

## Analysis on Improvement of Basketball Teaching in Middle School

Chengcheng Wang, Jiong Luo

College of Physical Education, Southwest University, Chongqing, 400715, China

### Abstract

**With the development of new curriculum reform, the comprehensive development of students is the major plan of quality-oriented education. Basketball curriculum in middle school not only allows students to master simple sports competence, but also comprehensively develops their physical quality and cultivates the spirit of teamwork and cooperation. During the basketball teaching, the author found that students are enthusiastic to basketball, but their capability of learning and mastering basketball skills varies from their individual development. Through analysis of the current teaching of dribble in ordinary middle school, this paper concludes some improvement approaches to basketball teaching, based on the teaching facts combined with teaching philosophy, teaching method, student's interests, basketball activities in school, etc. And some trials are proposed on this basis to make the class more active and interesting.**

### Keywords

**PE in Middle School, Basketball Teaching, Teaching Method;, Improvement.**

### 1. Introduction

At present, basketball is one of the most popular sports among middle school students. With the popularity of basketball culture, such as NBA, CBA and CUBA, an increasing number of middle school students are interested in this activity, and this group will be expanded continuously. Students are only active to basketball match, but have no stomach for basic knowledge in class. Some PE teachers also just let their students to play for fun, which saves more time for the teachers. This practice, however, develops some non-standard movements instead of improving the skills and tactics of the students. In order to further improve the student's basketball skills and tactics, teachers should take scientific and effective methods to help the students lay a comprehensive and solid foundation and master correct skills and movements to meet the standards. How do the middle school teachers conduct basketball teaching to improve the basketball level of students? The author discusses the strategies for improving basketball teaching through summary with over 20 relevant theses collected and referred.

### 2. The Current Conditions of Basketball Teaching in Middle Schools

#### 2.1 Problems of facilities of basketball teaching

Sports facilities and equipment are the important material conditions to implement the educational policy of the CPC and the government, conduct physical education and cultivate overall-developed talents in moral, intelligence and physique [1]. Basketball court and facilities are the imperative part of the sports facilities and equipment in school, as well as the basic conditions for basketball education, extracurricular activities and training. For now, the numbers of basketball and basketball stands basically meet the requirements of teaching, while some schools still face underdeveloped, old, non-standard and insufficient basketball facilities and courts.

#### 2.2 The importance of theoretical teaching of basketball is ignored

Generally, basketball teaching in middle school includes theoretical course and practice. Practice-oriented courses are conducted on the playground with focus on physical exercise, which is an important approach to strengthen students' physique. Theoretical course focuses on basketball rules, injury prevention and other health knowledge [2]. In order not to take the time of practical

teaching, the theoretical teaching is usually conducted in classroom in rainy or hot days or when it is not suitable to conduct practical teaching. Although the theoretical teaching and practice are different in teaching content and form, they are not unrelated. Many schools only focus on the healthy growth of students, regardless of the health care knowledge and the development of sports culture of sports theory.

### **2.3 Outdated teaching philosophy and methods**

Teachers adopt old teaching philosophy of basketball and traditional teaching methods[3], regarding the teaching as one part of final exam of the students, and not according to the actual demands of students. Therefore, they eliminate the true understanding of students on basketball. In terms of teaching methods, lacking of innovation and fun also decreases students' interest in basketball activities [4].

### **2.4 The subjective role of students not embodied in teaching**

With the improvement of sports teaching, our physical education still cannot get rid of the "teaching-demonstration-practice" mode established through the theory of sports teaching of the former Soviet Union. This teaching mode is convenient for teachers to teach knowledge and skills systematically, but it neglects the active learning of students[5]. That is to say, the students will follow what their teachers have taught and obey their teacher's calls, so the subjective role of students is completely deactivated. The students developed in this method have sound basic knowledge and strong ability of taking exams, but lack creativity and can only play with their acquired knowledge and skill. The author, by investigating the study method of students in basketball course, found that their study method was improper. And they cannot meet the requirements of independence, participation and exploration of learning. This also proves that their learning method cannot meet the requirements of subject-oriented teaching of basketball[6].

### **2.5 Focusing on results, regardless of process**

As for basketball teaching, the sports performance and results of students are paid much attention, while what they have learned from basketball is not focused on in many ordinary middle schools. The teachers evaluate the students by ability[7]. The comprehensive quality of students is ignored by the result-oriented assessment mode.

## **3. Reform Strategies of Basketball Teaching in Middle School**

### **3.1 The construction of basketball facilities shall be strengthened, and some teaching venues shall be improved immediately in schools.**

Schools may suitably extend the opening time of the basketball court to allow all students have more opportunity to play basketball.

### **3.2 Pay much attention to theoretical teaching**

Basketball teaching not only requires the middle school students who are in their puberty to master basic skills and abilities and build up their bodies, but also to make a qualitative leap in their basketball knowledge, i.e. conducting theoretical teaching of basketball. Students can not only play basketball, but also know how to become an excellent athlete by scientifically using theoretical knowledge. In basketball class, both theoretical knowledge and practice must be well taught which poses higher and more comprehensive requirements to PE teachers. First of all, PE teachers must improve their theoretical attainment of basketball and master basic teaching theory and rules of basketball. And then, teachers must select the teaching contents and prepare lessons. Like other courses, basketball teaching is a purposeful and organized teaching process as per the teaching program and syllabus. However, the difference is that basketball teaching is physical education based on physical exercises. Nowadays, many contents are added in physical education, such as national defense, military, health, education of adolescence, etc. It is impossible to teach so much contents and it is also impossible not to teach any of them. PE teachers have to combine the basketball subjects and

other sports to simplify the theoretical and practice teaching process and let students feel fun of learning.

