

The Effectiveness of Group Cooperative Learning Method in Badminton Teaching in Colleges and Universities

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Abstract: In college badminton teaching, teachers utilize the group cooperative learning method, which not only helps to improve students' badminton skill level but also cultivates their teamwork spirit, communication skills, and self-management ability unconsciously. In view of this, this paper mainly describes the significance of applying the group cooperative learning method in college badminton teaching, analyzes the current problems in college badminton teaching, and aims to discover effective development strategies for group cooperative learning method in college badminton teaching in order to improve the effectiveness of college badminton teaching.

Keywords: Group cooperative learning method; Colleges and universities; Badminton teaching; Effective development

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1. Introduction

With the renewal of education reform, the group cooperative learning method is widely used in badminton teaching in colleges and universities, which effectively changes the drawbacks of traditional teaching and improves the comprehensive ability and literacy of students. In group cooperative learning, students learn how to collaborate, communicate, and share with others, and how to play their strengths and complement their team members by completing learning tasks, solving problems, and participating in competitions and other activities together, so as to cultivate a strong sense of teamwork and cooperative spirit. This spirit not only enhances students' performance in badminton but also provides valuable assets for their future lives.

2. Significance of applying group cooperative learning method in badminton teaching in colleges and universities

First of all, from the perspective of teaching quality, the group cooperative learning method significantly improves the teaching effect of badminton uniquely and efficiently. In group cooperative learning, students can not only practice and master the basic techniques and tactics of badminton but also understand and learn

the knowledge and skills of badminton more comprehensively through cooperation and communication among group members in a positive interactive and motivating learning environment. This teaching mode not only improves the students' learning interest and motivation but also enables students to deeply understand and apply the techniques and tactics of badminton, so that the students' learning effect is improved.

Secondly, in the process of teaching badminton in colleges and universities, teachers utilize the group cooperative learning method, which is conducive to cultivating students' ability to analyze and solve problems. In the process of group cooperation, students need to face a variety of problems and challenges, such as technical difficulties, tactical cooperation, and so on ^[1]. Through group discussion, practical exploration, reflection and summarization, and other activities, students can learn to analyze the causes of problems, put forward effective solutions, assess the effect of the program, and so on, so as to cultivate students' problem-solving skills. Problem-solving skills are crucial for badminton because they can help students make quick decisions and responses during the game; at the same time, they are also indispensable skills for students in their future study and work because they can help them better adapt to changing environments and challenges.

Lastly, badminton teaching through the group cooperative learning method can let students know themselves deeply. In the process of group cooperative learning, students can understand their own strengths and weaknesses, as well as their roles and positioning in the team in cooperation and communication with others. This self-knowledge can not only help students better adjust their learning status and behavior but also cultivate students' self-confidence and sense of responsibility, so that students can face future challenges and opportunities more positively. At the same time, group cooperative learning can also shape students' personality and quality. In group activities, students need to abide by rules, respect others, take responsibility, etc. These behavioral norms and values will gradually be internalized into students' personality traits and qualities. This will help students form a positive attitude towards life, a sound personality, and good social adaptability.

3. Current problems in the teaching of badminton in colleges and universities

3.1. Monotonous and boring curriculum with a lack of innovation and relevance

At present, many colleges and universities of badminton courses still remain at the traditional technical training level, lacking teaching content and teaching methods that keep pace with the times. The content of the curriculum is monotonous and boring and lacks a sense of hierarchy and differentiation, which cannot meet the different levels and needs of students. Beginners may need more basic skills training and guidance, but existing courses often ignore this, resulting in students feeling lost and helpless in the learning process ^[2]. As for students who have achieved a certain level, they are more eager to learn advanced tactical knowledge, psychological conditioning skills, and physical training methods, but the existing courses fail to meet students' needs. In addition, some teachers still use the traditional indoctrination teaching, which not only fails to stimulate students' interest and enthusiasm but also leads to students mechanically repeating the movements and techniques, lacking real interaction and communication, which makes the classroom atmosphere dull and depressing.

