

Strategies for Boxing Teaching in Competitive Sports Schools

Yu Huang*

Chongqing Vocational College of Applied Technology, Chongqing 401520, China

*Corresponding author: Yu Huang, 13883043022@163.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: To improve the quality of boxing teaching in competitive sports schools, it is necessary to first analyze the strengths and weaknesses of boxing teaching in competitive sports schools, and then optimize the teaching strategy. The strategies include innovating the boxing curriculum system and content, building learning communities inside and outside the classroom, personalizing the teaching forms and methods, using multimedia to broaden the teaching path, focusing on the integration of boxing teaching leagues, and diversifying the teaching incentives and evaluations.

Keywords: Competitive sports schools; Boxing; Teaching strategies

Online publication: July 31, 2024

1. Introduction

Boxing has a history of about 5,000 years, and those engaged in boxing have become today's boxing stars. This increased attention and popularity have led many higher competitive sports schools to adapt to the demand for skilled professionals by offering boxing courses. However, there is a big difference between the value standard of professional boxing and amateur boxing, and students' athletic ability varies, which leads to unsatisfactory teaching effects of boxing for a period of time. Therefore, it is necessary for institutions to analyze the teaching problems based on the real situation and optimize the teaching strategies aimed at the problems.

2. Analysis of the advantages and disadvantages of boxing teaching in competitive sports schools

2.1. Advantages

2.1.1. System advantages

Boxing is a high-intensity sport, which has high requirements on the strength, speed, and reaction ability of the practitioners, so it requires matching teaching and training resources in institutions. Compared with normal comprehensive universities, competitive sports schools have high-standard and large-scale boxing training venues and equipment, as well as faculties with solid theoretical knowledge of sports and rich front-line teaching experience, and regularly carry out research on special topics. This provides the most basic and

necessary conditions for students to learn boxing, grow boxing skills, and develop good sports habits.

2.1.2. Ambience advantages

Competitive sports colleges and universities bring together a group of like-minded, sports-loving students; and boxing courses are more similar to a private community, where students love boxing and are interested in improving their boxing skills through professional learning. In this way, every student can find a boxing partner inside and outside the classroom and can satisfy the spiritual needs of sports and learning. On this basis, students can communicate and discuss the application of boxing technology and so on from time to time among themselves and between students and teachers, with a better learning atmosphere.

2.1.3. Teaching staff advantages

There are two main categories of teaching staff in competitive sports colleges, which are athletes retired from professional sports and those engaged in professional kinesiology research. Regardless of their category, teachers, after joining the school, undergo internal and external training provided by the institution. This training is designed to address their shortcomings in either theoretical knowledge or professional skills. Teachers gain good professionalism and develop special strength training, skill training, and load training programs for each student according to their boxing learning needs and physical condition to help them improve and grow.

2.2. Disadvantages

2.2.1. Single teaching mode

Although competitive sports schools have incomparable advantages in boxing teaching, there are some stereotypical problems. For example, the teaching mode is single, still following the teaching theory of imparting technology, and students are usually passive recipients of knowledge in the classroom, without the right to express their views and attitudes. Teachers, on the other hand, believe in teaching by example and habitually use verbal explanations and action demonstrations to carry out teaching activities. This kind of stereotypical teaching mode makes the classroom atmosphere more boring, decreases students' interest and motivation in learning, and makes it difficult for students with special skills to develop their potential.

2.2.2. Monotonous teaching content

Boxing is a comprehensive sport that not only requires students to master the basic techniques and key movements but also to develop good tactical thinking, the ability to adjust strategies, and strong strategic awareness. Consequently, the content of boxing teaching must be diverse and multifaceted. However, in practice, we can see that the boxing teaching content in many competitive sports schools is relatively monotonous, and most of the time is spent on lecturing and practicing basic technical movements. Only after students are proficient in straight punches, hooks, uppercuts, and other actions will they use less class time to talk about some technical and tactical thinking; fewer courses talk about boxing culture, boxing project development, and boxing and innovation and entrepreneurship.

