

Research on the Application of Competition Teaching Method in College Basketball Teaching

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Abstract: In modern college basketball teaching, competition teaching method emphasizes the combination of practice and skills by simulating the real competition environment, improving students' basketball comprehensive quality. Competition teaching method pays more attention to students' sense of participation, prompting them to explore and solve problems themselves in confrontation. By this way, students can use their learned skills in actual competitions, and cultivate their sense of teamwork and tactical thinking. The effectiveness of this teaching method has been verified in the practice of many colleges and universities, showing great value. Therefore, by analyzing the theoretical basis of competition teaching method, this paper studies the application of competition teaching method in college basketball teaching.

Keywords: Competition teaching method; College basketball teaching; App; Application

As a teaching mode with practice as the core, competition teaching method has gained more and more attention in college physical education, especially basketball teaching in recent years. This teaching method mainly simulates real competition situations, enables students to master technology in dynamic confrontation, so as to gradually cultivate their practical application ability. The diversification of college basketball education objectives and the application of competition teaching method can improve students' comprehensive quality and stimulate their interest in basketball.

1. A theoretical basis of competition teaching method

According to the view of constructivism, learning is an active construction process, and students interact with the environment and accumulate experience to form knowledge. Competition teaching method uses real competition situations to urge students to actively explore, understand and master the knowledge and skills of basketball in practice. In such an environment, students accept information, participate in knowledge construction, experience success and failure in practice, and thus adjust their learning strategies [1]. Albert Bandura's social learning theory points out that learning is realized by observing and imitating other people's behaviors. In the competition teaching method, students can understand the application of technology and its practical significance in the competition by observing their peers' performance and tactical application. This observation is not limited to peers, and teachers' demonstration and feedback also provide students with learning resources. Students learn from each other and support each other in the competition, forming a good learning atmosphere, which can help improve the overall sense of teamwork. The competition teaching method is also supported by the theory of multiple intelligences. The theory of multiple intelligences put forward by Howard Gardner emphasizes that each student has different types of intelligence and learning styles. Using various competition forms and tactical arrangements in the competition teaching method can provide students with diverse learning experiences, meet the learning needs of different students, participate in actual competitions, and enable students to improve their sports ability, social ability and emotional adjustment, and give full play to their personal potential.

2. The application of competition teaching method in college basketball teaching

2.1 Classroom design and teaching process arrangement

In actual teaching, competition teaching method pays attention to the construction of actual combat situations, so teachers regard competition as the core of curriculum design, and combine basketball techniques, tactics and rules. Teaching design should focus on how to help students improve their skills and understand tactics in confrontation through competition situations, and gradually

cultivate their ability to control the overall situation of the game [2]. In order to achieve this goal, we should pay attention to the authenticity of the game in classroom design. The game teaching method is different from the traditional skill decomposition training. It emphasizes the cultivation of the overall basketball ability rather than simply mastering a certain technology. Therefore, when designing the teaching content, we should build a variety of game scenes, promote teaching in the form of group confrontation, and let students experience and learn the complexity of basketball in the actual game. At the beginning of the class, Teachers can use a short warm-up match to guide students into the state, which is a process of gradually adapting their bodies to the intensity of exercise, and an opportunity to observe students' technical performance and cooperation consciousness on the field. Through this kind of preliminary competition situation, teachers can identify students' weaknesses in the competition and adjust them in the subsequent teaching links. In the actual teaching process, the competition teaching method requires timely guidance and feedback during the competition. Teachers should pay attention to the students' performance in the competition, grasp the key technical and tactical issues, and make short explanations by taking the opportunity of time-out and interruption of the competition. In teaching design, long pauses or explanations are avoided, because this will interrupt the rhythm of the competition and students' learning concentration. In different stages of teaching, students are allowed to reflect and discuss in groups, and students are encouraged to share their thoughts in the competition. This kind of reflective learning can help students understand the competition. It is worth noting that the object of basketball teaching in colleges and universities is college students with a certain basketball foundation, so teachers should pay attention to designing different difficult game situations according to students of different levels, and design more complicated full-court games for students with relatively strong skills, emphasizing the use of tactics and teamwork. Some students have weak skills, so they can focus on half-court games, reduce the venue and reduce the number of people to reduce the difficulty of the game. So as to ensure that every student can get exercise opportunities in actual combat, and at the same time, in the application process of competition teaching method, the rules of the competition should be adjusted in time to enhance the interest of the competition, such as increasing certain competition restrictions such as setting scoring methods and prohibiting certain technical actions, which can stimulate students' creative thinking and urge them to find new ideas for solving problems under special rules, thus enhancing their tactical awareness [3].

2.2 The combination of teaching content and competition teaching

At the beginning of teaching, let students warm up in a relaxed atmosphere by using small competitions or group confrontation, so as to get the opportunity to cultivate students' competitive state, observe students' basic skills and teamwork, and let teachers know the technical shortcomings of students in actual confrontation through observation, which will provide a basis for the subsequent adjustment of teaching content. In the subsequent training, pay attention to arranging specific technical training around students' performance in the competition. For example, if it is found that a certain group of students have a low shooting percentage, teachers need to arrange special shooting exercises and guide them in combination with competitions. In this case, technical training should be combined with competitions to help students master technical essentials in practice and enhance their self-confidence in competitions. In addition, attention should be paid to defining the teaching objectives of each class in the design of teaching content, organically combining the learning of technology and tactics, and making teaching plans around a specific technical action or tactical concept. For example, when teaching students roll-and-roll tactics, students can understand its basic principles and essentials through explanation and demonstration, and then practice it by using small-scale competitions. Teachers can observe students' implementation of tactics in the competitions and adjust them in time, so that students can flexibly use the tactics they have learned in actual competitions and enhance their tactical awareness [4].

2.3 Teachers' role change and the development of students' autonomy

Teachers in traditional teaching mainly teach skills through direct explanation and demonstration. In the competition teaching method, teachers should pay attention to encouraging students to actively find problems in actual competitions and understand the application of skills and tactics. This requires teachers to create an environment that encourages exploration in the classroom so that students can play freely in confrontation, and let students experience the application of skills in actual combat by designing small competitions or group confrontation. In this process, teachers should pay attention to students' thinking process, help them analyze the gains and losses in competitions and help them. In this teaching mode, teachers should adjust their teaching methods, reduce direct intervention, and adopt more ways of observation and feedback. By observing students' performance in the competition, teachers can identify their strengths and weaknesses and give feedback at an appropriate time. It is required that such feedback is timely and can help students quickly adjust their strategies in the competition. This way can help improve students' skills and enhance their autonomous learning ability, so that students can learn to think independently in the process of solving problems. At the same time,

teachers are also required to respect students' opinions in the classroom and encourage them to try different tactics in the competition. In this environment, students can feel that their ideas are taken seriously, thus enhancing their enthusiasm for learning. For example, in group confrontation, students can choose their own tactics and implement them, so that they can experience the importance of decision-making in practice. This way is mainly to help students change from "passive acceptance" to "active participation" and realize the sense of accomplishment of teamwork in the competition ^[5].

3. Conclusion

In college basketball teaching, the application of competition teaching method can provide students with a more realistic learning environment. By using this method, students can gradually master the basic skills of basketball, improve their thinking ability in practice, and the role of teachers can be transformed into guides, so that students can play their personal potential in the process of autonomous learning. The research and practice of competition teaching method has made this method more and more effective in promoting the development of students' comprehensive quality and enhancing their sense of teamwork, providing students with more comprehensive growth opportunities.

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