

Application Study of Case Teaching Method in Football Referee Teaching

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ABSTRACT. *This study first summarizes the case teaching method, then analyzes the role of the case teaching method in the football referee teaching from two aspects, which are conducive to the students to lay a good theoretical foundation, improve the understanding ability of the football referee rules, and improve the practical operation ability of the students, and then discusses the application of the case teaching method in the football referee teaching.*

KEYWORDS: *Case teaching method, Football, Referee teaching, Application*

1. Introduction

Football course has always been the main course of physical education major in Colleges and universities in China. The teaching of football competition rules and referee method is an important part of football teaching. For a long time, because of the variety of rules and clauses, the fast changing process of the competition, and the constraints of teaching hours and teaching methods. The teaching process is often carried out in abstract, static and single demonstration. For practice, it is often used to watch games and explain law enforcement on the spot; it restricts the teaching of football match rules and referee methods and the training and improvement of referees. Case teaching method is advocated by Roland Christensen of Harvard University. This method can stimulate the students' positive thinking according to the practical problems through the typical organized cases, questions, assumptions, guidance and discussion. Therefore, the "case teaching method" is transplanted into the football referee teaching of the physical education department, which is an attempt to enrich the football referee teaching method and train the referee ability of the football special students of the physical education department faster and better. In order to promote the teaching quality and teaching effect, this research not only does not affect other teaching tasks, but also develops the Case Teaching CAI of football match rules and referee method for referee teaching.

2. An overview of case teaching method

Case methods of teaching, also known as case teaching, was founded in Harvard University in the United States. Through typical cases, teachers and students analyze, discuss and refine, so that students can understand and master the ideas and methods of solving problems. The case teaching method, which is provided by real and typical cases, guides students to connect the contents they have learned with real life and events, so as to stimulate students' internal motivation for learning, arouse their initiative and enthusiasm for learning, and help students to develop their independent thinking, analysis and reasoning, and the skills of transforming theoretical knowledge into practice, so that students can learn to apply. The teaching method of case teaching is more complex than oral or written narration in the traditional classroom, which can provide students with more close to the real problem learning situation. At the same time, the case teaching method also focuses on the learning process of students' collecting, analyzing, sorting out materials, and even putting forward solutions to problems [1].

3. The role of case teaching method in football referee Teaching

3.1 It is beneficial for students to lay a good theoretical foundation and improve their understanding of football referee rules

It is the basic task of football primary referee teaching to have a certain theoretical basis and to be able to combine with practice at the same time. "Case teaching method" not only helps students master the concept of death, but also promotes students' understanding of the rules, and can flexibly use the rules to solve problems, which is the difficulty of general teaching. How can "case teaching method" better solve this problem? First, in the class, teachers first show students the cases that have been selected in advance, and within the specified time, let students think actively according to the existing knowledge and experience, and analyze, discuss and judge the cases. The teacher does not directly inform the answer, so the students' thirst for knowledge is aroused at the beginning. Second, students can judge or ask questions through free discussion and independent analysis. Teachers grasp students' doubts and puzzles for inspiration, guidance and elaboration (or demonstration), and further present new cases according to the situation, put forward questions, and then discuss and analyze by students. Finally, it is concluded and refined by teachers. For example, we pass the case: a player throws a ball out of bounds, but the ball does not enter the field and falls out of bounds. How does the referee deal with it? Through discussion, students have different opinions, and their opinions cannot be unified. Teacher's guidance and explanation: the rule is that when the ball is thrown across the boundary into the match ground, the competitor is the beginning, and the ball is not in the match ground, so the match has not started yet, and the throw out is resumed. The teacher pushes "category" from "individual" and leads to similar concepts. For example, when penalty kicks, kicks off in the middle circle, kicks the goal ball and other examples help students form systematic knowledge, draw inferences from one instance and grasp knowledge flexibly. From the perspective of educational psychology, "case teaching

method” can better stimulate the internal incentives of students' learning, mobilize the subjective initiative of students' learning; in addition, the language exchange between students and students, and between students and teachers improves the information conversion rate, so that students can better grasp the rules. Third, practical operation has consolidated and deepened the mastery and understanding of rules. Because students learn through case discussion, store certain typical cases in their brain, and encounter these cases from time to time through practical operation; through judgment and punishment, they deepen the consolidation and understanding of the previous knowledge. According to the present situation, the teacher selects the typical cases of miscarriage of justice and omission of justice, and carries out circular teaching [2].