2.2.3. Insufficient teaching incentives

Boxing as a sport has the characteristics that all other sports have, that is, it requires students to form muscle memory and understand technical movements through repetitive training on a regular basis. However, such training is boring and difficult, and students will inevitably develop negative emotions. Thus, there is a need for appropriate incentives to mobilize students' enthusiasm and initiative. However, through the practice of investigation, it has been found that the motivational techniques used by teachers and coaches are often quite

limited. For example, teachers and coaches often rely on verbal encouragement, role model incentives, and repetitive motivational phrases to inspire students' resilience and hard-working spirit. However, these methods frequently fail to be effective and may even trigger reverse psychology in students.

3. Feasible strategies for boxing teaching in competitive sports schools

3.1. Innovative curriculum system and content

Diverse and interesting teaching content can have a direct impact on students' learning motivation. Therefore, when adjusting the boxing teaching mode in competitive sports schools, we need to innovate the curriculum system and enrich the teaching content.

For example, under the guidance of "Revised Guidelines for First-Class Undergraduate Talent Cultivation Programs," the boxing curriculum is divided into general knowledge courses, professional core courses, and personality development or quality development courses. Among them, the general knowledge course mainly deals with the emergence and development of boxing, introduces the general characteristics of boxing, the organizational and managerial requirements of boxing teaching activities, the theoretical methods of special physical training for boxers, the organization of boxing competitions and refereeing rules, as well as the ways of maintaining the safety and hygiene of boxers. The professional core courses are mainly about the basic techniques of boxing, attack, defense, counter-attack, and attack and defense conversion techniques, allowing students to carry out boxing combination exercises and actual combat exercises. The personality development or quality development courses should focus on understanding the culture of boxing sports and exploring the unique charm of boxing, including but not limited to boxing sparring, Muay Thai, mixed martial arts, women's boxing, and so on ^[1].

According to the curriculum system, institutions can use multimedia teaching materials and books to present teaching content, so that students can master the essentials of normative technical movements, understand the characteristics of modern boxing, and discover ways to improve boxing skills through self-study and teacher guidance. Teachers can even adjust the teaching content appropriately according to the teaching results of this stage of the course and the acceptance level of students; for example, they can add boxing games and combat exercises to make the teaching more interesting.

3.2. Building learning communities inside and outside the classroom

A learning community is a place where knowledge and skills are centrally displayed, and it is a field for obtaining learning recognition and improving the sense of achievement in learning. Therefore, competitive sports schools should take the initiative to build communities for boxing learning inside and outside the classroom based on the advantages of the existing system and atmosphere to form a closer learning circle.

First of all, teachers should apply for wider and more professional sports or training venues, coordinate more diverse and effective boxing training props, and hang national flags, boxing posters, and promotional photos of boxing champions in the venues. Through explicit and implicit guidance and inculcation, students can develop a sense of pride and self-confidence in their boxing learning, and improve their sense of identity and belonging to the boxing program. Secondly, communities inside and outside the classroom should be built around decentralization. These communities can be formed through competitions, training camps, parties, etc. Students can be assigned to the corresponding communities by teachers according to different sports bases, or students can join the designated communities according to their understanding of the sport of boxing, and their perception of the difficulty of the learning, personal training, and group practice activities carried out within the community.

Before each community participates in the study and activities, they should design a community identifier based on the culture of boxing and the development of boxing programs, so as to unite the students into a group through visual theory. Teachers then arrange learning objectives and tasks for different groups ^[2]; for example, students with better overall athletic ability and more interest in boxing can be assigned to the competition community, where the goal of learning and practicing is to master the basic techniques, perform combinations of exercises based on the specification of doing left and right straight punches, hooks, and other movements, and analyze the results of the exercises to find out the reasons for the lack of practice results ^[3]. The students with average overall physical quality can be assigned to the party community, whose main learning objective is to understand boxing as an ancient sport and to recognize the charm of boxing from multiple dimensions. Based on the values of physical exercise and self-protection that can be achieved by boxing, the focus is on practicing basic techniques and tactics, especially overcoming the fear of pain and difficulty.

