

Research on Problems and Strategies of Track and Field Teaching in Higher Vocational Colleges

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Abstract: Faced with the new social and economic development situation, the reform and construction of higher vocational colleges has entered a critical period. However, the track and field teaching in higher vocational colleges is not optimistic and does not match the current demand for sports talents. Therefore, based on the analysis of the current situation of track and field teaching in higher vocational colleges in China, the problems existing in the track and field teaching process of higher vocational colleges are explored. On this basis, the corresponding track and field teaching strategies of higher vocational colleges are proposed and promoted. The improvement of school track and field teaching efficiency provides continuous talent support for the healthy development of the country's sports industry.

1. Introduction

The advent of the post-demonstration era of higher vocational colleges, the reform focus of higher vocational colleges has gradually entered the field of connotation construction. In this new situation of reform, in order to further implement the quality reform measures for vocational education, higher vocational colleges should take measures to solve the problems in combination with current teaching problems. Among them, the development of track and field teaching activities in vocational colleges with the goal of training in competitive technology is affected by many factors. The talents cultivated by the teachings cannot meet the needs of the society and is not conducive to the formation of the sports concept of the whole people. Therefore, the article takes the track and field teaching in higher vocational colleges as the starting point, and explores some obvious problems in the current track and field teaching process in higher vocational colleges, in order to propose corresponding countermeasures.

2. Analysis of the current situation of track and field teaching in higher vocational colleges

Combined with the analysis of the current situation of track and field teaching in higher vocational colleges in China, it can be seen that most teachers often simply use sports technology as the core to carry out training-based teaching, while students are used to passively accept instructional training for teachers. This passive teaching method of track and field training leads to students in a passive situation, students can not be interested in track and field courses, and the teaching effect is not obvious.

In the track and field teaching courses of higher vocational colleges, the standing start mode is mainly to guide students to prepare for the action. The two legs stand before and after the knees, and the front toe is on the trailing edge, the center of gravity of the body falls on the forefoot, and the opposite arm is placed. Before, the student leaned forward and took a deep breath, and the gun slammed his arm quickly. The posture is shown in Figure 1.

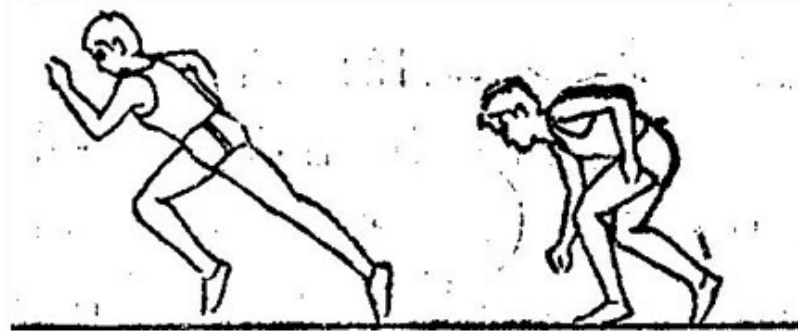


Figure 1: Standing start mode

In the course of track and field teaching in higher vocational colleges, unlike the stand-up starting mode, the squat-style starting method needs to be assisted by the use of foreign objects. The key is the starting block, also known as the starting monitoring system, which is mainly used in track and field training. In order to monitor the starting response time of track and field athletes. The technical action of the squat start mode can be broken down into three stages, as shown in Figure 2.

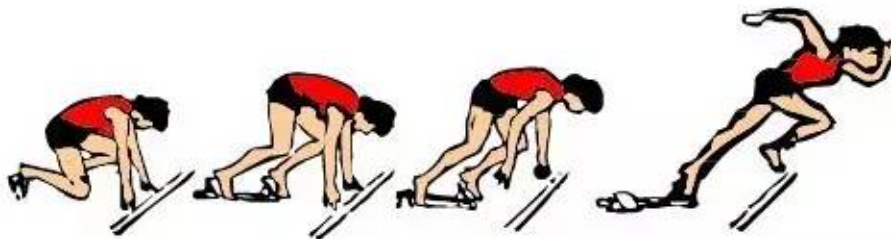


Figure 2 Crouch starting mode

“Each in place”: At this stage, the two hands of the track and field mobilization are one shoulder wide, the front foot is long from the foot, the front foot is a small leg, and the two feet are about one punch. The four fingers are close to the tiger's mouth, and the fingers are attached to the line. Along the way, pick up five points to support, and relax your back with a slight bow neck. “Preparation”: The track and field mobilization of the hips before the shoulders crossed the line, slightly looking up and down, watching the breath and listening to the gun, the body is like a string of arrows. “Bing the gun”: The commander robbed the track and field and mobilized quickly. The body was like a string of arrows. After the two feet, the body was moving forward. The key to the training of the squat-type starting mode is the accelerated running after the start. It is required that the track and field athletes have a small squat angle, the two arms swing well, swing the thighs forward, and the hips are quick and powerful. At the same time, in order to achieve faster running, the track and field mobilization application is fast and the frequency is fast, the two arms are swung back and forth, and the two legs gradually go along the line, and the upper body gradually rises. In the track and field teaching process of higher vocational colleges, the running posture on the way is shown in Figure 3. It is required that the track and field athletes keep their body straight and lean forward, the hind legs are squatting forward, the flexing arms are fast forward and backward, and the front legs are easy to squat.