### **3.3 Reasonably and effectively utilize game teaching**

Mr. Tao Xingzhi once said, "Teaching must conform to the learning process. For example, we swim in the water, so swimming must be taught in the water." From the beginning, students are enthusiastic to learn playing basketball, but they are eager to start basketball matches, and simply believe that basketball is only to shoot the ball into the basket. In this case, students attach little importance to basic movements, skills and tactics in matches and other basic knowledge related to basketball. When teachers start teaching with moving and off-ball movements, students cannot be aroused with interests, they know they are learning basketball though, because they do not have that feel of playing basketball as expected. Therefore, PE teachers are required to make the class more interesting and guide students to actively join the class. Passing and dribbling are the basic elements of basketball. Teachers may teach in game to increase the students' interest and stimulate their desire for knowledge. In this way, student can play and learn in the game<sup>[8]</sup>.

### **3.4 The subjective role and interest cultivation of students in teaching**

To exert students' subjective role, teachers must create an active class atmosphere<sup>[9]</sup>. This requires teachers to change the traditional teaching modes and methods. In teaching, teachers must respect the subject position of students, adhere to develop students, focus on their physical and mental health and develop their sports awareness to meet the requirements of improving the comprehensive quality of students. In terms of teaching methods, teachers may exert exploring and inspiring teaching method to exert students' subjective initiative, create scenarios specific to key and difficult points of teaching, guide them to think, ask and practice and combine theory and practice. In this way, students may grasp the main points of basketball, exert personality and strong points and actively participate in the basketball learning. For instance, it should be clear in basketball match when to substitute or request for time-out, and how to offense in possession of ball, trailing 5 points with 30 seconds left. What kind of tactics will be adopted if the player misses the shot? And what kind of defense mode will be adopted by the defenders? All these must be judged and selected by students themselves. On the other hand, in basketball teaching, teachers may reasonably arrange basketball training, match and game, play with students to realize joint improvement of teachers and students [11].

### **3.5 Promote the spirit and value of basketball sports**

From the perspective of the origin and evolution, basketball sports has always come with the spiritual needs of human, and expressed the spirit and value of the participants during sports, which are the important drive for the development of basketball [12]. The youthful spirit of middle school students is displayed in the basketball activities. Participating in basketball is not only for simple physical exercise, but more importantly, to develop students' will, perseverance, courage and resolution to overcome difficulties through basketball activities.

### **3.6 Establish basketball match system with characteristics**

Every school can hold basketball match at certain time each year according to its own conditions. In our school, for example, a full year basketball match program has been prepared, including welcoming match at the beginning of the term, teacher-student match and special basketball match in middle term. These matches with certain rules are very effective, which not only are an integrated part of the physical education of the school but also promote the creation of the basketball environment. During the construction of sports culture in school, basketball culture prevails which is closely related to its popularity and attraction. The basketball culture promotes the cultural and ideological progress in school and the comprehensive and harmonious development of students<sup>[14]</sup>. Thus, teaching reform must be continuously conducted to form real and harmonious basketball culture in middle school and make the basketball teaching vivid, active and interesting.

#### 4. Conclusion

With the continuous development and publicity of basketball, it gradually gains popularity in middle schools, and plays an important role in developing quality-oriented talents. With the development of times and reform of education, basketball teaching is constantly updated. Middle school students must focus on arouse students' initiative and participation, and develop their comprehensive capacities to lay a solid foundation for all-round development of students. To sum up, during basketball teaching, teachers cannot pay much attention to skill practice. Instead, they should, according to the demands of students and the teaching objectives, timely and appropriately take effective training strategy and organize diverse dribbling drills to improve students' abilities.

#### References

- [1] Ju Ming Hai. The current situation of the Suihua city school sports facilities in rural sports research [J]. observation of sports, 2014, 6:5-6.
- [2] Wu Jian-gang. Improvement of primary school physical education teaching method under the new curriculum standard[J]. Chinese agricultural education, 2009,6:59-60.
- [3] Zhang Jun. Analysis on the reform and practice of Basketball Teaching in ordinary middle school [J]. sports teaching, 2013, 4:72-73.
- [4] Li Yun. On the principle of combining the theory and practice of physical education teaching [J]. Anhui education, 1998,10:47.
- [5] Gan Yi Zhen. The spiritual value of basketball sports [J]. sports journal, 2000,3:84--85.
- [6] Wang Gao-xuan. The reform of Basketball Teaching in universities and development research [J]. Journal of Sports & Science.2012,2:55-56.
- [7] Xu Huajun. The reform of Basketball Teaching in middle school [J]. Physical education teaching, 2005,6:34-37.
- [8] Fan Xiangqian. The middle school basketball teaching reform of Physical Education[J]. Physical education teaching, 2005,28-31.
- [9] Lu Bingkun. How to carry out the teaching reform of middle school basketball sports teachers under the new curriculum standards [J]. Sports teachers, 2005,4:75-76.
- [10]. Fang Wen-li. The research on the influence of basketball teaching method in middle school basketball teaching method [J]. Journal of Chizhou University, 2009,7:54-57..
- [11] Qiao Xinmin. Investigation and analysis of the teaching mode of middle school basketball [J]. Reading and writing, 2009,11:34-37.
- [12] Yu Zhenfeng, Li Guoyan. Modern basketball teaching[M]. Beijing: People's education press, 2005:77.