

An empirical study of TGFU teaching method in college Taekwondo teaching from the perspective of teaching reform

Qinpai Lin

Guangdong Business and Technology University, Zhaoqing, 526060, China

Keywords: TGFU teaching method; Taekwondo; Multimedia teaching

Abstract: Taekwondo can not only strengthen the body, but also cultivate the tenacious spirit of students. In order to improve the teaching effect of Taekwondo in colleges and universities, this paper uses TGFU teaching method and multimedia teaching method to study the reform of Taekwondo teaching in colleges and universities. Improve teaching methods and divide students into improved teaching groups and non-improved teaching groups. The experimental results show that there are significant differences between students who use the TGFU teaching method and the non-improved teaching method. The students in the improved teaching group have significantly improved their interest in Taekwondo learning, but they are not as solid as the students who use the ordinary teaching method in terms of techniques and basic skills. This is also the deficiency of the improved teaching. Subsequently, multimedia teaching was added to the improvement group, and the effect of enhancing interest was remarkable, thus providing strong support for the selection of taekwondo talents and the cultivation of outstanding taekwondo athletes.

1. Introduction

Understanding ball teaching mode (TGFU), as an innovation of traditional technology-oriented teaching methods, is now widely used in the field of physical education and sports training, and has attracted the general attention of researchers and physical education teachers at home and abroad [1]. The essence of this teaching method is to "put students in the learning situation of the game or competition, and understand and learn the sports rules of the whole game or competition, the sports skills they lack and the tactical strategies they need to use through individual thinking or group discussion" [2]. In a sense, the understanding teaching method is a different understanding of the nature of learning and the understanding and development of human learning behavior [3]. Different theories have different understandings of the nature of learning: (1) Behaviorists believe that learning is the connection between stimulus and response, and their basic assumption is that behavior is the response of learners to environmental stimuli; (2) Cognitive learning theory holds that learning is the re-recognition and storage of knowledge under certain stimulus conditions, and learning is actually the acquisition of the symbol of achieving the goal and the meaning it represents; (3) Constructivist learning theory holds that the learning process is not a process in which learners passively accept knowledge, but a process in which the original knowledge is actively used to

construct new knowledge under certain circumstances; (4) Humanism holds that learning is a process of self-development and self-realization. And "the component of school physical education room ... is an educational activity process". It includes both teaching and learning. Teachers are the implementers of the teaching method, and students are the learners under this teaching method. The earliest "TGFU" teaching method is divided into six stages. Students are first faced with a teaching situation of a game or competition. By participating in the game or competition, students gain knowledge and understanding of the game or competition, and then re-participate in the game or competition in an appropriate way. In this process, students form correct basketball skills or competition strategies.

Taekwondo has a wide range of educational value and social value, which can improve the physical quality of students, cultivate students' strong will and will, and promote the healthy development of students' physical and mental health. It is a very valuable physical education project [4]. The introduction of taekwondo in public physical education in colleges and universities has made up for the current monotonous content of public physical education in colleges and universities. The development of taekwondo in public physical education in colleges and universities is in line with the needs of the development of the times and the reform of physical education [5]. Various taekwondo associations and clubs have been established in colleges and universities, and taekwondo performance competitions have been held, which has promoted the popularization of taekwondo sports in colleges and universities. The school has formed a good atmosphere for learning taekwondo, but there are still some problems in the current taekwondo teaching in colleges and universities. To a certain extent, it has affected the development of Taekwondo. This article mainly analyzes and interprets these influencing factors [6]. In the current taekwondo physical education in colleges and universities, teachers are most concerned about the students' mastery of sports skills. In the classroom, they hope that through a series of overall demonstrations and decomposing action skills teaching, students can master individual techniques, and then pass through several individual techniques. into a series of combined techniques, and then understand the entire project [7]. Through the method of group experiment teaching, the author initially discusses the effect of TGFU teaching method in the teaching of Taekwondo in colleges and universities.

