

The Application of Multi-Feedback Teaching Method in Colleges Taekwondo Teaching

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Keywords: Taekwondo, Feedback teaching, Video teaching

Abstract: In the physical education of higher vocational colleges, Taekwondo is one of the important courses, which is of great significance for improving students' health and fighting ability. This article analyses the concept and application significance of the multi-feedback teaching method, and deeply explores the application strategies in taekwondo teaching in colleges and universities, in order to provide reference for physical education teachers, adopt diversified teaching methods, create a good teaching atmosphere, strengthen interaction between teachers and students, improve the level of teaching, ensure the mental and physical health of students, cultivate talents in sports for the country, and promote the reform and development of teaching.

1. Introduction

In the development of modern society, the level of education has improved rapidly, and the school has carried out various teaching activities. Among them, sports such as taekwondo are loved by students and attract a large number of fans with their unique charm. Taekwondo teaching has a certain degree of complexity and variability. In physical education courses, the key to the teaching effect lies in the teaching methods. However, the traditional teaching model has been unable to meet the teaching needs of modern society, which has certain limitations on it, resulting problems in the training process. Therefore, teachers need to innovate teaching methods, use multiple feedback teaching methods, enhance communication between teachers and students, and enhance the practicality and scientificity of Taekwondo teaching.

2. The Concept and Application Significance of Multiple Feedback Teaching Method

2.1 The Concept of Multiple Feedback Teaching Method

The multi-feedback method mainly refers to three aspects, namely cybernetics, information theory, and system theory. It is derived from the three. Compared with traditional teaching methods, it has higher communication and interaction, and has changed the “injection” teaching method. This

teaching method can realize two-way communication between teachers and students, so as to transmit and instill information. In the past teaching, although some teachers and students had some exchanges, the mode of one-way transmission of information was mainly adopted, and it was difficult to obtain the expected teaching effect. The advantage of the multiple feedback teaching method was to determine the main status of the students and give full play to the leading role of teachers, rationally arrange the teaching schedule, and establish an interactive platform to enhance the communication between teachers and students, forming a two-way interactive mode. In essence, it can also be regarded as information feedback. The program structure is mainly divided into control system, execution system and feedback system ^[1].

First of all, in the multi-feedback teaching method, the control system occupies an important position, and the teacher, as the main body, can effectively control the progress and content of teaching activities, and the effectiveness of its teaching method has an impact on the effectiveness of the application. Secondly, the meaning of the execution system in the program structure can be widely understood as when the teacher issues instructions, the students can determine whether they are carried out according to the instructions of the teacher. If the students are the main body of the control system, if they only rely on the teacher's explanation, However, there is no execution action. For example, when the teacher gives instructions, the students only discuss or practice on their own, instead of performing targeted exercises according to the teacher's instructions, it is difficult to understand the profound meaning of knowledge, resulting in inability to master relevant skills. Finally, when the teacher issues a learning instruction and the students have completed their work, they need to provide information feedback. The main content includes difficulties encountered in learning and problems that do not have a deep understanding. The teacher needs to analyse the feedback information obtained and start outputting information again. Form an infinite loop mode to provide guarantee for the smooth completion of teaching content.

2.2 Application Significance of Multiple Feedback Teaching Method

Teachers need to analyse the characteristics of Taekwondo teaching and give full play to the teaching value of multiple feedback, including the following points:

First, in the teaching process of Taekwondo, teachers use multiple feedback teaching methods to grasp the students' learning situation and ideological trends in real time. According to actual needs, they can effectively control the teaching methods, carry out diversified teaching activities, and improve the quality of Taekwondo teaching. For example, when the teacher explains the process of left back kick and right back kick, students can feed back to the teacher the more difficult movement essentials, so that they can grasp the teaching situation in time, so as to reasonably control the teaching method according to the students' practice progress. The essentials of kicking are demonstrated repeatedly to increase the intensity of training and enhance the teaching effect.

