the rigid and serious classroom atmosphere in traditional badminton technology teaching, but also makes the classroom teaching activities more colorful and flexible. Therefore, teachers must strengthen the research of inquiry teaching mode, so as to fully stimulate students' love for badminton, so that students will be more active in badminton training. In the process of specific application, on the one hand, teachers should fully reflect the main position of students, and provide sufficient time and space for students to explore independently. On the other hand, attention should be paid to increasing the interest of badminton skill teaching. In the whole teaching activities, teachers must take the initiative to communicate with students. In the process of communication, teachers should not show their own dignified image as before, but should respect students, discuss and explore the basic knowledge and skill of badminton with students in an equal status with students. This can not only realize the common progress between teachers and students, but also make students feel the respect and concern of teachers for themselves. And in the process of communication, teachers can also know more about students. In addition to allowing students to explore more actively, it can also make the future application of inquiry teaching mode more targeted and effective.

### **3.6. Optimize Teaching Evaluation**

In the past, when teachers evaluate badminton skill teaching, they usually evaluate the students' understanding and mastery of basic theoretical knowledge and skill of badminton, without fully considering the individual differences between students, and they are usually evaluated by teachers alone. This single teaching evaluation method is not only difficult to stimulate students' interest in badminton, but also easy to affect students' enthusiasm for badminton knowledge and skill learning. In the application of inquiry teaching mode to carry out badminton skill teaching, teachers must optimize the previous single teaching evaluation. First of all, teachers should implement different evaluation standards according to different situations of different students. In addition to testing students' mastery of badminton knowledge and skill, teachers also need to investigate students' daily performance. Secondly, teachers should also allow students to evaluate their own learning situation after completing the test, so as to make students learn to objectively understand their own advantages and disadvantages. Finally, teachers can let students evaluate other students' learning objectively. After completing the teaching evaluation, teachers must learn to make good use of the teaching evaluation results, and reasonably adjust the application of inquiry teaching mode according to the evaluation results.

## **4. Conclusion**

To sum up, the application of inquiry teaching mode in badminton technology teaching can not only enrich students' badminton knowledge and improve students' badminton skill, but also train students' independent inquiry and learning ability, and promote students to love badminton more. Teachers must realize the significance of applying inquiry teaching mode to carry out badminton technology teaching, and strengthen the research on this teaching mode.

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