

Innovative research on happy teaching of track and field in middle school

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Abstract: Utilizing methodologies such as literature review, logical analysis, and inductive summarization, this study first identifies that the track and field teaching mode often results in low student engagement due to its monotonous content, conventional methods, absence of incentive mechanisms, and inadequate evaluation systems. Secondly, it delves into the innovation of joyful track and field teaching in middle schools, proposing a teaching approach centered around game-based learning. Lastly, by designing track and field-related activities, employing group collaboration and competitions to spark students' interest, and adopting diversified teaching methods and evaluations, the aim is to ignite students' passion for track and field, enabling them to acquire knowledge and skills in a joyful learning environment.

Keywords: Middle school track and field; happy teaching; innovation

1. Introduction

Track and field, as a fundamental sport, plays a crucial role in enhancing students' physical fitness and promoting their all-round development by imparting relevant knowledge and skills. However, in the current educational system, track and field teaching often encounters the problem of insufficient student participation enthusiasm. The traditional teaching mode, lacking innovation and appeal, along with its singularity, has significantly reduced students' interest in track and field courses. This phenomenon hinders the achievement of physical education goals in schools.

In view of this, this paper aims to explore how to innovate teaching methods to reconstruct students' perception of track and field courses. By employing teaching methods such as games and competitions, a relaxed and enjoyable sports learning atmosphere can be created, alleviating students' pressure, allowing them to experience the joy of track and field and engage in it, fostering a lifelong sports learning awareness, and growing up healthily in a happy learning environment. This will promote the development of middle school physical education and the popularization of happy track and field teaching in middle schools. Therefore, through innovative research on happy track and field teaching in middle schools, it is expected to enhance students' interest in track and field and improve teachers' teaching effectiveness.

2. The concept of happy teaching

Happy teaching is a teaching method oriented by happiness and interest. In middle school track and field teaching, the core idea of happy teaching is to stimulate students' interest and enthusiasm in track and field sports through games and activities, so that they can learn and master track and field skills in a relaxed and pleasant atmosphere [1]. This teaching method pays attention to students' emotional experience, emphasizes enjoying happiness in sports, and improves students' autonomy and creativity. Happy teaching can not only enhance students' physical quality, but also cultivate their teamwork spirit, competitive consciousness and courage to face setbacks [2]. In a word, happy teaching aims to enable students to actively participate in track and field sports in a relaxed and interesting environment and realize the comprehensive development of body and mind. This teaching method has far-reaching significance for cultivating students' lifelong sports consciousness and ability.

3. The significance of happy teaching

Happy teaching can greatly enhance students' interest and participation in track and field sports.

Through the way of combining education with entertainment, students can learn track and field knowledge and skills in a relaxed and pleasant atmosphere, so as to more actively participate in track and field activities, enjoy the fun brought by sports, and help to cultivate students' autonomous learning ability and team spirit [3]. In the happy teaching environment, students are more willing to actively explore and learn. By cooperating with others to complete the task, they can also better cultivate their team cooperation ability, relieve students' learning pressure and improve their physical and mental health. In the heavy study, track and field sports can be used as a way of relaxation and adjustment to help students release pressure and improve their physical and mental health. Therefore, happy teaching is of great significance to cultivate students' lifelong sports awareness [4]. Happy track and field teaching in middle school can help students establish good sports habits, cultivate their lifelong sports consciousness, and lay a solid foundation for their future development.

4. Current situation of track and field teaching in Middle Schools

4.1 Overview of current track and field teaching mode in Middle Schools

The track and field teaching in middle schools mainly focuses on the teaching of skills and knowledge under the traditional mode. The course content focuses on three categories of events: running, jumping and throwing, and pays attention to the imitation and repeated training of standardized movements [5]. This teaching mode often adopts the form of one to many teaching, which is dominated by teachers and passively accepted by students. In practice, it is dominated by teachers' presentations and oral instructions, while students master skills through personal practice. The course structure is often fixed, lacking personalized design for different students' physical fitness and interests, which makes the teaching process diversified and interactive [6]. In the aspect of student evaluation, the traditional objective indicators such as timing and measurement are used to measure the students' track and field skills. This evaluation method may not fully reflect the students' learning process and experience. As a result, the standardized teaching content and evaluation methods limit the students' initiative and personalized needs, and affect the teaching effect of track and field course.