Second, students can find learning difficulties in time through their own feedback information, so that they can take effective measures to solve learning problems, stimulate learning enthusiasm, and promote learning effects and improve academic performance. For example, when explaining the knowledge of Taekwondo, students can compare the action with the standard prescribed by the teacher through the multiple feedback teaching method, so as to judge the suitability, accuracy, and correctness of the action, grasp the specific situation of the student, and deal with the defective action, repeated practice to make it meet the standard requirements.

Third, teachers can combine classroom evaluation with teaching activities to practice students' problematic knowledge or skills, consolidate what they have learned, strengthen learning effects, lay a solid foundation for future learning, and prevent leaving blind spots in knowledge and has an impact on future training. The hallmark of the multi-feedback teaching method is that students can

provide information feedback to each other, whether in class or after class, they can communicate in technical aspects, and they can better master the exercises by constantly summing up learning experiences and problems. Skills to achieve the goal of mutual progress and learning. Through the multi-feedback teaching model, students can not only improve their ability to find and solve problems, but also enhance their creativity, which is conducive to self-study and management, develops good learning habits, and masters learning skills.

Fourth, in Taekwondo teaching, the use of multiple feedback methods can help students better consolidate sports skills, master the laws and techniques of sports, and improve the overall level. Teachers need to analyze the actual training of students and use effective methods to stimulate their enthusiasm for learning. From a certain perspective, the structure of Taekwondo teaching can be regarded as a combination of multiple variations. In the teaching process, teachers need to explain and demonstrate the various action skills of Taekwondo, and then code the movements according to certain rules, and accurately analyse movement skills according to the feedback obtained, from part to the whole of the movement, through the exchange of feedback between teachers and students, can continuously improve the technical level of Taekwondo. At the same time, teachers can set relevant questions to trigger students to think, make them continue to summarize the problems encountered in learning, through information feedback, better grasp their own learning situation, cultivate the ability to solve problems, further improve teaching methods, and provide students with a wealth of teaching content, enhance teaching effect, and promote the development of education ^[2].

3. The Specific Teaching Strategy of the Multiple Feedback Teaching Method in Collges Taekwondo Teaching

3.1 Diversified Feedback Forms

The “Tao” of Taekwondo mainly refers to the spirits of perseverance, patience, self-denial, courtesy and integrity, while “Taekwondo” represents kicking, stepping, trample, etc. After the assembly and the end of the sports field, students need to salute the national flag, and during the training process, the martial arts spirit requires salute among the combatants. Those who learn taekwondo need to be full of national justice, love the motherland and the people, have a patriotic heart, establish a lofty moral character, and be honest, simple, respectful, and modest. Therefore, learning Taekwondo is of great significance to promote the physical and mental health of students. At the same time, taekwondo has the function of self-defense and fitness. The teaching content mainly includes three aspects, namely competitive taekwondo, practical taekwondo, and style teaching. Among them, style teaching and martial arts routines have the same effect, and belong to the basic form of learning. The key is to set enemies with intentions and to educate students on “Tao” so that they can master important movement skills.

There are various feedback forms. On the basis of information feedback, diversified feedback forms can also be used. For example, when prompting action essentials, you can use auditory feedback to teach, use common prompt sounds in life, etc., in taekwondo teaching process, teachers can use relevant video equipment to record students' movement skills, and then play standard movement videos, compare the two, and find problems in training through visual impact, for example, when explaining kicking left back and kicking right back, you can use the above methods, and then use group discussion to find out the shortcomings of the action skills, and conduct self-feedback and mutual feedback. From a psychological point of view, when students are in a good teaching environment, compared with ordinary classrooms, they will significantly improve the quality of learning and provide convenience for the smooth transmission of information. In the process of information exchange, students can learn in groups. Through students' self-feedback and mutual feedback, they can expand communication channels and make information feedback more

diversified. In the process of mutual encouragement, mutual guidance and mutual communication, Improve student creativity ^[3].

3.2 Video Feedback Method

Taekwondo is one of the traditional sports. It pays attention to the combined use of fists and feet. It can not only be enjoyable to watch, but also can cultivate one's body, strengthen physical fitness, and cultivate perseverance. The main feature of Taekwondo is the legs and clothing, which are loved by students. In the feedback teaching method, one of the commonly used methods is the video feedback method. Through its powerful feedback analysis function and communication function, it can occupy a greater advantage in physical education and play an important role. Students can conduct self-study and test valuation, etc., accurately feedback the specific learning situation, better master the knowledge and skills of Taekwondo, and improve the learning efficiency.

