

Research on the application of sports games in primary and middle school sports teaching

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Abstract: *Primary and secondary school students are in a growing stage, psychologically not mature, personality characteristics are more diverse, not only for the external things are full of freshness, but also keen to participate in a variety of games. Therefore, in the process of carrying out physical education in primary and secondary schools, we need to fully consider this reality, strengthen the integration of sports games and teaching work, in order to fundamentally improve the effect of physical education, and play its important role in the formation of primary and secondary school students' outlook on life and values. In this paper, the primary and secondary schools in a certain area as a case, combined with the specific results of the investigation, analysis of sports games in primary and secondary physical education in the use of the situation and measures, so as to stimulate the enthusiasm of students to participate in sports activities, cultivate students' thinking ability, to achieve the overall quality of students to improve.*

Keywords: *Sports games; Primary and secondary schools; Physical education; The application measures*

1. Introduction

Under the background of the new era, the level of compulsory education in Our country has been significantly improved, and the comprehensive quality of primary and secondary school students has also been comprehensively developed.^[1] Although the Chinese government attaches great importance to physical education in primary and secondary schools, many schools still attach great importance to theoretical knowledge teaching while ignoring physical education curriculum practice in various stages of physical education teaching reform, giving students the opportunity to participate in sports games is very limited. Play is the nature of children, therefore, primary and secondary school physical education teaching should consider the students' age and character, active the game into the sports teaching, the optimization of physical education teaching mode, teaching methods, strengthen the improvement of the existing sports so as to enhance student's quality and strengthen student's physique, trains the student to set up the correct values.

2. The basic connotation of sports games

Sports games are a branch of games, which are gradually derived in the process of game development and integrated into the intellectual development of human beings, and effectively promote the integration of physical development and physical and mental entertainment. At the present stage, sports games are not only a key part of games, but also a key part of modern sports. Therefore, with the gradual deepening of people's understanding of sports games, sports games have been more widely integrated into physical education and become a key part of physical education in primary and secondary schools.

3. Sports games in primary and secondary school sports teaching application status quo

3.1. Survey plan

3.1.1. The object of research

A sampling survey was conducted on the application of games in physical education in primary and secondary schools in a city.

3.1.2. The methods of research

Document analysis method. In the academic literature database retrieval related to sports games and their application in primary and secondary school teaching, through comprehensive reading and careful analysis, summed up the general rules and innovative views.

Questionnaire survey. In order to better grasp the status quo of sports games in primary and secondary school sports teaching, this paper adopts the form of questionnaire survey. A total of 300 questionnaires were sent out, and 294 were recovered, with a recovery rate of 98%. 268 questionnaires were valid, with an effective rate of 91.2%.

Interview method. Through communication with PE teachers and students in primary and secondary schools in a city, to understand their cognitive level of sports games and their application in primary and secondary school teaching, and according to their exposition, systematic induction, analysis and summary.

3.2. The results of the survey

3.2.1. Current situation of physical education curriculum in primary and secondary schools

At the present stage of the city's primary and secondary school sports teaching, the use of sports game teaching method is not very extensive, teachers generally do not pay attention to sports games, the choice of games is not scientific and reasonable.

First, the proportion of sports game courses. At the present stage, the proportion of sports game teaching can occupy 1/3 of all teaching methods, and sometimes can reach more than half, while the average proportion of sports game teaching often used by primary and secondary school teachers is 31%. According to these data, although most teachers still pay more attention to the use of games in primary and secondary school sports teaching, there is still a lot of room for improvement.

Second, the value of sports games. In primary and middle school sports teaching, the use of game mode plays a very key role in improving students' comprehensive quality. In general, in the physical education teaching of primary and secondary schools, teachers mainly carry out pre-class preparation through sports games, so as to achieve the effect of pre-class warm-up and stimulate students' enthusiasm for learning physical education courses. The use of elementary school physical education teachers in proportion to the game to increase the cohesion of team occupies 37.5%, compared with 35% for "to concentrate the students", which can reflect, in the elementary school sports teaching to strengthen the use of gameplay, able to actively promote the students' attention, strengthen the collective cohesion of sports teaching. Middle school PE teachers can also use sports games to optimize sports skills and movements to stimulate students to participate in sports activities.

3.2.2. Factors affecting sports game teaching

First, sports games. Sports teaching of primary and secondary schools there are many factors influencing the effect of game teaching in one of the most critical is the game project, the choice of primary and secondary school teachers about the time section about 18 hours a week, but due to limited the size of the primary and secondary schools, teachers teaching grade span is big, so the choice of a game project virtually increased preparing quota, This requires teachers to consult more professional books or materials to ensure the quality of teaching.