3.3. Personalization of teaching forms and methods

The teaching method is an important factor that affects the quality of teaching, so it is also necessary for sports colleges and teachers to apply more personalized teaching forms and methods in response to the attributes of boxing, the learning habits, and the thinking characteristics of contemporary students.

Teachers can record micro-course videos and edit action disassembly courseware, as pre-course and pre-study material, so that students can download, watch, and learn the material of their own choice according to the difficulty of the information marked. Students can flexibly control the material to be learned, as well as the time to learn the material, and can understand the basic movements of boxing in a relatively sufficient time. If they encounter problems with imitative exercises, they can seek help from the teacher online, who will guide them by video link, greatly improving the quality of pre-study ^[4]. In class, the teacher then carries out teaching activities based on students' problems in study preparation, further improving teaching efficiency. Alternatively, situational simulation teaching methods can be used to improve the authenticity of teaching and also provide students with practical opportunities for knowledge application. For example, to teach the rules of boxing and refereeing methods, teachers can allow students to act as referees while watching a video of a boxing match. The "referees" can then share their penalty decisions and the basis for these decisions, followed by a group discussion. The teacher will talk about the rules of boxing around the students' decisions and discussions. To help students better understand boxing techniques and encourage them to think from different perspectives, they can imagine themselves in the field and strategize how to adjust their attack and defense methods without violating the rules, based on the technical characteristics of their opponent ^[5].

3.4. Using multimedia to broaden the teaching path

The multimedia context of information dissemination is characterized by rapidity, accuracy, diverse information carriers, and large capacity, which makes it possible to broaden the path of boxing teaching and change the methods to gain boxing knowledge ^[6].

For example, teachers can use social, information, and video multimedia to build a boxing teaching network. Social media such as Zhihu and Weibo are mainly used to interact with students or to promote communication between students about boxing, boxing news, boxing knowledge applications, and boxing skills improvement so that learning boxing is no longer limited to the classroom, but also makes the learning community closer. Multimedia software such as today's headlines and news in the information category can be used to accurately push boxing messages to students, including but not limited to online boxing discussions, boxing program development forums, and the latest daily information on the sports world to be organized by the school. This not only expands students' cognitive horizons about boxing but also allows them to develop

good boxing learning habits in the process of “receiving mail” every day. Video multimedia resources can be used in both offline and online classrooms after the expansion of the aspect. For example, teachers can assign students to share their daily boxing homework and require them to record their boxing exercises at least three times a week, complete the boxing video, and upload it to the designated platform. On the one hand, it helps students to maintain the habit of boxing exercise, and on the other hand, the platform algorithm can be used to allow students to accurately obtain more multimedia information related to boxing ^[7].

3.5. Focusing on the integration of teaching, learning, practice, and competition

Competition is the most direct way to apply boxing knowledge and get a sense of achievement in boxing learning. Therefore, institutional boxing teaching should also pay attention to the integration of teaching, learning, practice, and competition.

Teachers can learn about the provincial and municipal boxing competitions in advance and make plans for students to participate in the competitions in a particular academic year. Furthermore, focusing on different types of boxing and combat events and emphasizing the competition’s requirements promotes learning through competition and reinforces practical skills. That is, the core curriculum is set according to the competition events, and the course content and teaching objectives are adjusted around the rules and requirements of the events. Each boxing class is committed to increasing students’ understanding of boxing and the use of boxing technical movements to a new level ^[8]. It also allows students to feel the charm of this sport and grow in sportsmanship and spirituality in precise learning with the goal of competition. After each competition, teachers and coaches should look back at the video of the competition together with students, analyze the reasons and problems for achieving different competition results, sum up the experience, and actively learn good technical and tactical points, and technical and tactical application ideas from opponents. Subsequently, using competition problem-solving as the focal point, the next phase of teaching, learning, practice, and competition integration is conducted. This approach lays the foundation for students to engage in boxing competitions in the future.

