

# The Construction and Innovation of Badminton Teaching Methods in Universities

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**Abstract:** Badminton is a common sports sport that is widely popularized in China and has formed a trend of national sports. It can deepen people's health awareness while exercising, and is conducive to implementing the Healthy China strategy. Badminton is also one of the key teaching contents in school physical education. However, the traditional badminton teaching mode is relatively single, and students generally lack interest in learning. They only use it as an exam item, and their badminton professional ability cannot be effectively improved. Therefore, it is necessary to innovate and optimize the badminton teaching mode. An analysis was conducted on the problems existing in the traditional badminton teaching process, and the significance and strategies of constructing and innovating badminton teaching methods were proposed, in order to provide reference opinions for the development of activities.

## 1. Problems in Traditional Badminton Teaching

### 1.1 Single teaching format

In badminton teaching, teachers usually use hands-on demonstrations to demonstrate badminton skills and tactics, and then have students train independently to improve their mastery of skills and tactics during the training. The interaction between teachers and students is relatively monotonous, and there is a lack of effective interaction between students. The classroom atmosphere is dull, and students only train on their own, which affects the improvement of their comprehensive physical education abilities. During teaching, teachers provide unified guidance to students and inspect their learning outcomes. However, there is a lack of classified guidance for students, and their doubts about skills and tactics cannot be effectively resolved. This can lead to more problems being exposed during subsequent combat training. The teaching form is single, unable to allow students to experience the joy of sports, affecting the formation of students' sports habits, not in line with the requirements of the strategy of building a strong sports country, and unable to cultivate high-quality sports competitive talents.<sup>[1]</sup>

### 1.2 Students lack initiative

Firstly, some students believe that badminton is a relatively simple sport and they have some exposure to it in daily life, so they do not need to study specifically. They believe that they have mastered the training points of badminton and only need to complete the requirements put forward by the teacher. They lack initiative in the learning process and cannot listen carefully to the teacher's requirements. Secondly, in teaching, the teacher did not develop appropriate incentive measures, the activity content was boring, students lacked participation awareness, often skipped classes, and did not participate in training.

### 1.3 Individual differences among students are significant

There are significant differences in students' athletic abilities, with some students having poor coordination and physical fitness. They often encounter many problems during exercise, such as short exercise time and slow learning speed. If students are taught in a unified teaching mode, they are likely to have slightly weaker athletic abilities. Students also lack awareness of active training outside of class, which can affect the improvement of badminton skills for some students in the

class. Some students are quick to learn and can easily master the skills during learning, believing that there is no need to actively delve into the cultural and sports spirit of badminton. Students have different understandings of badminton. Some students believe that badminton is just an entertainment activity, while others believe that it belongs to a sports competition. The differences in levels result in uneven badminton abilities among students, which affects the overall improvement of physical education teaching effectiveness.<sup>[2]</sup>

#### **1.4 Unreasonable teaching content**

When designing teaching content, teachers usually focus on the common techniques and tactics of badminton, explain the application methods and key points of different techniques according to the curriculum outline, and attach importance to outputting theoretical knowledge to students. Cultivating virtue and nurturing talents is the fundamental task of educational and teaching reform. As a sports activity, badminton contains rich spiritual connotations and a large number of ideological and political education elements. However, physical education teachers generally lack awareness of infiltrating ideological and political education, have not formed a grand ideological and political concept, and the teaching content of badminton is hollow, which affects the formation of students' core sports ideas and cannot provide students with channels to understand sports culture and sports spirit.<sup>[3]</sup>

## **2. The significance of constructing and innovating badminton teaching methods**

### **2.1 Improve students' mastery of technical and tactical skills**

Tactics is the main content that students need to learn in badminton classrooms. Changing teaching methods and methods can effectively improve teaching effectiveness and enhance students' mastery of skills and tactics. Technical and tactical methods are set up in badminton based on sports rules and human body movement principles, which are conducive to further developing individual physical potential and efficiently completing sports projects. For example, various technical and tactical actions are included in movements such as grip, serve, and hit. Through innovative teaching methods, students can have a clearer understanding and cognition of techniques and tactics. By using various different methods to train techniques and tactics, the training effect can be strengthened, and students can deepen their understanding and comprehension of techniques and tactics in training practice, fully mastering the essence of sports projects.