Second, class time is limited. Primary and secondary schools teaching time limit in 45 minutes, this is mainly because the age of the students is still small, disposition lively good move, if the time is too long will inevitably lead to teaching effect cannot be guaranteed, this requires teachers to grasp the teaching time actively, strengthen the grasp of the teaching content, improve the effect of classroom teaching by time control. In addition, different students have different acceptance ability, so PE teachers should pay attention to the time limit when choosing games, and avoid the compression of sports knowledge and skills training time because of the long game time.

Third, the characteristics of students themselves. The age of primary school students is usually between 7 and 12 years old, and the development of various organs of their bodies is not very mature, so they cannot guarantee their concentration and effectively control their own behaviors. Therefore, the selection of games should consider the characteristics of students. High school students have fast conversion of excitation and inhibition of nervous system and strong personality, so they cannot scientifically estimate their own ability. Teachers should take these factors into consideration when choosing games.

4. Sports games in primary and middle school sports teaching application measures

Based on the current background of the new era, the application measures of sports games in primary and secondary school physical education can be carried out from three aspects: updating teachers' ideas, diversifying game methods and optimizing teaching evaluation.

4.1. Renewing teachers' ideas

In the physical education teaching of primary and secondary schools, the quality and concept of teachers have a great influence on the development of students, so for the training of teachers' team, we should pay attention to the renewal of teaching concept.^[2] First of all, teachers should start from the actual situation of the school, by inviting professional game physical education personnel, enhance the training of teachers' game teaching ability, let teachers actively update the concept of game teaching, optimize their skills, and realize the improvement of teachers' comprehensive quality. Secondly, the concept of physical education teaching group should be updated to collect the development status of game teaching scientifically, so that physical education teachers can analyze the shortcomings of their own teaching through the analysis of data, so as to ensure that the teaching concept of teachers can meet the quality requirements of game teaching.

4.2. Multiple ways to Play

In sports teaching of primary and secondary schools, to better use of the implementation of the game teaching method, to full advantage of the characteristics of students' active and curious, detailed analysis of the psychological characteristics of students, to strengthen the optimization and update of game teaching method, to develop a game after all repeated will reduce the enthusiasm of students learning, which requires the teacher's teaching, the characteristics of the students as the basis, Strengthen the diversified game method is the use of different active updating the game, let the students to always maintain a fresh game teaching, with a curious mind should go to participate in sports game, improve the enthusiasm of students learning game, let the students can actively participate in the middle and primary school sports knowledge learning, let the sports knowledge to promote the growth of the students.^[3] At the same time, teachers can also let students participate in the arrangement of the game, and can also integrate the game improvement suggestions put forward by students into the game, so that students can fully realize the importance of game participation, so as to devote their own attention to the study of physical education courses, and promote the improvement of physical education teaching learning efficiency. When setting the game participation mode, teachers also need to optimize the game participation form and improve the degree of cooperation of students. For example: in the game setting, the teacher should carry out a questionnaire survey in the student group, through the questionnaire to understand the needs of students and game participation bias, and then take this as the basis for the sports game setting. For example, in order to better achieve the purpose of training students' reaction ability, teachers can design a "sticker" game, and the rules of the game should be set in line with students' learning needs. In this game, students need all round into double circle, and then keep a certain distance and interval, two of the students is the starting of a student who was chasing people, another student being chased, once back to the man who met being chased, be a role reversal, the process, students can also replace at any time of different students, effectively promote the students' ability to run, Let the students get leg strength exercise, more flexible show their limbs. For example, when teachers carry out running games, they can first let students carry out warm-up training. If students think this process is boring, teachers should properly use games to increase the fun of training and enrich the content of physical education.^[4]

4.3. Optimizing teaching evaluation

In primary and middle school physical education, the creation of teaching evaluation mechanism can effectively reflect the actual situation of teaching, so as to provide effective reference for students' teaching optimization. In this process, teaching objectives can be taken as the basis for corresponding innovation and optimization of teaching evaluation mechanism to optimize the whole teaching process. To optimize teaching evaluation, students and teachers can be introduced into the way of mutual evaluation, so as to ensure the authenticity and comprehensiveness of teaching evaluation, and effectively play the role of teaching evaluation. Such as: In organize students to participate in "relay" badminton game, the teacher can organize the students to stand in two columns, then have a student service, other students passing the relay, according to each student passing speed and motion of teacher evaluation,

evaluation mechanism, the establishment of the teachers need to use different way, make students develop more flexible, perfect after the relay, Use the form prepared by the teacher to evaluate the comprehensive ability of the students.^[5]

5. Conclusions

To sum up, in the actual physical education of primary and secondary schools, the active use of sports game teaching method can constantly innovate the teaching mode, so as to achieve the established teaching objectives to the greatest extent. In this process, teachers must clarify the value and significance of game teaching, optimize the methods and types of game teaching, enhance students' enthusiasm for participating in sports activities, and realize the improvement of core quality of sports teaching.

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