3.2. Insufficient teaching resources and uneven professional quality

In the process of teaching badminton in colleges and universities, teachers' role is crucial. However, some colleges and universities still have a serious shortage of special badminton teachers. This leads to some colleges and universities even having to let teachers of other sports programs teach badminton part-time, and these teachers often lack professional badminton background and rich teaching experience. Teachers' teaching methods and contents may not meet the characteristics and needs of badminton teaching, resulting in uneven

teaching quality ^[3]. In addition, some teachers may lack a sense of innovation and motivation for continuous learning to keep pace with the development of modern badminton. Teachers may focus only on teaching techniques and movements and neglect the cultivation and improvement of students' comprehensive quality; or only use the traditional teaching methods and means, while ignoring the attention to and satisfaction of students' individualized needs.

4. Effective development strategies of group cooperative learning method in college badminton teaching

4.1. Careful planning to ensure scientific and reasonable grouping

To ensure the effectiveness of group cooperative learning, teachers need to have an in-depth understanding and analysis of students' badminton fundamentals, skill levels, personality traits, communication skills, and willingness to cooperate. In the planning stage, teachers can design some interesting team activities, such as team relay races and two-player rivalry races, in order to observe students' performance in the game and assess their skills and teamwork ^[4]. In the grouping stage, teachers should focus on the complementary nature of students, pairing students with high skill levels and strong communication skills with students with lower skill levels to form a group with complementary strengths. At the same time, teachers should also consider students' personality traits and interests, and try to make the members of each group integrate in terms of personality and interests to form a positive team atmosphere.

For example, in the process of teaching badminton, teachers make a detailed teaching plan at the beginning of the semester and adopt the group cooperative learning method. In the grouping process, the teacher divides the students into several groups according to students' skill tests and questionnaire survey results. Within each group, there are students with higher skills and slightly lower skills to ensure complementarity and collaboration within the team. Through a semester of practice, the students showed significant improvement in badminton skills, teamwork, and communication skills. This group cooperative learning method not only improves the teaching effect but also lays a solid foundation for students' future social life and career development.

4.2. Setting clear goals and promoting the division of labor and cooperation

In the teaching of badminton in colleges and universities, teachers need to set clear and specific learning objectives for students when using the group cooperative learning method. These goals should not only cover the improvement of badminton skills but also include the cultivation of teamwork, communication skills, leadership, and other aspects ^[5]. To ensure that each student is clear about his or her responsibilities and tasks, teachers should guide each group to carry out a detailed division of roles. For example, roles such as group leader, recorder, and spokesperson can be set up so that each student can find his or her position and value.

For example, when using the group cooperative learning method to carry out college badminton teaching, first of all, teachers need to set clear teaching objectives. For example, teachers can divide students into several groups and set the badminton technical movements that each group needs to master, such as serve, serve receive, forehand stroke, backhand stroke, and so on. At the same time, teachers can also set some inter-group competition goals, such as the completion of the technical movements of the members of the group, the performance of the inter-group sparring, etc., in order to stimulate students' learning motivation and teamwork spirit. Then, teachers can assign different tasks to each group by combining students' sports levels and learning abilities. For example, some students are in charge of serving, some are in charge of receiving, some are in charge of defense, some are in charge of offense, and so on. At the same time, teachers can also encourage members of the group to learn from each other, help each other, and improve their badminton skills together.

4.3. Creating a positive atmosphere and promoting team harmony

In the process of group cooperative learning, teachers not only need to set clear teaching goals for students but also create a positive and harmonious learning atmosphere for students ^[6]. Firstly, teachers can stimulate students' learning interest and self-confidence through praise and encouragement, so that they are more willing to participate in group cooperative learning. Secondly, teachers should pay attention to cultivating students' team consciousness and collaborative spirit, and encourage them to learn and help each other in the group. In addition, teachers can also enhance the cohesion and centripetal force of the group by organizing some team-building activities, such as team games and team challenges.

For example, in order to create a positive atmosphere, teachers can utilize motivational evaluation, in which they give timely and specific feedback and evaluation of students' performance and progress. Through praise and motivation, students can feel their value and sense of achievement, so as to face learning and challenges with more confidence. In addition, teachers can also share resources to provide students with adequate practice equipment and space resources to ensure that students have enough opportunities to practice. At the same time, some inter-group exchanges and competitions can be organized so that students can make progress and learn from each other in competition. These methods not only can create a positive atmosphere but also promote the improvement of students' badminton skills.