### **2.2 Stimulate students' interest in learning**

Interest is a key element that affects individual learning outcomes. Teachers integrate content that students are interested in into the classroom, which stimulates their motivation to learn actively. Students' interest in learning will be improved, which can encourage them to actively participate in badminton training and learning. Through cooperative training or group competitions, teaching can motivate students to actively train and use tactics. Under group supervision, problems in the application of techniques and tactics can be analyzed, and communication and exchange can be carried out. Through student interaction, the understanding of badminton techniques and tactics can be improved for each student.<sup>[4]</sup>

### **2.3 Strengthening Students' Sports Literacy**

Sports literacy includes sportsmanship, sports practice, and health promotion. In the past, badminton classrooms placed more emphasis on organizing students to engage in sports practice, but lacked attention to the infiltration of sportsmanship, making it difficult to promote the improvement of students' physical fitness. As a result, students have poor personal sports habits. By reforming the teaching methods of badminton, we can innovate the teaching process and mode from the perspective of sports literacy. In teaching, we can explain badminton sports culture to students, encourage them to experience the spirit of sports competition in practice, form a coordinated development model of physical and mental health, and strengthen their psychological quality.

Students feel the joy of sports in badminton classes and develop good exercise habits. They also engage in regular exercise outside of class, which is beneficial for improving their living habits and forming a healthy lifestyle awareness.

### **3. Construction and Innovative Strategies of Badminton Teaching Methods**

#### **3.1 Integrating the concept of hierarchical teaching**

Layered teaching refers to the development of appropriate teaching strategies based on individual differences among students, which is beneficial for improving their personal abilities and has a positive effect on stimulating their intrinsic learning motivation. Before the badminton class begins, teachers need to evaluate students' physical exercise abilities, analyze their differences in basic sports through physical tests, and scientifically group students based on personal interests. After completing the stratification, make appropriate adjustments to the teaching objectives. For example, group C students will undergo two person combination training, and receive separate training on the technical and tactical points taught by the teacher. They will supervise each other and actively raise their own problems, correct them in a timely manner, and require them to master the basic points in the classroom. After completing basic training, students in Group B will undergo individual combat training, practicing against the wall to experience the points of physical exertion and improve their proficiency in technical and tactical skills. Group A students will engage in pairs combat training and apply the learned skills and tactics to practical training. When applying the layered teaching concept, attention should be paid to timely adjusting the levels of students, affirming their progress in badminton training, which is beneficial for motivating students, improving their learning interest, and constantly challenging new learning content.

#### **3.2 Organize collaborative training**

Badminton is a training project jointly completed by multiple people. Physical education teachers should attach importance to organizing cooperative training in the classroom, allowing students to communicate effectively through cooperation, and creating a good and harmonious classroom atmosphere. For example, long ball, drop ball, pounce, push ball, hook ball, catch ball, kill ball, etc. are all projects that need to be completed in cooperative training. Only through continuous training can students enhance their mastery of skills and tactics. In cooperative sports, students can also recognize the importance of cooperation in badminton, and use cooperative partners to apply techniques and tactics, promoting the formation of a sense of cooperation among students. For example, teachers can group students with strong and weak physical activity abilities into the same group based on the hierarchical results, which is conducive to forming a cooperative training model of combining strengths and weaknesses. Organize sports competitions and games in the classroom. After centralized training, the group will engage in relay style matches with other groups. When one of the groups is unable to receive the ball, the next person in the group will be replaced. This method can enhance the fun of classroom teaching, encourage students to participate more seriously in group cooperation training, and stimulate their sense of honor.<sup>[5]</sup>

#### **3.3 Carry out badminton competition activities**

The learning enthusiasm of students in badminton teaching is the main factor affecting the learning effect. Currently, most students generally lack good learning enthusiasm, thinking that badminton training is boring and boring, and there is a phenomenon of laziness in the learning process. Teachers should attach importance to expanding the teaching space, organizing various badminton competitions outside of class, allowing all students in the school to participate in the badminton competition, creating a good sports atmosphere on campus, and cultivating students to form regular sports habits. For example, organizing badminton competitions on campus, which are divided into singles and doubles, allows students to pair up and register for the badminton competition. In order to stimulate students to actively participate in competition activities, appropriate rewards such as bonuses, honorary titles, etc. are set up in the competition activities.

Through badminton competitions, schools can also develop students' sports talents, select outstanding talents to participate in regional competitions, which is conducive to improving the overall physical education strength of the school and further promoting the process of physical education curriculum reform.

### **3.4 Reasonably utilizing information technology**

Educational Informationization is the main trend of future education reform and development. In badminton teaching, the application of information technology should also be increased, and three-dimensional classrooms should be constructed using information technology methods to leverage the advantages of information technology application and improve the efficiency of student badminton learning.

