

On the Innovation Theory and Practice of Badminton Teaching in Universities——Taking Guizhou University of Finance and Economics as an Example

Xiaolin Xia

School of Physical Education, Guizhou University of Finance and Economics, Guiyang 550025, China.

Abstract: Based on instructional practice in badminton course teaching, this study expands the application of goal-directed behavior theory from management studies in the field of physical education, thereby supplementing the existing conditions for applying goal-directed behavior theory in the sports domain. Empirical evidence confirms that proactive college students, through the reconstruction of the badminton knowledge system, implementation of innovative teaching methods, and utilization of multidimensional assessment approaches, can effectively acquire proficient skills in major badminton techniques within a 32-hour instructional period. This accomplishment not only achieves the intended teaching objectives but also resolves the issue of students struggling to comprehend and acquire badminton techniques within a limited timeframe.

Keywords: Badminton; Teaching; Innovation

Introduction

In the context of the *Sports Education Integration* initiative (2020), it is imperative for university physical education to facilitate the acquisition of specialized sports skills and enhance students' ability to engage in sports competitions. Furthermore, this aspect serves as a fundamental cornerstone for fostering the holistic development of university students. Thus, the mastery of specialized sports skills assumes significant importance within the realm of university-level physical education and competitive sports environments.

1. Innovative Ideas for Badminton Teaching

Reforming and innovating university badminton physical education instruction is necessary to address the challenges of students struggling to comprehend and acquire badminton skills within a short period.

Firstly, a comprehensive analysis of the student situation in the elective badminton course within university physical education was conducted. Many students are deeply influenced by the examination-oriented education system, lacking awareness of physical education and healthy exercise habits. They tend to underestimate the importance of physical education and hold biases that render it dispensable. Secondly, there is a high proportion of the Only Child among the students, resulting in age and psychological gaps, weaker mental resilience, poor cooperation skills, and a lack of desirable qualities such as willpower, resilience, and perseverance. Thirdly, students exhibit poor physical fitness, lacking a foundation in specialized sports and possessing minimal specialized sports skills.

Secondly, based on the student situation, a research plan for innovative teaching was proposed, drawing on principles from management theory, educational theory, and learning theory.

Lastly, the implementation of the research plan was followed by an analysis of the outcomes and reflections on the teaching innovation.

2. Problem Exploration and Innovative Application in Teaching

In this teaching innovation, we aimed to address the issue of students being unable to comprehend and acquire badminton skills within a single semester (32 instructional hours). By applying the goal-directed behavior theory from organizational behavior, it was hypothesized that proactive and engaged students would demonstrate better performance. Hence, the question arose as to whether proactive college students would achieve better grades. However, based on previous teaching experiences, the majority of students, regardless of their level of proactiveness, were unable to master the major badminton skills within 32 instructional hours. This led the author to contemplate whether reconstructing the badminton teaching content, adding specific technical training sections and detailed anatomical analysis, as well as improving teaching methods, could further validate and expand the application of goal-directed behavior theory in physical education teaching, thereby guiding physical education teachers to enhance student skills and performance.

Following the paradigm of instructional experimental research and drawing on theoretical support, the author explored the transfer of organizational management goal-directed behavior theory to the field of physical education during the teaching process. A questionnaire survey was conducted among badminton students. The proactive personality scale developed by Bateman and Crant was utilized, and based on the five items with the highest loadings from the original 17-item scale, students were divided into "proactive behavior group" and "non-proactive behavior group." Both groups received the same innovative teaching content and methods. After 32 instructional hours, it was observed that students with proactive behavior generally achieved higher scores in the badminton specialization and demonstrated better mastery of the major badminton skills compared to the non-proactive behavior group. This expanded the application of the goal-directed behavior theory, revealing that even proactive students in the field of physical education require certain measures to improve their performance. Therefore, this study supplements the application conditions of goal-directed behavior theory within the sports domain.

3. The Three Stages of Innovation in Badminton Teaching

Based on the aforementioned research and application, the reform and innovation of the specialized badminton course teaching can be divided into three stages.