4.4. Providing timely guidance to ensure the effectiveness of teaching and learning

In the process of group cooperative learning, teachers not only need to explain the relevant skills to students but also need to give students reasonable guidance and help ^[7]. Therefore, in group activities, teachers need to provide students with timely, professional, and targeted guidance and feedback to ensure that students can make progress in the process of cooperative learning. When students encounter difficulties in technology or communication, teachers should patiently provide answers and careful guidance to help them overcome obstacles and improve themselves. At the same time, teachers also need to pay attention to the performance and progress of each group and give timely positive feedback and encouragement. Such prompt and effective guidance and feedback can not only enhance students' self-confidence and learning motivation but also help them better understand their shortcomings and areas for improvement. In order to better meet students' individual needs, teachers can also flexibly adjust their teaching strategies and methods according to students' actual situation and teaching effectiveness. For example, to address the communication problems of certain groups, teachers can organize some communication skills training or team discussion activities to help them improve their communication and collaboration skills.

For example, during cooperative learning, the teacher closely monitors the progress of each group's practice by roving around the room. Whenever students encounter technical difficulties or obstacles to cooperation, the teacher will quickly intervene to provide precise guidance. For example, in response to certain students' lack of strength in serving, the teacher will demonstrate in person and explain in detail the techniques and precautions for serving. At the same time, the teacher also encourages members of the group to support and learn from each other to overcome the difficulties together. In addition, to ensure the depth and breadth of cooperative learning, teachers not only provide technical guidance but also focus on cultivating students' teamwork and communication skills. In group activities, students gradually learn to communicate effectively, divide the work among members, and play to their strengths in a team. Through the implementation of the group cooperative learning method and the timely guidance of the teachers, the students achieved significant improvement in badminton skills and teamwork. Students not only became more skillful in technique but also greatly practiced teamwork and communication skills. The improvement of these skills not only has a positive

impact on students' current badminton learning but also has a far-reaching impact on their future careers and social life.

4.5. Organizing summary and reflection to promote continuous improvement

For the teaching of badminton in colleges and universities, the group cooperative learning method has significant advantages and effects. However, there are some problems and challenges in its implementation. Therefore, after implementing group cooperative learning, teachers need to organize an in-depth summary and comprehensive reflection, in order to optimize the deficiencies in teaching, further promote the effective development of group cooperative learning method in college badminton teaching, and improve the teaching quality of college badminton and students' learning effect^[8]. At the same time, through effective summary and reflection, it is also conducive to the innovation of teaching methods and optimization of teaching content, injecting new vitality and power for the development of college badminton teaching.

For example, there are some problems in elementary school activities, such as the failure to give full consideration to the individual needs of students in the grouping, which makes it difficult for some students to give full play to their strengths within the group. The design of teaching content is sometimes too homogeneous and unchallenging to stimulate students' interest and initiative in learning. In view of these problems, teachers need to put forward improvement measures. Firstly, teachers need to strengthen communication with students to understand their needs and opinions, so as to make better grouping. Secondly, teachers also need to enrich the teaching content and add more challenging technical exercises and tactical drills to stimulate students' interest in learning. Thirdly, teachers need to further improve the evaluation and feedback mechanism to ensure that each student can get sufficient attention and guidance.

In short, through the practice and reflection of this teaching case, the importance of the group cooperative learning method in college badminton teaching is deeply recognized. It is necessary to continue to explore and improve the method in future teaching to promote the continuous improvement and development of college badminton teaching.

5. Conclusion

To sum up, the effective implementation of the group cooperative learning method in college badminton teaching requires teachers to plan carefully, group scientifically, set clear goals, create a positive atmosphere, provide timely guidance and feedback, flexibly adjust teaching strategies, and organize summaries and reflections and other efforts. Only in this way can we give full play to the advantages of group cooperative learning, improve the quality and effect of badminton teaching in colleges and universities, and cultivate excellent students who have both superior skills and good teamwork and communication skills.

Disclosure statement

The author declares no conflict of interest.

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