

Analysis of the Application of Role-playing Teaching Method in College Sports Football Option Courses

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Abstract: Football is a sport with both entertainment and educational value, so most college students like to play football. When students choose sports, they usually choose football. Throughout their lives, students play a variety of roles, from college to work, from corporate office workers to husbands, wives, and friends. Applying the role-playing method to football can allow students to adapt to various roles earlier in the game and enhance their ability to adapt to society. Based on this, this paper studies the function of college sports football optional course through the practice of college sports elective course teaching, and analyzes and discusses the application of role-playing teaching method in college sports football optional course for reference.

Keywords: College sports; Football option courses; Role-playing

1. An overview of the role-playing teaching method

1.1 Characteristics analysis

The so-called role-playing is to allow students to imitate the physical movements of various roles, such as referees, teachers, athletes, etc., so that students can experience their self-confidence in different roles. The existing teaching methods include: conventional teaching, case teaching, problem teaching, inquiry teaching, micro-lecture teaching, program teaching, and cooperative teaching. Each of these teaching methods has its own merits, which are of great help to students' learning and teaching. However, in terms of role-playing, most college students will not continue their studies after completing their studies, and their roles are no longer pure students. From a work point of view, he may be a teacher or an office worker; in a hospital, he may be an ordinary doctor, or a nurse or other staff member. In the family, he is the son, the father, and the elder brother. In terms of management structure, he can be a manager or a grassroots employee. In the university, the main relationship they come into contact with is the relationship between teachers and students, and the requirements and education for students will make them uncomfortable in various identities after graduation. Therefore, in university teaching, how to make students better adapt to social changes, so as to better adapt to the work after graduation,^[1] is a very valuable question. In college sports small-field football games and football combination technical training, the use of role-playing teaching scenarios can not only promote students' exploration and creation, but also promote students' teamwork and cooperation. For example, when the teacher arranges students to participate in a football match, according to the wishes of the students, they will take turns as coaches, referees and athletes, and have a 15-minute mini-game, allowing students to experience different roles, focus their attention, and improve their classroom knowledge. In the process of students playing, the teacher can carefully observe the behavior of the students and record them in the notebook, so as to lay a good foundation for the future scene creation.

(2) Problems in the application of role-playing teaching method in college sports football option courses

1.2 Student level

First of all, from the perspective of students' attitudes, most students can listen to the teacher's words, but some students are more willful and cannot control their emotions well, which will slow down their learning and make their learning more difficult. Not so smooth. Secondly, from the perspective of students' interests, some students love football skills, some students like group games, and some students practice alone. However, due to the limitations of class hours and teaching environment, teachers' teaching environment can only meet the needs of most students. The needs of people, but not fully meet the needs of students. Finally, from the perspective of students' basic football skills, in teaching, students' ability to accept football knowledge is not uniform, and students' skill mastery levels are also very different. The application of role-based teaching method is based on the actual situation of students. Although it cannot become the main content of the whole classroom, its role in the classroom is not obvious due to the different abilities of different students.

2. The application of role-playing teaching method in college sports football option courses

Physical education class takes physical education and health as the main content, and its teaching value is to promote students' physical and mental health, psychological quality, social adaptability, physical fitness knowledge and sports skills. College students have few sports opportunities after graduating from college. In the school's educational goals, "lifelong sports" means that after graduation, students can consciously participate in sports activities. Students work out in college, they can build strength in the gym, they can run on the treadmill, they can go for a lap in the park, or they can play basketball in the gym. The form of the organization is relatively loose, mainly going out to exercise with colleagues, and few people leave the work circle and participate in some relatively loose sports clubs and sports associations. Therefore, it is necessary to carry out a pre-analysis of sports roles for students after graduation, and arrange their future roles in the classroom. From a football point of view, they will only play some lighter games in nearby schools and public places, not as a team. In addition, there are some imbalances in the amateur football leagues in major cities in China. The ultimate goal of most football players is to pass the exam, and they rarely have time to participate in football matches. So, in the classroom, the thing to consider is their career after graduation. Amateur football is a club-like organization, some are formal with clear rules, others are a group of people getting together to play football.

2.1 Change the traditional teacher-student relationship

In the traditional teacher-student relationship, the teacher is the referee and the student is the contestant, which cannot give full play to the creativity of the students. Role-playing is the role of teachers and students. In football teaching, the two are not divided between superiors and subordinates, but are in equal roles. Therefore, in the classroom, teachers should communicate with students, respect students' thoughts, listen to students' voices, and make every student feel the teacher's concern. Through psychological counseling for college students, they can overcome and eliminate psychological barriers, generate positive learning motivation and interest, reduce their psychological pressure, actively communicate with teachers, and cooperate with teachers' classroom teaching with a positive learning attitude. Secondly, whether the situational teaching can be successfully implemented depends on the full input of students. Teachers should make more efforts in environmental design, using the spiral structure advocated by Bruner, according to the students' age, gender, interest, physical fitness and other factors. , to design a teaching environment that suits the different requirements of students. For example: When strengthening the dribble around the bar, the dribbling levels of boys and girls are not uniform. Therefore, when we design football, we must design it in three directions. There is a sign board every three meters, and the other two-thirds of the place, every two meters or one meter, has a sign board, so that Allow students to decide their position according to their needs. Therefore, in the classroom, teachers should fully respect the needs of students, so that every student can enjoy the classroom environment arranged by the teacher

2.2 Reform thinking and improve the quality of education

Before starting the class, the teacher should clarify the subjective and objective conditions of football teaching, such as: the number of classes, the size of the field, the number of classes, etc. If multiple classes are in class at the same time, the teacher can divide students into different groups according to their interests, hobbies, skills and other characteristics. Each group has its own activity area, which can not only ensure the safety of the students, but also No conflict with other classes. On the football field, teachers can provide a difficult teaching environment for football matches, large-scale games, and competitions. According to the size of the venue, teachers should pay attention to the situational experience of students at any time, and do it in the classroom as much as possible, so as to concentrate students' attention and grasp the physical and psychological characteristics of students in time, so as to provide reference for the subsequent teaching environment design. College students like fresh and challenging sports. Teachers can purchase sports equipment with bright colors or design sports props with various styles and rich colors according to the characteristics of students' characters, interests, beliefs, etc. The football teaching situation improves students' classroom participation, learning execution ability, enhances the classroom atmosphere, and enhances the interest of football teaching

Concluding remarks

In a word, using role-playing method in college football option courses can enhance students' sense of position in the game, role-playing and other skills, enhance their interest in football, and understand the whole process of football, thereby promoting students' growth. In the teaching process, teachers should focus on improving their teaching ability, so that students can enhance their social practice ability and master their own roles, so as to better improve the quality of teaching.

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