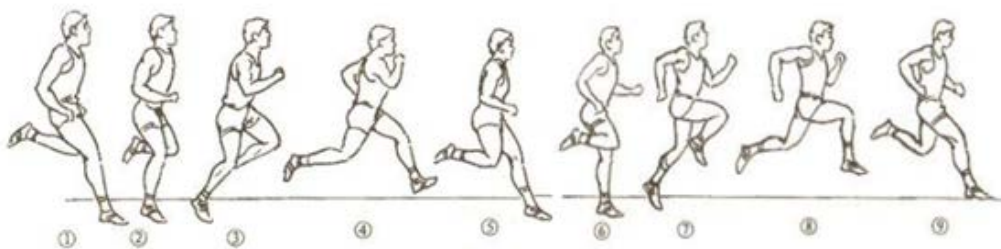


Figure 3 Performance on the way to running

The final track and field teaching is “the end point sprint hit line”. At this time, the track and field athletes should pay attention to the end point sprint running, the speed is higher, the rear corner angle should be small, be careful not to jump and balance.

However, for a long time, track and field teaching in higher vocational colleges has been centered on technical training, ignoring the fundamentals of track and field teaching, and its trained track and field talents cannot adapt to the real needs of society.

3. Problems in track and field teaching in higher vocational colleges

3.1 Lack of deep understanding of track and field teaching

In the current track and field teaching process in higher vocational colleges, students lack a deep understanding of the cultural connotation of track and field sports, which leads to students lacking a strong interest in learning about track and field sports, and passively accepting the infusion of teachers' track and field knowledge and technical points. Teaching, can not really understand and master the corresponding track and field skills. As an important part of sports culture, track and field sports can be said to be the basic content of various sports. Students should learn and understand the basics of sports and lay the foundation for later study. It should strengthen the understanding and understanding of the history, origin and development of athletics. In order to truly clarify the beauty of track and field sports, it will stimulate the development of athletics and actively participate in track and field teaching. However, combined with the actual analysis of track and field teaching in higher vocational colleges, it can be seen that most teachers often neglect the teaching of track and field awareness. Their teaching activities are often based on technical guidance, lacking systematic guidance for students to cultivate interest in track and field learning, leading to track and field. The atmosphere of the teaching curriculum is rather dull, boring, and even contradictory, which is not conducive to the normal track and field teaching activities, but also inconsistent with the teaching philosophy of higher vocational colleges. All in all, if students can't have a deep understanding of the cultural connotation of athletics during the track and field teaching process in higher vocational colleges, students will not appreciate the beauty of athletics. It is open and fair to the athletics. Fairness, teamwork, and the spirit of hard work are not fully absorbed. The teaching goals of athletics in higher vocational colleges cannot be achieved.

3.2 Track and field teaching methods are old and backward

In the course of track and field teaching in higher vocational colleges, the teaching method still uses the traditional method, which is too old and backward. This old and backward teaching method simply trains track and field sports as competitive sports, and neglects the cultivation of professional literacy. As a result, students' basic athletic ability of track and field sports cannot be fully developed, which is not conducive to cultivating students' comprehensive track and field literacy. . At the same time, in the track and field teaching process of higher vocational colleges, it also neglects to strengthen communication and communication between teachers and students, and can not stimulate students' creative thinking. In addition, the current track and field teaching methods in higher vocational colleges are too singular, and do not take into account the individual differences of individual students to the greatest extent. Simply repeat the use of unified teaching methods for track and field teaching, and it is impossible to carry out targeted training and teaching. Students will inevitably lose interest in track and field sports, thus affecting the track and field teaching effect in higher vocational colleges.

3.3 The track and field assessment method is unreasonable

The unreasonable evaluation method of track and field is one of the prominent problems exposed in the track and field teaching process in higher vocational colleges, which greatly affects the improvement of track and field teaching effect in higher vocational colleges. At present, the assessment methods used in the track and field teaching process in higher vocational colleges are mainly based on traditional evaluation methods, with sports performance as the main measure. This

method of quantitative assessment ignores the individual differences of students and leads to a complete loss of interest in track and field sports. Obviously this does not match the teaching objectives of the lifelong sports concept. In the current track and field teaching process of higher vocational colleges, the use of quantitative evaluation methods, so that in order to protect the students' performance goals, teachers often over-emphasize the training of sports, can not achieve lifelong sports goals, and even produce the opposite teaching objectives. At present, the traditional track and field assessment method of higher vocational colleges, although through the analysis of sports performance data, understands the progress of students' learning in track and field sports to make the next step. However, due to its strict overall assessment, it is impossible to fully mobilize students' initiative and enthusiasm for track and field learning. Even some students with poor grades will gradually become rebellious against the learning of track and field events under the strict examination mode, and they are reluctant to invest in track and field teaching, thus forming a vicious circle.

