

Research on Effective Strategies for the Use of Sports Games in Primary School Physical Education Classes

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Abstract: *In order to adapt to the changes of curriculum reform and innovation, the mode of physical education classroom teaching is also undergoing in-depth changes. Increasing the use of sports games in primary school physical education classroom teaching has good teaching effect, because it meets the physical development and psychological needs of primary school students, and significantly improves the teaching effect, renders the classroom atmosphere, improves the teaching quality, and achieves the goal of serving the students, the classroom, and the development requirements. The results are mainly expounded and summarized from the four aspects of the characteristics, principles, innovation and safety of sports games, and the application strategies of sports games in the classroom are written in order to carry out campus sports game festivals and strengthen physical education teachers' awareness of sports games reflective summaries and innovative research serve as discussions.*

Keywords: *primary school physical education classroom, sports games, primary school students, using strategies*

1. Introduction

With the advancement of the new era of quality education, physical education classrooms are also following the pace. In order to further improve the quality of physical education classrooms, sports games are an indispensable part. Sports games have many effects on the physical education classroom[1]. They can enrich the content of physical education courses and improve students' interest in sports. On the road to make physical education classrooms beautiful and beautiful, it is necessary to improve scientific methods and establish a system of application strategies, so that primary school physical education classrooms can be improved. The game teaching method of the school has been perfectly shaped, so that the development of primary school physical education classrooms has practical effects, and it has practical significance in solving the fundamental needs of students.

2. An overview of sports games

2.1 The emergence and development of sports games

Sports games came into being in ancient times. In order to survive, ape-man had to look for food everywhere. Curiosity and exploration of the social environment could not reduce behaviors such as climbing, running, and physical activity. There will also be competition when ape-men gather; with increasing reproduction, the innate emotions of ape-men will naturally appear playful and amused, and sports games will be produced and widely used by them; more types of games have also been developed, it shows some logic in terms of content, form and rules. With the continuous evolution, in various dynasties, sports games indirectly generated due to some wars, productive labor, social needs, etc. also appeared[2]. For example, with the emergence of the Six Arts, the early Cuju, football, stone ball, etc. have become people's sports games. Nowadays, with the continuous improvement of economic, political and cultural levels, sports games are directly incorporated into school classrooms, and can be seen in families, communities, groups and other fields of activity. Sports games take pictures everywhere in human life, are constantly optimized, and have more and more diversified and diverse characteristics. Its development is also a cross-current, and it will become people's life flavoring agent.

2.2 The concept of sports games

All human activities are for survival and satisfying needs. Games belong to an activity and have an intimate relationship with human activities[3]. For example, Wundt mentioned that "game is the child of labor". Sports games are a kind of sports entertainment activities that take sports activities as the main content, contain certain rules, and are supported by people's physical activities; despite the passage of time, the games are constantly improved and innovated by human beings. Nowadays, our country pays more and more attention to physical health. Sports games are mostly used in sports classrooms and are widely used by schools.

3. The current situation and problems of using sports games in primary school PE classrooms

3.1 The current situation and problems of students and classrooms when using sports games

Level 1 students said that when sports games are used in physical education classes, they will be very happy and have a strong sense of curiosity. Through observation in teaching, students have poor self-control ability, classroom discipline is easy to be confused and difficult to control; and when teachers explain the rules or goals of the game, their attention is easily diverted, it is difficult to concentrate, and they acquire less knowledge[4]. When they are playing sports games, you push me or make a fuss, which leads to the deterioration of the classroom order, which is caused by the weak safety awareness. Sports games require the coordination of the body and the brain. Paying attention to safety is the top priority, but the first and second grade pupils are too young, and their ability to protect themselves is weak, and the ability to protect others is weak.