In the first stage, a systematic reconstruction of the badminton knowledge system is carried out. The theoretical knowledge of badminton and the knowledge of rules and referees are integrated systematically. A physical education theoretical framework that meets the needs of students entering society is established, aiming to cultivate students' sense of courtesy, integrity, effective communication, as well as their competitive and enterprising spirit.

In the second stage, innovative teaching philosophy is introduced: "Sports is Life." The teaching philosophy is the soul and ideology of a course. The effectiveness of correct actions depends on the correct philosophy. By analyzing the existing issues in physical education teaching, an innovative teaching philosophy is proposed, emphasizing the development of students. Firstly, badminton should become part of students' daily lives. Secondly, students should be regarded as learners who construct meaning rather than passive recipients of information. Teachers should assist students in constructing meaning instead of merely teaching. The aim is to cultivate students' abilities for active learning, enhance their interests, and foster their sociability.

In the third stage, the traditional teaching methods primarily based on explanation and demonstration are challenged, and innovative teaching methods are introduced. These methods include language communication, direct perception, physical practice, and contextual competitive activities, among others. In language communication, methods such as introduction, instruction, interaction, and cooperative discussions are used to help students fully understand the more challenging badminton techniques. In direct perception, methods such as the use of auxiliary equipment, action demonstration, comparison, and error correction are employed to enable students to directly perceive and experience the principles of understanding and application. In physical practice, methods such as decomposition, integration, repetition, and cycling are incorporated to help students grasp the essentials of the techniques. In contextual competitive activities, methods such as sports competitions and situational teaching are integrated to allow students to experience different roles, including athletes, coaches, and referees, and to understand the corresponding rules. This enables students to deeply appreciate the spiritual essence of friendship, unity, fairness, justice, care, and respect inherent in sports. Through these approaches, students' positive qualities such as bravery, perseverance, initiative, and self-confidence, as well as their ability to collaborate in teams, maintain collective honor, and enhance their overall competence, are nurtured. Ultimately, students acquire

badminton skills.

4. Innovative “Five-Dimensional Integrated” Model Teaching

The “Five-Dimensional Integrated” teaching model refers to:

Firstly, enhancing students’ understanding of badminton techniques. Based on the characteristics of badminton skills and movements, the teaching content is reconstructed to provide detailed instruction on the techniques. This includes incorporating lessons on sports anatomy and biomechanical principles to help students understand the principles of practice and facilitate experiential learning during teaching exercises.

Secondly, implementing flipped classroom methodology by having student groups engage in pre-class discussions and previewing the content before the lesson.

Thirdly, conducting classroom teaching based on the principles of transfer learning.

Fourthly, organizing weekly meetings among student groups after class, which include various activities related to sports and daily life such as playing badminton, running, studying, dining, or having coffee together.

Fifthly, cultivating students’ proactive and positive abilities using the goal-directed behavior theory. Through post-class group discussions, students are encouraged to create their own learning content, independently organize sports games, and take on the role of a sports teacher.

By applying the “Five-Dimensional Integrated” teaching model, the same instruction was given to both the proactive and non-proactive student groups. After 32 instructional hours, it was observed through assessment that the proactive group, influenced and transformed by the teaching, exhibited significantly better performance in badminton specialized skills compared to the non-proactive group.

5. The Key to Teaching Innovation

There is a significant difference in learning between the “active behavior group” and the “non-active behavior group” in group teaching. Reflecting on the teaching experience, it is concluded that attention should be paid to cultivating students’ active behavior and adjusting teaching content and innovative teaching methods simultaneously, as both are essential for improving students’ performance.

6. Conclusion

Guiding students into the concept of “sports as a way of life” and promoting mutual communication through “weekly meet-ups,” while implementing the “five-dimensional integrated” teaching model in parallel with classroom teaching, aligns with the growing demand for a better life in the new era and meets the physiological and psychological characteristics and requirements of contemporary college students. It holds effective value for promotion and reference in public physical education courses at universities. Under this innovative teaching concept, universities can consider students’ situations and create more and better teaching models.

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