4.2 Students' attitude and interest in track and field courses

In the existing education system, the students' attitude and interest in track and field courses show obvious polarization. Some students show high enthusiasm for track and field sports, are full of motivation to improve their sports ability, and can actively participate in and practice in running, jumping, throwing and other projects [7]. However, there are also quite a number of students who lack interest in track and field courses, and even have a resistance, which is mainly due to the rigid and boring traditional teaching methods, as well as the dissatisfaction and fear of the evaluation methods of sports performance. The track and field course without personalized and interesting teaching is difficult to stimulate the intrinsic interest of these students, resulting in their perfunctory or negative response in the course [8]. This difference in attitude towards track and field course not only affects the quality of students' experience, but also has a far-reaching impact on the teaching effect and students' physical and mental health.

4.3 The position of track and field teaching in Middle School Physical Education Curriculum

As the cornerstone of middle school physical education curriculum, track and field teaching undertakes multiple responsibilities, such as cultivating students' physical quality, enhancing their physique and creating good exercise habits. It not only exercises students' speed, strength, endurance, flexibility and coordination, but also embodies the core value of physical education. But in the current teaching practice, the position of track and field teaching has been challenged. Due to the technical and competitive characteristics of track and field, and the relatively single evaluation method, some students who are not good at track and field often feel excluded, so track and field are often regarded as sports with high threshold [9]. As a result, some schools have more or less reduced the proportion of track and field content in physical education teaching, and instead increased the attention to other types of sports. This trend may weaken the core position of track and field teaching in middle school physical education to a certain extent.

5. Problems in track and field teaching in Middle Schools

The current situation of track and field in middle school presents a complex and diverse picture. On the one hand, with the deepening of the reform of physical education, more and more schools begin to pay attention to the teaching and training of track and field sports, providing students with more opportunities to participate in track and field sports. On the other hand, the development of track and field in middle schools is still facing many challenges due to academic pressure, limited facilities and lack of professional coaches. Many students are hard to put into track and field training because of the heavy burden of schoolwork, and the sports venues and facilities of some schools also need to be improved [10]. The lack of professional track and field coaches also restricts the improvement of track and field level in middle schools. The current situation of track and field in middle school has both positive development momentum and many problems to be solved.

5.1 The teaching content is single and lack of interest

The content of track and field teaching in middle schools often shows a certain degree of unity, which is mainly reflected in the mechanical repetition of traditional sports and the boring training of standardized movements in the syllabus. Generally, the items covered by the teaching module, such as sprint, long jump, shot put, etc., are less innovative and change, which is difficult to meet the diverse interest needs of students, and there are great limitations in stimulating students' learning enthusiasm [11]. The lack of interactive and playful teaching mode can not fully mobilize students' participation in the implementation process, and it also ignores students' individual differences and special talents to a certain extent. Due to the lack of targeted and interesting elements, students' happiness and sense of achievement in track and field teaching activities are greatly reduced, which not only affects their long-term participation in track and field sports, but also reduces the teaching efficiency and effect.

5.2 Outdated teaching methods and lack of innovation

At present, track and field teaching in middle schools generally follows the traditional teaching path, most of which are based on Teachers' explanation and demonstration, supplemented by students' imitation and practice. Although this teaching method has certain advantages in conveying professional skills, with the development of society and the change of students' needs, its unidirectionality and solidification mode are gradually exposed. In particular, due to the lack of cultivation of innovative thinking and practical ability, students tend to become passive receivers of knowledge rather than active participants in exploration and experience. This method is insufficient in diversity and interactivity, which is difficult to stimulate students' interest in learning and creative potential, and may even cause students' psychological fatigue in track and field learning[12].

5.3 Students' low participation and lack of enthusiasm

In the traditional middle school track and field teaching scene, students often show relatively low participation and enthusiasm. Part of the reason for this phenomenon can be attributed to the unchanging teaching content and methods, which fail to match the personalized needs of students and the interests of contemporary teenagers. When the track and field course only stays in pure rule learning and skill practice, it is difficult for students to feel fun and sense of achievement from it, and naturally it is difficult to stimulate their enthusiasm for active participation. The lack of effective incentive mechanism and positive feedback, and the lack of sufficient support and encouragement from the teaching environment have made students' attitude towards track and field courses increasingly negative [13]. Since participation and enthusiasm are the key to teaching effect, improving these two aspects has become an important starting point to enhance students' track and field learning experience.