2. The development of Taekwondo Teaching in Colleges and universities and the practical significance of reform

2.1. Development status of Taekwondo Teaching in Colleges and Universities

The effective development of Taekwondo-related teaching activities in colleges and universities not only improves the overall comprehensive quality of students, but also provides a reliable guarantee for the cultivation of their outstanding qualities such as perseverance, unity and cooperation. On the basis of stimulating students' interest in Taekwondo learning, it also laid a solid foundation for their all-round development in the future [8]. When formulating the Taekwondo teaching and training plan in colleges and universities, it not only emphasizes the necessity for students to master the professional skills of this sport, but also highlights the necessity of students' martial spirit under the influence of harmonious society [9]. Students' good moral concepts and civilized behaviors not only reflect their comprehensive quality, but also objectively reflect the overall educational level of colleges and universities [10]. The development of Taekwondo teaching activities has laid a solid foundation for the realization of these training objectives, and has a positive impact on students' correct world outlook, outlook on life and values [11]. However, combined with the development of Taekwondo teaching in colleges and universities under the influence of the current situation, it is found that there are still some problems in training ideas,

teaching methods and other aspects, which leads students to fail to fully understand the essence of Taekwondo in actual learning, reduces the overall efficiency of Taekwondo learning and hinders the further promotion of Taekwondo. The traditional teaching process is shown in Figure 1.

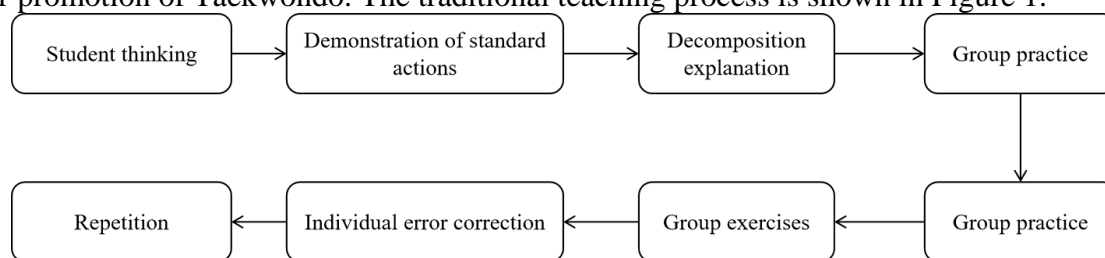


Figure 1: Traditional teaching flow chart

Taekwondo Teaching in Colleges and universities in China continues the previous teaching methods in China, only pays attention to the acquisition of surface learning results, and lacks the teaching of relevant knowledge and ideas behind the teaching content, resulting in the one sidedness of curriculum teaching [12]. In addition, Taekwondo Teaching in Colleges and universities in China is still in its infancy, so most of them adopt the mode of large class teaching, which is not conducive to the development of individualized teaching, but also leads to the lack of teaching facilities. For Taekwondo, the necessary auxiliary equipment is the necessary condition to exercise physical confrontation skills, but the current facilities in Colleges and universities in China are far from meeting the needs of improving Taekwondo Teaching Level and students' learning skills. In addition, many colleges and universities in China are not equipped with special sports venues for Taekwondo Teaching, resulting in Taekwondo elective courses are usually carried out on relatively simple or other sports venues, which has become an important reason to hinder the progress of Taekwondo Courses in Colleges and universities in China. A scientific and effective assessment system of teaching achievements is the help condition to promote the improvement of teaching level. Because Taekwondo has entered colleges and universities in China for a short time, the teaching evaluation system is not perfect, there are many problems, and the methods are chaotic, which is not conducive to the objective and fair reflection of students' learning achievements and teachers' teaching level, nor conducive to the long-term development of Taekwondo.