Level 2 students are at a turning point in their thinking and physiology, their self-awareness is not stable in all aspects, they are easily affected by the surrounding environment, they have their own ideas in physical education classes, they are easy to imitate the behavior of others, and they have poor control over themselves[5]. Through interviews with students, we learned that in the process of playing games, they easily lose interest in simple and uninteresting games, and are eager to contact novel sports games to challenge the psychology of new games. Once the difficulty of new games is too high, they will easily give up on the way and lose interest in them; they have a certain basic knowledge of safety, but they are not able to deal with emergencies and safety problems. They have the idea of protecting themselves and others when playing games, but they are young and inexperienced, poor ability to protect oneself and protect others. When physical education teachers use sports games, students only care about the fun in the process, just having fun, but their cognitive ability to the purpose of the game is limited, and their educational comprehension ability is also limited.

Level 3 students' consciousness and cognitive ability are relatively improved, and their ability to distinguish things is stronger, and the discipline in the game process is better for lower grade primary school students. In the interview, it was learned that in their teenage years, boys and girls like different types of games, and their personal preferences are different, and their interest in sports games shows obvious differentiation; when choosing sports games, they have higher selection requirements. Not only should it be interesting, but also have different categories such as competition; if they encounter sports games that they are not interested in, they are easily distracted.

3.2 The current situation and problems of physical education teachers using sports games

In the interviews with various physical education teachers, it was concluded that physical education teachers said that there are often some problems and lack of details when using sports games[6]. When setting games, teachers only consider the skill needs of students, but fail to grasp the level of fun. The type of games they choose is not closely related to classroom goals, which does not reflect the effectiveness of the design goals. Primary school students will also shift their attention to the core of sports games. However, if the main skills are left behind, there is no strict plan for the control of the load when using sports games, and the exercise load control in each structural part of the physical education classroom is not strictly controlled; physical education teachers always use several commonly used sports games when playing sports games. The game is repeated. Due to the small age of primary school students, physical education teachers rarely include new games for safety reasons, which leads to a decline in students' interest in sports games. When there are factors or conditions affecting the use of sports games, the flexibility of sports games is not enough to powerful.

4. Effective strategies for using sports games in primary school PE classrooms

4.1 Characteristic teaching strategies

(1) Fun and entertainment

The selection and design of sports games determine how interesting they are and how effectively students participate in classroom activities. In the process of interviews and practice, it was concluded that students of all grades like sports games with strong fun and entertainment, and they have a strong psychology to try interesting things, but the game program should not be too cumbersome or too simple and boring, too complicated. It is difficult for them to complete the games that are too simple, and the games that are too simple have no sense of experience, resulting in a decline in interest and lack of experience of fun and entertainment.

(2) Flexibility

Due to the large number of students in many schools and limited venue conditions, there is no strict planning for sports venues. When using, the sports game mode should be adjusted according to the actual situation. Due to the impact of the venue, the distance or movement trajectory can be changed, and the control of the number of people can be changed. No need to play by the rules, as long as it doesn't change the purpose of the sports game. The rules of sports games are the action of running, but this game can also be done by jumping, or the game is played with a ball when it was created, but it can also be changed to be played without a ball according to actual conditions. For the primary school students in the first and second grades, lower the standard in terms of movement specifications, or reduce the difficulty factor, so that the students can easily understand and be within the scope of their ability to complete. Some sports games that are too simple and tasteless can be improved according to the stage and requirements of primary school students. There are no specific principles for sports games in the physical education classroom. As long as the ultimate goal can be achieved, the specific game methods will not be limited. The sports games can be flexibly adapted according to the preferences and needs of primary school students and within the scope of the curriculum standards.

4.2 Principled teaching strategies

(1) Adhere to the principle of education

When using sports games, the principle of "educational" should be adhered to according to its rules, purposes, tasks and other requirements. First, the task of exercising the body of elementary school students, improving physical health, developing exercise habits and cultivating sports awareness, the purpose of physical education class is to exercise the body of elementary school students, so sports games cannot be separated from the core; second, it is necessary to train elementary school students to be a habit of abiding by rules and principles, because sports games have rules, so primary school students should get some inspiration from people, things, and things in their lives. Third, with the goal of cultivating the spirit and quality of primary school students, sports games can be completed by multiple people, which can cultivate the unity and cooperation of primary school students, and enhance the quality of independence, courage and tenacity. Teachers should learn to guide students to learn the educational characteristics of sports games and consciously understand their educational nature.