5.4 Teaching evaluation is one-sided and lack of comprehensiveness

In the traditional middle school track and field teaching, the evaluation system often takes students' sports performance as the main evaluation standard. This result oriented evaluation method pays attention to quantitative indicators, such as running time, long jump distance and throwing performance. This practice ignores the more important educational significance of physical education, including the cultivation of students' team spirit, sports habits, self challenge and healthy life attitude. The single evaluation of track and field results is easy to cause students' frustration, especially for non sports students, which may form greater psychological pressure. The evaluation mechanism of emphasizing

achievement and neglecting the process is difficult to fully reflect the efforts and progress of students in the process of track and field learning, and also fails to encourage students to enjoy the happiness brought by sports.

6. Innovative methods of happy track and field teaching in middle school

6.1 Introduce game elements to increase interest

In order to solve the problems existing in middle school track and field teaching, innovative teaching mode has become the demand of the new era. Designing games closely related to track and field can be an important strategy. These game activities integrate the training of sports skills and interesting elements of games, aiming to improve students' participation in the form of competition and cooperation. For example, a steeplechase relay race can be set up so that students can not only learn running skills in the race, but also feel the fun of unity and cooperation in team cooperation. Change the traditional track and field events into small team competitions, such as group high jump and group long jump challenge, so that each member can overcome psychological and technical barriers in support and encouragement and work together for team goals. By means of game teaching, students can not only practice track and field skills in a relaxed and pleasant atmosphere, but also cultivate their competitive spirit and team cooperation ability. This combined teaching method will undoubtedly enhance the interactivity and practicability of track and field teaching, enable students to learn by playing and play by learning, and enhance the overall experience of track and field sports. It is the key to innovation to deeply tap the application potential of games in track and field teaching and inject fresh vitality into the traditional sports classroom [14]. With the help of the interesting nature of the game, students' interest in track and field can be virtually stimulated. For example, designing a treasure hunt game based on track and field sports requires students to complete a series of tasks through jumping, sprinting and other actions, so as to achieve the dual purpose of training skills and entertainment. The setting of such activities can inspire students to participate in track and field learning with a more positive attitude, and naturally improve their sports level in a relaxed and pleasant environment. By creatively integrating the track and field teaching content into the game design, students' learning motivation can be skillfully changed, and the learning motivation can be transformed from external rewards to the cultivation of internal interest, so as to effectively enhance the attraction of teaching and students' long-term participation. The implementation of game teaching not only reduces students' psychological barriers to track and field sports, but also lays a solid foundation for cultivating students with all-round development.

6.2 Adopt diversified teaching methods

The combination of group cooperation and competition in middle school track and field teaching aims to stimulate students' mutual learning and competitive power through team cooperation. In practice, students are divided into different groups, and each group needs to complete a series of ingeniously designed track and field related tasks and challenges. This way can not only enhance students' team spirit and collective sense of honor, but also promote their active participation and mutual competition under the stimulation of competition. For example, through the relay race, group Multi Sport relay and other forms, the track and field teaching not only has the fun of the game, but also does not lose the professionalism of the sport, so that students can pursue the growth and progress of individuals and groups in team cooperation. Such a combination of cooperation and competition can also cultivate students' problem-solving ability, communication and coordination ability and leadership. The cultivation of these skills will go beyond the field of sports and have a far-reaching impact on students' comprehensive quality development in the future. The implementation of this teaching mode can effectively enhance the attraction of track and field course, increase the enthusiasm of students' participation, and improve the overall quality of track and field teaching. Using modern information technology to assist track and field teaching can greatly enrich the teaching means and improve the teaching effect. Relying on multimedia equipment and Internet resources, the teaching content can be presented in the form of video, animation and interactive software, making the originally Abstract track and field skills intuitive and easy to understand [15]. Teachers can use intelligent devices such as motion sensors and analysis software to monitor students' performance in running, jumping, throwing and other projects in real time, and provide personalized guidance and feedback for students based on data. The application of information technology also brings a new mode of combining online and offline for track and field teaching. By building a virtual track and field field through an online

platform, students can carry out self-training even after class, and teachers can cross the boundaries of time and space to achieve continuous tracking and effective guidance of students' learning progress. The integration of information technology not only improves the interest and interactivity of track and field teaching, but also promotes the innovation and reform of teaching methods, creates a new learning environment for students, and accelerates the promotion and popularization of track and field sports in middle schools.