4. Optimization strategy of track and field teaching in higher vocational colleges

4.1 Enhance students' cognitive depth of track and field training

With the continuous advancement of the reform of physical education in higher vocational colleges in China, the teaching reform of track and field courses is continuously carried out, in order to fully guarantee the smooth progress of track and field teaching reform in higher vocational colleges in China, and to enhance students' understanding of track and field training. It is very necessary to effectively improve the dull atmosphere of current track and field teaching courses in higher vocational colleges. First of all, in the track and field teaching classrooms of higher vocational colleges, teachers should carry out various forms of curriculum teaching, which is worthy of the teaching content of the track and field curriculum, and close to daily life, so that the students' life is closely integrated with the athletics, thus deepening the students' awareness of the connotation of athletics. Secondly, teachers in higher vocational colleges should strengthen the propaganda of track and field events and carry out track and field sports presentations to students, so that students can fully understand the knowledge of track and field and stimulate students' enthusiasm for track and field. Finally, in the course of track and field teaching in higher vocational colleges, to enhance students' awareness of track and field training, it is also to fully stimulate students' subjectivity in track and field learning, to exert students' subjective initiative, to inspire students to conduct main learning and exploration, and thus to track and field. Exercise has a strong interest in learning and is conducive to fostering a lifelong sports outlook.

4.2 Introducing a variety of track and field teaching methods

In view of the fact that the current track and field teaching methods in higher vocational colleges are too single, we should introduce various teaching methods in the classroom, and adjust and guide according to the individualized characteristics of students to get rid of the adverse effects of traditional track and field teaching methods and promote track and field. The update of the teaching concept. First of all, in the course of track and field teaching in higher vocational colleges, the innovation of teaching methods should be based on stimulating students' interest in track and field sports. According to the different learning progress of students, the teaching plan of track and field sports is constantly adjusted, and the stage is realized step by step. Sexual track and field teaching goals, focus on cultivating students' proficiency in the introduction of skills. Secondly, in the course of track and field teaching in higher vocational colleges, we should innovate and cite the informatized teaching method, show the boring track and field knowledge in front of the students intuitively and vividly, and at the same time cooperate with the traditional teaching methods to theoretically tell, so as to fully guarantee the students can learn. To professional theoretical knowledge, and at the same time can easily understand track and field skills. Finally, in the teaching process of track and field sports in higher vocational colleges, professors of track and field skills can use multimedia video or video for action and technical analysis to create a harmonious teaching

environment and effectively improve the efficiency of track and field skills teaching.

4.3 Innovation to build a sound track and field teaching evaluation system

In order to cultivate the concept of lifelong physical education, it is necessary to innovate and construct a perfect evaluation of track and field teaching in the course of track and field teaching in higher vocational colleges, fully considering the individual differences of students and the influence of genetic factors, thus laying a foundation for the cultivation of lifelong sports concept. Solid foundation. First of all, combined with the characteristics of track and field teaching in higher vocational colleges, fully consider the influence of objective factors in many aspects, adopt a quantitative and qualitative combination method, and formulate a reasonable evaluation system to truly examine students' grasp of athletics skills, and fully Consider the student's personality differences. Secondly, in the course of track and field teaching evaluation in higher vocational colleges, diversified assessment criteria should be set up to systematically and scientifically track and field teaching planning according to the individual differences of students, thus promoting the overall improvement of students' comprehensive quality. Finally, in order to fully examine the comprehensive learning level of students, we should plan the evaluation system combining dynamic standards and static standards, integrate the assessment content of students' cooperative spirit, and formulate a diversified evaluation and evaluation system to comprehensively measure the level of students' track and field learning.

5. Conclusion

Combining the characteristics of track and field teaching in higher vocational colleges, analyzing the current situation of track and field teaching in physical education in higher vocational colleges, and exploring the problems existing in track and field teaching in higher vocational colleges, including lack of deep understanding of track and field teaching, old and backward track and field teaching methods, track and field The assessment method is unreasonable. On this basis, the corresponding optimization strategies of track and field teaching in higher vocational colleges are proposed, such as improving students' cognitive depth of track and field training, introducing diverse track and field teaching methods, and innovating and constructing a perfect track and field teaching evaluation system to improve high. The current situation of poor track and field teaching in vocational colleges further promotes the reform of track and field teaching in higher vocational colleges, effectively improves the efficiency of domestic track and field teaching, and strengthens the policy of strengthening the country by sports.

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