3.2 It is conducive to improving the practical operation ability of students

The practical operation ability is the key and difficult point of referee teaching. People who are involved in the referee's work have realized that they can see everything clearly off the court and can't play it out. How can the case teaching method achieve better teaching effect in practical operation? First, because the case teaching method is based on the case as the center to carry out the teaching, the judgment of the football referee is actually the judgment of a case. Therefore, the theoretical knowledge of the rule judgment learned by the students is closer to the practice, which makes the on-the-spot operation, and the theory and practice contact quickly. Second, any kind of teaching method is not omnipotent. In addition, referee learning is also a kind of skill learning. Therefore, the “case teaching method” used in this experiment also absorbs teaching methods such as procedural teaching method, demonstration method, pair practice method, etc. in the specific operation, one method is the main method, and multiple methods are complementary. For example, the “pair practice” used in the experiment, that is, two students are divided into a group, forming a pair, according to the teacher's arrangement for discussion, gestures, whistles and other exercises, greatly improving the efficiency of practice, thus improving the teaching effect[3].

4. The application of case teaching method in football referee Teaching

Case teaching originated in the early 20th century and was first used in the medical and legal fields. After that, it was used in the field of management, especially in the field of education, especially in the training of teachers. Harvard Business School plays an important role in case teaching. Its influence is not only limited to business administration, but also has a significant impact on teacher education. In this regard, this study takes the law enforcement fragment in football match as a case, through the objective description or introduction of the content, situation and process of law enforcement of football match referees, so that teachers and students can directly participate in the law enforcement process of football match, guide students to analyze and discuss and propose solutions, so as to cultivate students' ability of independent thinking, analysis and reasoning and

expression It makes students become the center of regular class teaching. Through students' narration and evaluation of cases, students are placed in the actual environment, which provides students with a chance to understand and solve problems, make correct judgments and decisions through analysis, discussion and communication of surrounding environment and events themselves, and fully train their thinking ability and skills[4-5].

It is worth noting that case teaching has a guiding function in teaching, which can make a difficult theory easy to understand, but there is still a vacancy in case teaching itself, many case teaching is often limited to the classroom teaching, for the actual operation process of on-the-spot law enforcement, we must improve the case teaching through on-the-spot law enforcement, and let students in the process of on-the-spot law enforcement. Further analysis of cases, demonstration program, so as to improve and cultivate students' law enforcement ability. Football rule refereeing is a practical and applied part of football curriculum, and it is also the embodiment of "law enforcement art". In the past, the teaching mode of football rule refereeing method was usually carried out in abstract, static and single demonstration. For practice, a single watching game and a few on-site law enforcement explanations were used. This kind of teaching mode makes students lose initiative because of the lack of participation opportunities. The essence of the case teaching of the football rule judgment method is to analyze the situations and cases in the process of football law enforcement, that is, the past football matches, from the whole to draw out the cases with universality and particularity, to create a kind of vivid and vivid cases as interesting good situations, so as to enhance students' interest in learning, and to analyze them in the process of teaching and learning, So that the students' ability to analyze and solve problems, to innovate and to work independently can be continuously improved, so that students can understand and master the basic theory and thought of law enforcement, and lay a solid foundation for improving the level of football law enforcement[6-8].

5. Conclusion

The case teaching method of football rule referees starts from imparting the existing knowledge, pays attention to the cultivation of students' thinking ability, the ability to analyze and solve problems, and the key is to cultivate students' ability to enforce the law. As an advanced, scientific and efficient teaching method, the case teaching of rule judgment is exactly the direction of modern teaching development. In the process of case teaching design and actual implementation, it largely tap the potential of students. It can not only effectively improve the teaching effect of on-the-spot judgment, but also consolidate the knowledge and skills learned by students. In the process of teaching, teachers can improve the rationality of teachers by observing, analyzing, diagnosing and multi-dimensional analysis of classroom teaching behavior, and by applying new teaching ideas in teaching. Through the analysis of teaching cases, teachers can improve their awareness of teaching practice by reflecting on the "anyway state" behavior, so as to deepen the theory of education and improve teaching practice, so as to speed up teachers' college The purpose of

business growth.

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