3.6. Diversification of teaching incentives and evaluation measures

Incentives and evaluation are an important part of teaching, and the incentives and evaluation measures aiming at improving the quality of boxing teaching should be diversified, pluralistic, and take into account the actual situation of students.

Overall, the incentives should be divided into two parts: positive incentives and negative incentives. Positive incentives are mainly to affirm the students’ understanding of boxing movements, the normality and accuracy of doing flat hooks, uppercuts, swinging punches, and other movements, as well as the students’ growth in comparison to the previous stage that reflects their enhanced spirit of hard work, endurance, positive enterprising attitude, courage, and fighting spirit. Motivational phrases should be diverse and personalized so that students feel respected, understood, and recognized ^[9]. Negative incentives need to take into account the personality characteristics of different students, according to the time, place, and person; If students are outgoing and cheerful, teachers may directly point out areas where their actions are not correct during collective teaching, and highlight actions that can be improved. By using comparative negative incentives, teachers can activate these students’ desire to challenge themselves. However, when dealing with more introverted or serious-minded students, teachers should exercise caution in using negative incentives.

When evaluating, teachers need to ensure that the teacher’s evaluation and student evaluation are synchronized, and students should be given enough time to evaluate themselves and others objectively. For example, after the speed training, students are asked to evaluate their own training process and results ^[10]. When students face problems, teachers should continue to guide them in identifying the root causes. Lastly, teachers

should integrate all evaluation criteria and provide constructive feedback. For example, they might suggest improvements in movement sensitivity to enhance power, and strategies to overcome speed deficiencies by blending strength with effective attack and defense techniques.

4. Conclusion

Boxing has a strong ornamental and competitive nature, so it is becoming increasingly popular among students. If students want to turn this interest into learning motivation and improve the quality of their studies, teachers should optimize the teaching content, mode, and method according to the learning situation on the basis of understanding the characteristics of boxing, and guide students to build a solid theoretical foundation and grow their skills in the context of simulation, competition, and practice, and other practices.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Hui X, 2022, Research on Boxing Teaching and Training Methods Under the Concept of Innovative Education. *Net feather world*, 2022(28): 61–62.
- [2] Cheng X, 2022, Exploration of the Application of Boxing Program in Secondary School Teaching. *Sports Pictorial*, 2022(15): 180–181, 183.
- [3] Chen C, Yuan Z, 2022, Unity of Opposites and Unity of Attack and Defense: The Importance of Teaching Attack and Defense Techniques and Training Measures in Boxing. *Sports Pictorial*, 2022(7): 26–27.
- [4] Aziguli R, 2023, Research on the Application of Scientific Training Methods in Boxing in Gymnasium. *Sports-Leisure*, 2023(24): 19–21.
- [5] Liu J, Huang M, Liu Z, 2022, Research on Kinect-Based Three-Dimensional Action Reconstruction Applied to Traditional Martial Arts Teaching and Training. *Sports Science and Technology Literature Bulletin*, 30(2): 181–182, 201.
- [6] Wu L, 2022, Analysis of Risk Avoidance Strategy in Youth Boxing. *Sports Pictorial*, 2022(8): 14, 18.
- [7] Qiu L, Qin X, 2021, Discussion on the Innovation of Boxing Teaching Method. *Sports Pictorial*, 2021(16): 128–129, 142.
- [8] Qi C, 2021, Research on the Application of Motor Skill Transfer in Boxing Specialized Teaching. *Tennis World*, 2021(31): 7–8.
- [9] Li W, Xu M, 2023, Analysis on the Structure of Psychological Factors in Boxing. *Contemporary Sports Science and Technology*, 13(33): 176–180.
- [10] Ma J, Ye X, 2023, Research on the Training Method of Strength Quality of Boxing Program. *Sports Excellence*, 42(5): 96–98.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.