6.3 Pay attention to students' individual differences and teach students in accordance with their aptitude

The implementation of hierarchical teaching strategy is an important attempt to reform the track and field curriculum in middle schools. It provides differentiated and personalized education programs for students' individual differences. According to students' physical ability, skills and hobbies, this strategy divides students into different learning groups or levels, so as to carry out targeted teaching activities. In hierarchical teaching, teachers can design appropriate training tasks and goals for students at different levels. High level athletes can accept higher intensity skill training and competitive challenges, while beginners start from basic skill training step by step to ensure that each student can develop and progress within their own ability. The advantage of this teaching method is that it not only pays attention to the improvement of the overall level, but also takes care of the growth needs of low-level students, and helps to build a more equal and effective learning environment. Through the implementation of hierarchical teaching, educators can guide students more accurately, promote positive competition among students, and ensure that every student can find fun in track and field sports and achieve self transcendence. The introduction of personalized teaching plan in middle school track and field teaching aims to meet students' different learning needs and development goals. This plan takes into account the students' personality characteristics, sports ability, learning motivation and interest preferences, and customizes specific teaching programs for each student according to these factors. Personalized teaching content includes not only targeted skills training, but also the guidance of psychological quality, physical condition and strategy application. When making teaching plans, teachers pay attention to the diagnosis and evaluation of students' differences, and adjust teaching strategies in time through regular tracking and feedback to ensure that each student can get appropriate guidance according to their own progress and ability. The individualized teaching plan pays attention to the cultivation of students' autonomy, and encourages students to participate in the design and decision-making of teaching activities according to their own situation. The introduction of this method can not only improve the effectiveness of teaching, but also make students feel the dominant power of learning, so as to enhance their learning interest and intrinsic motivation, and promote students' self-growth and self realization in track and field learning.

6.4 Comprehensive and diversified teaching evaluation

In the innovative happy track and field education in middle schools, the optimization of the evaluation system is particularly critical. The traditional result evaluation focuses on the evaluation of final achievement, but ignores the efforts and progress of students in the learning process. Therefore, it is advocated to combine process evaluation with result evaluation to form a more comprehensive evaluation mechanism. The process evaluation emphasizes the dynamic observation and immediate feedback of students' attitude, participation and skill mastery in the training process, attaches importance to every learning link of students, and encourages them to actively explore and constantly try in track and field training. The evaluation of this result focuses on the final motor performance and the degree of skill achievement to ensure that students can meet the established motor skill standards. The combination of the two can not only give students more positive incentives, but also help teachers accurately grasp the teaching effect and better adjust teaching. The implementation of this evaluation system provides a multi-dimensional evaluation perspective for middle school track and field teaching, helps to cultivate students' all-round development, and enhances their interest and satisfaction in track and field courses. Integrating the comprehensive evaluation system of self-evaluation, mutual evaluation and teacher evaluation into the track and field course is of great significance to improve students' active learning and self-management ability. Self assessment allows students to reflect on their learning process and sports performance, and enhance their understanding and responsibility for learning goals. Mutual evaluation helps students learn from the perspective and suggestions of others through peer observation and feedback, and can strengthen exchanges and cooperation among students, creating a learning atmosphere of positive competition and mutual help. As a more professional and objective evaluation, teacher evaluation provides authoritative guidance and judgment to students, and

provides necessary supervision and support in the learning process. The comprehensive use of these three evaluation methods can not only promote students' comprehensive self-development, but also effectively stimulate students' internal potential, and improve the enthusiasm and autonomy of track and field learning. The establishment and practice of this multi-dimensional evaluation system provides solid support for the improvement of track and field teaching quality and the innovation of teaching mode in middle schools.

7. Conclusion

With the continuous progress of educational philosophy, more and more people realize the importance of happy teaching in middle school track and field education. Through the elaboration of the concept of happy teaching and the in-depth analysis of the current situation and problems of track and field teaching in middle schools, this paper puts forward a series of innovative happy teaching methods. These methods start from multiple angles, strive to break through the limitations of traditional teaching, and strive to improve students' Participation and learning effect. Through the introduction of game elements, the combination of group cooperation and competition, and the use of modern information technology and other diversified teaching methods, students' interest and enthusiasm in track and field sports are effectively stimulated; The implementation of hierarchical teaching strategy and personalized teaching plan ensures the pertinence and effectiveness of teaching content and methods; The comprehensive use of diversified evaluation system not only comprehensively improves students' learning motivation and self reflection ability, but also provides teachers with more accurate teaching feedback.

It is expected that in the future middle school track and field teaching, the concept of happy teaching can be more widely promoted and applied, so that more students can fall in love with track and field sports in a relaxed and pleasant atmosphere, and enjoy the fun and challenges brought by sports. It is also hoped that educators can continue to explore and innovate, inject more vitality and vitality into middle school track and field education, and jointly promote the vigorous development of China's sports industry. In this way, we can not only cultivate more excellent track and field athletes, but also provide a more colorful and healthy campus environment for the majority of students to promote their all-round development.

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