(2) Pay attention to the principle of practicality

The teaching content of each grade is different, and sports games are used according to the syllabus and the actual situation of the students. For example, the main content of this class is football dribbling, and the selection of sports games should be related to football. The warm-up part should be carried out around the main moving limbs of this class. In the basic part, sports games can be expanded around skills. The content of learning can achieve the purpose of review and practice. From level 1 to level 3, adjust the difficulty and load of sports games according to the age of the students. The difficulty is from easy to difficult, and the load is from small to large; principle in order to be effective.

4.3 Innovative teaching strategies

In the teaching practice, the relay game "Pony Crossing the River" is used. The rules in the textbook are to divide the students into several groups of equal numbers, and the judges time the time. When the previous student reaches the finish line, raise the flag, the next student can start to cross the river, and finish in turn. The first group to finish is the winning group. Then I made a change in this game, set up

a checkpoint in the distance of 20 meters, the first student in each group wrote a word prescribed by the teacher at ten meters, then the second student used the last word of the word to form a word, to complete the game by adding the word Solitaire, and the difficulty of the level can be adjusted according to the grade of the student. The porting method can be used to transfer the game content, form and method to another project; or the combination method can be used to recombine the actions and forms in different types of sports games. Not only innovating sports games themselves, but also innovating teaching methods. Creating sports games can become students' after-school homework. Creating games requires innovation, which improves students' abilities in all aspects and cultivates pupils to dare to challenge, be unconventional, and innovate. It can lay the foundation for the development of students in many aspects.

4.4 Safety teaching strategies

The safety of primary school students is the primary task of the physical education classroom, and the messenger to ensure the safety of students is the teacher. Then we must ensure safety when using sports games. First, in the first class, we should ask the physical condition of each student in the class, check the physical examination form, and mark students with congenital diseases to be exempted from physical examinations. The amount of exercise in the usual classroom, to teach students relevant knowledge. The second is to regularly carry out theoretical knowledge of sports safety, and teach primary school students how to protect themselves, sports matters that should be paid attention to and how to deal with emergencies. Especially when playing sports games, there is a lot of interaction between students and students, and it is easy to stumbling and stumbling. It should be avoided to endanger the safety of primary school students. The third is to check the safety of the venue equipment at any time. When using sports games, the venue will be involved, and sometimes equipment will be used. Before proceeding, you must carefully check the venue equipment related to this class to prevent students from being careless create a hazard.

5. Conclusion

Through the summary of teaching practice, the situation of students and teachers when using sports games, in the process of using sports games, the first and second grades have weak safety awareness, poor awareness of self-protection and protection of others, poor order and difficulty in concentrating, classroom Discipline is not easy to control, strong curiosity about sports games, poor self-control ability; third and fourth grade students have poor self-control ability, easy to lose interest in simple, tasteless or cumbersome sports games, self-protection ability and ability to protect others during the game Poor, limited educational cognitive ability for sports games, etc.; students in grades 5 and 6 have obvious interest differentiation, have requirements for sports game selection, and are not interested in sports games. It is easy to be scattered; the problems that teachers often have when using it are that the purpose of the game is not close to the classroom goal, the design is not effective, the load intensity of sports games is not strictly controlled, and the flexibility of sports games is not strong. The strategy is mainly researched and analyzed from five aspects: characteristic, principle, innovation, compactness and safety, and the problems in the application process should be corrected and improved in time to meet the standards of the new curriculum and promote the quality development of students. After self-reflection and summary, in addition to the classroom, there are other channels to improve the efficiency of sports games, such as: (1) to carry out campus sports games festival. First, do a good job of publicizing the theoretical knowledge of sports games, gradually improve students' awareness of the sports game festival, and attract more students and teachers to participate. To train students as organizers and managers to organize and manage the game planning and development process, as well as the management of equipment and venues. Strengthen the team of teachers and call on teachers of other subjects to organize and participate in sports games. (2) Strengthen physical education teachers' reflection, summary and innovative research on sports games. Physical education teachers can establish special sports game clubs, regularly reflect on and summarize related problems in sports games, and jointly innovating sports games in the form of conference discussions.

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