#### **3.4.1 Reasonably utilize micro courses**

Micro lessons are a relatively flexible form of video that can be applied outside of class, focusing on explaining a single knowledge point and providing important resource support for students to learn after class. Teachers can incorporate the key technical and tactical points of badminton into micro lesson videos, and use video images combined with text resources to present theoretical knowledge to students in a concrete way. They can use slow playback to express key techniques and observe changes in limbs. Students can watch micro lesson videos repeatedly outside of class to understand the key technical and tactical points, so that students with slower progress can quickly master badminton skills and tactics. Teachers can also create micro lesson videos of students training in class, and by comparing their movements and differences in standardized movements, students can quickly understand their movement errors, which is beneficial for improving the feedback effect of badminton training. Teachers upload micro lesson videos of badminton classes to a unified platform, and students can download videos to learn based on the problems they encounter during the learning process. This helps students solve learning difficulties, cultivates a good sense of self-directed learning, and enables them to have standardized training modes outside of class.<sup>[6]</sup>

#### **3.4.2 Use the MOOC platform**

MOOC is a learning platform that integrates various excellent educational resources. Physical education teachers can allow students to take courses related to badminton on the MOOC platform and take corresponding exams after completing the course. The MOOC platform extends the learning space for badminton, breaking the limitations of offline teaching and improving the flexibility of badminton learning. Teachers can also build distinctive badminton MOOC courses through discussions and exchanges, including teaching, quizzes and exams, certificates and evaluations, online and offline interactions, and multiple different course modules. The teaching module is an important platform for students to learn badminton. Teachers divide knowledge points reasonably based on the teaching requirements and outline content of badminton, complete the preparation of on-screen lecture notes, and then record teaching videos. Students can log in to this module for independent learning, and automatically conduct in class detection after learning, and regularly accept the final exam and mid-term exam. On the MOOC platform, students can communicate and exchange ideas with teachers through online platforms, creating an online communication channel and improving communication efficiency between teachers and students.

#### **3.4.3 Watch large-scale sports events**

Badminton sports events are widely popular worldwide, with a large number of spectators. When hosting large-scale sports events, teachers can organize students to watch various sports events together, feel the atmosphere of badminton through sports events, which is conducive to stimulating students' sense of national honor, correctly understanding the importance of sports competition in the process of national development, strengthening students' sports awareness and patriotism. Teachers can clip together exciting videos of athletes in sports events and apply them as case studies in classroom teaching, allowing students to learn the excellent techniques and tactics of sports athletes, summarize the application methods of classic tactics, and closely integrate them

with teaching content, which is beneficial for improving students' understanding of badminton knowledge. During the process of watching sports events, teachers can also provide appropriate explanations to help students analyze the rules of badminton matches, so that students can abide by the sports rules in daily training.

### **3.5 Enriching badminton teaching content**

Technical and tactical teaching is still the current focus of teaching content. During teaching, teachers should expand the teaching content, explain the latest badminton techniques and tactics used, break the limitations brought by textbooks, and enable students to learn more professional content. In addition, it is also necessary to pay attention to the implementation of the ideological and political education concept in the curriculum, integrate ideological and political education elements with badminton teaching, infuse sports spirit in teaching, attach importance to improving students' physical literacy level, so that students can correctly treat and understand sports, and actively participate in sports projects. Teachers can share the career development experiences of excellent badminton players in their teaching, especially their fearless and never giving up qualities when facing difficulties. In sports, it is important to guide students to experience the competitive spirit contained in badminton, strengthen their psychological qualities, treat cooperation and competition in the correct way in competitive competitions, have a clear understanding of failures or successes in competitive competitions, form a rational consciousness, and enable students to reasonably solve various conflicts and contradictions in daily life. In teaching, teachers should focus on cultivating students' physical habits and develop daily badminton training plans for students. Try to control the daily training time as much as possible, do not occupy too much time of students, reduce their burden, form exercise habits through continuous training and learning, and strengthen their physical fitness.

### **3.6 Make a Good Evaluation of Badminton Teaching**

The implementation of teaching evaluation activities in badminton teaching is extremely crucial. Through reasonable teaching evaluation, problems in the learning process of students can be discovered in a timely manner, and timely guidance can be provided to students. In the past, teaching evaluation was usually presented in the form of scores, evaluating the application of skills and tactics by students. After the evaluation was completed, feedback was not provided to students, and students had insufficient understanding of the problems that existed in their own training. Teachers should observe students' badminton training in the classroom, promptly point out their movement problems, and help students correct them through personal demonstrations. Each class evaluates students based on their classroom performance, and provides guidance on common and individual issues that students had in the previous class before the start of the next class to improve their classroom learning efficiency. In the final evaluation of the final exam, assessment indicators should be added to assess students' sports awareness, sports habits, sports skills, etc., and students should be allowed to evaluate each other and independently within the group.

## **4. Conclusion**

At present, in badminton teaching, emphasis should be placed on innovative training for students. In teaching, not only should we focus on improving students' physical abilities, but also on enhancing their physical literacy and cultivating good sports habits. In badminton teaching, teachers should attach importance to innovating teaching methods, innovate classroom teaching forms through hierarchical and cooperative teaching, actively carry out various competition activities, play the role of information technology in badminton teaching, increase teaching content, optimize teaching evaluation methods, improve the existing teaching system from different perspectives, and comprehensively improve the quality of badminton teaching.

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