3.2.1 Experimental Process

A higher vocational college conducted a research on the special learning of Taekwondo, taking kicks and spin kicks as an example. The total number of people is 50. Before starting the experiment, it is necessary to prepare multiple foot targets, computers, cameras and other multimedia equipment. The comparative experiment method, according to the principle of equal conditions, divide the students into a control group and an experimental group, each with 25 people. The Taekwondo skills of the members of the two groups are roughly the same, which can ensure the fairness of the experiment. In the teaching process of Taekwondo, the experimental group adopted the video feedback method. The teacher first explained the theoretical knowledge, and used multimedia equipment to play related movement essentials videos, allowing students to learn the skills of high-level athletes and conduct independent exercises. The teacher was responsible for pointing out mistakes. After that, find the wrong part in the teaching video and watch it repeatedly, so that students can communicate with each other about the improvement plan. In the control group, the traditional teaching method is adopted, and the teacher is responsible for explaining the knowledge content, then correcting the students' wrong actions, and then repeating the practice. Through the test results of the two groups, it can be found that the teaching effect of the video feedback method is better and has a higher persuasive power.

3.2.2 Experimental Results

According to the results of the study, when the teaching time is the same, the experimental group has all mastered the back kick in the evaluation and evaluation of the back kick, while only 20 people in the control group have mastered the back kick in the evaluation of the back kick. In the evaluation, 23 people in the experimental group have mastered the kicking method of backspin, while only 18 people in the control group have mastered the kicking method of backspinning, which fully reflects the advantages of the video teaching method. Since Taekwondo has certain requirements for the continuity and completeness of students' movements, teachers can use the freeze and slow motion functions in the video to focus on the precautions of the movements, especially the key points of the movements and the points of exertion. Students observe carefully to form a clear and complete image in their minds, which is conducive to better practice and application.

In Taekwondo teaching, back spin kick has always been one of the key and difficult contents in the teaching. Three of the movements are more difficult. They are the rotation direction of the supporting leg, the swing range of the attacking leg, and the rotation direction of the body. Only with good coordination, the relationship between the three can ensure the continuity of actions.

During the demonstration process, due to the angle and other factors, students may not be able to see the full picture of the action. Therefore, teachers can slow down the images in the video and focus on explaining the actions that are prone to errors. Students can carry out targeted error in exercises and correct actions in time, improve the accuracy of the action ^[4].

3.2.3 Application of Video Feedback Method

When the hours of study are the same, students can not only better master the passwords and gestures, have a certain standard and integrity through the video materials and demonstration videos, but also fully understand the rules of the game, so as to actively learn relevant knowledge of Taekwondo and improve innovation capacity. In Taekwondo Pingshi teaching, teachers can use video feedback to record the student's movement practice, correct the existing errors in time, and make the Pingshi technical work more consistent. At the same time, through cooperation, exchanges and independent exploration between students, not only the enthusiasm of learning is stimulated, but the quality of teaching is greatly improved. Teachers can repeatedly play the content of the video feedback, allowing students to observe reasonable action arrangements and standardized actions, and judge whether the connected parts are smooth and tidy, maximize the standard of actions, and strengthen the overall rhythm. Compared with traditional teaching, the video feedback method is more meaningful to students. The teaching satisfaction of the experimental class can reach 96%, while the control group is only 76%. It can be seen that teachers should increase their teaching in Taekwondo. The application of video feedback method enables students to better master relevant skills and improve their overall quality.

4. Discussion

To sum up, for Taekwondo teaching, teachers need to coordinate the relationship between teaching goals, teaching behaviors, teaching effects, and teaching process from a micro perspective, so that information can be transmitted through multiple levels, while students need to adopt exploratory teaching methods. After completing the training skills in Taekwondo, continuously improve the action skills through feedback and self-feedback between teachers and students, and achieve the ultimate learning goal.

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