2.2. The practical significance of Taekwondo teaching reform in colleges and universities

Taekwondo teaching in colleges and universities has practical reference significance for the comprehensive development of students in the future, and affects the strategic deployment of professional personnel training in my country. Therefore, colleges and universities need to carry out necessary reforms in Taekwondo teaching, improve the teaching level, train students to master more professional skills, and create a good learning environment for them to better understand Taekwondo culture. The scientific training method adopted in taekwondo teaching in colleges not only ensures the effectiveness of students' mastering taekwondo skills, but also creates favorable conditions for the expansion of the social influence of taekwondo in my country, and creates a good atmosphere for national fitness. Therefore, it has practical reference significance to promote the reform of Taekwondo teaching in colleges and universities. It will bring more positive influences to the development of my country's Taekwondo cause, and provide a reliable guarantee for the enhancement of the comprehensive strength of Taekwondo in the international arena.

The unique humanistic atmosphere of the campus environment has a subtle effect on college students. The teaching reform of Taekwondo "humanistic spirit training" extends beyond the classroom through various activities, so that Taekwondo can truly become a part of campus culture, so as to achieve the Enlightenment of university culture and the guidance of humanistic quality

education through the construction of Taekwondo campus culture. Under the rich and colorful atmosphere and healthy and upward campus Taekwondo cultural environment, taekwondo campus culture can be realized in the following ways: first, obtain venues, equipment and other equipment through various legal channels to provide material guarantee for the promotion of its culture; Second, relevant organizations shall undertake and hold Taekwondo events and exchange activities, expand influence and establish image while holding events: Third, in addition to the courses offered by colleges and universities, set up school teams or clubs to selectively participate in various competitions or go out to perform; fourth, cultivate Taekwondo campus stars in school teams or associations and publicize Taekwondo through activities, Let the power of example influence and attract the majority of students who like Taekwondo. In this way, taekwondo will become an important carrier for the cultivation of humanistic spirit of college students.

3. The effect of 3.TGFU teaching method on improving Taekwondo teaching

3.1. TGFU teaching method

Through in-depth research on the TGFU teaching method, the concept is to teach through modified and simplified games or competitions, so that learners can understand the entire game or game through individual thinking or group discussion in the learning situation of the game or competition. The rules of the game. From the perspective of games and competitions, first of all, learners are placed in the situation of games and competitions that modify equipment, equipment or simplify the rules, so that the development of personality physiology and personality psychology is suitable for learners, and they can have fun and continue from the situation. The motivation to play and learn, which in turn creates the need to learn the missing motor skills. In the context of game competitions, the use of tactical strategies by learners can promote the smooth implementation of games/competitions and increase the sense of excitement and excitement, which will arouse the desire to train and increase the enthusiasm for training. The TGFU teaching model is shown in Figure 2.

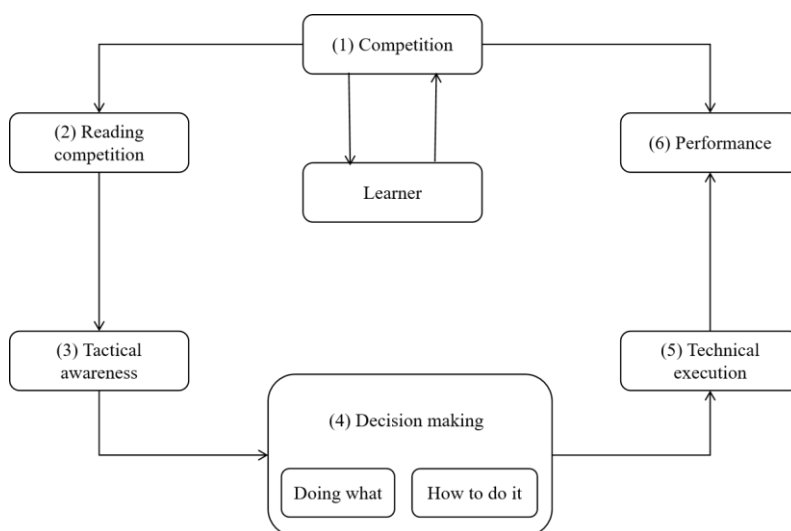


Figure 2: Tgfu teaching model

Adapt to learners' abilities, so that every learner has the opportunity to carry out training or games, and enhance learners' learning interest and motivation through training or games. