



Research on the Application of Sports Games in Special Education School Teaching

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Abstract: Students in special schools have certain characteristics in sports training, teaching, and other aspects compared to students in ordinary schools. Normal educational activities obviously cannot meet the learning needs of special school students. Rich and colorful sports games often combine sports content with students' interests and hobbies well, thus achieving teaching goals. Adding game elements to physical education teaching content can stimulate students' interest in learning, increase their enthusiasm for sports participation, and improve their physical fitness. Therefore, it is necessary to carry out sports activities in special schools and make reasonable use of sports games.

Keywords: sports games; Special education schools; physical education

Every child has the right to education, and children in special education schools are no exception. Sports are very important for the growth and development of children. In special schools, we should not be complacent just because children may have intellectual disabilities. We should approach them with a more rigorous and responsible attitude to achieve good education in all subjects.

Due to the fact that children in special schools are not talkative and psychologically fragile, physical education teachers can apply sports games to daily teaching, use good physical education methods to exercise children's physical fitness, promote their intellectual development, and help these children better adapt and integrate into society.

1. Based on the characteristics of students, scientifically design group games

Students in special education schools have varying levels of intelligence, abilities, and physical strength. Therefore, physical education teachers should design personalized teaching plans based on the actual situation of students, and teach students according to their aptitude to improve their overall physical education literacy. In actual teaching, physical education teachers can first scientifically divide students into different groups based on their actual situations to promote complementary advantages among students, and then organize group game activities to achieve teaching objectives. For example, physical education teachers can try to group students with hearing and vision impairments into one group and have them play games together. This can not only complement their strengths, but also stimulate their interest and enthusiasm in sports learning. Students with hearing impairments have little difference from normal students in other aspects except for weak hearing or inability to hear sound, so they can participate in games well after knowing the game methods and rules. Students with visual impairments often exhibit a lack of physical activity and are hesitant to exercise easily due to their weak vision or inability to see through their eyes. Physical education teachers assign hearing impaired students and visually impaired students together. Visually impaired students can communicate the game methods and rules they hear to them through sign language, while hearing impaired students can pull or lead them to run and exercise together according to the game methods and requirements. In this way, the classroom atmosphere will be particularly harmonious and harmonious, and students' enthusiasm for sports will be particularly high. Physical education teachers can also try to group students with hearing and intellectual disabilities together. Students with intellectual disabilities usually have lower IQ than normal students, resulting in poor comprehension ability, which often requires them to spend more time completing normal training tasks. In this regard, physical education teachers can organize training activities for students with hearing impairments, such as gathering and queuing, to quickly grasp the essentials. They can rank students with hearing impairments ahead of students with intellectual disabilities, allowing them to provide demonstration and guidance. Through continuous observation and imitation, students with intellectual disabilities can significantly improve their learning efficiency and shorten the time to complete training. Physical education teachers, based on the actual situation of students, scientifically divide them into different groups. This not only helps to promote mutual assistance among students, enabling them to complement each other's strengths, but also helps to create a good classroom atmosphere, allowing special education school students to feel the warmth of

the collective and taste the taste of success.

2. Based on the actual situation of students, timely introduction of sports games

Students in special education schools may have certain physical or intellectual deficiencies, leading to psychological differences between them and ordinary students. Therefore, physical education teachers should combine the actual situation of students, scientifically design sports activities, seize game opportunities, timely carry out sports game activities, and scientifically improve teaching processes.

(1) Science is integrated into sports games during the warm-up stage. In the process of sports, if students are not adequately prepared for activities, there will be certain safety hazards, leading to physical injuries to students. Therefore, before organizing physical activities for students, physical education teachers should lead them to do warm-up exercises, allowing them to move their joints to ensure that they can meet the requirements of classroom teaching. Given the physical or intellectual deficiencies of students in special education schools, during the warm-up stage, physical education teachers should be more attentive and try to design innovative sports games that can fully attract students' attention and stimulate their interest in learning, in order to attract students to truly participate in sports games. For example, physical education teachers can use "chase after each other" games to help students warm up in basketball classes for students with hearing impairments. In the game, students can randomly queue up, and the physical education teacher will randomly pass the basketball to one student. Then, they will call the roll and ask another student to chase after the student holding the basketball within 20 seconds. The student holding the basketball is afraid of being chased, so they will dodge and evade. In the process of "chasing" and "escaping", the student's warm-up purpose can be achieved.

(2) Timely integration of sports games into the teaching process. After the warm-up, students' interest in classroom participation, enthusiasm for sports, and body cells will be fully mobilized, and their eyes and bodies will reveal the message of wanting to continue. At this point, physical education teachers should promptly receive this signal, seize this opportunity, effectively organize students to carry out physical education teaching activities, and timely introduce sports games to achieve twice the result with half the effort. For example, in the teaching of "double legged jump short rope", in order to stimulate students' enthusiasm for sports, after students complete warm-up exercises, physical education teachers can design "jump rope training" as "jump rope competition" and introduce competitive games to stimulate students' enthusiasm for participation. In the game, the physical education teacher can divide students into two equal teams, each team consisting of six people and three groups. Then, students from each team are required to complete the jump rope relay through group competitions. Each group of students must complete 10 consecutive jump ropes before the next group can proceed with the relay. If the students in the previous group make mistakes and fail to complete 10 consecutive jump ropes, the entire team needs to start from scratch until the entire team completes the task. The team with the shortest time will be the winner. Practice has proven that timely introduction of sports games by physical education teachers in the teaching process can effectively stimulate students' enthusiasm and desire for victory and defeat, enabling the smooth progress of sports training activities and the achievement of training goals.

(3) Reasonably integrate sports games into the summary stage. In physical education teaching, the summary stage is very important. After participating in sports activities and training in the classroom, students will feel physically exhausted and their muscles will be in a tense state. At this time, physical education teachers can organize relaxation type game activities to help students relax their body and mind, promote their rapid recovery of calmness, and avoid muscle soreness throughout the body. Moreover, relaxation type game activities can also help further enhance the effectiveness of classroom teaching. Specifically, before the end of each class, physical education teachers can reserve about 5 minutes to organize students to engage in relaxation type small game activities, such as doing relaxation exercises, relaxing dances, etc. Patching each other's shoulders between students can not only help both parties relax their muscles, but also promote communication and enhance emotions. In the relaxation stage, physical education teachers also need to summarize and review the teaching content of the entire class, and reflect on student feedback, in order to provide support for the optimization of the teaching application of sports games in the future.

According to the physical and mental characteristics and development laws of special school students, the use of game based teaching method in physical education not only enriches the education system, but also benefits the physical and mental development of special school

students and the improvement of physical education teaching level. Students gain enthusiasm for sports and acquire necessary sports skills. Therefore, it is necessary to actively promote the application of sports games in physical education teaching in special schools.

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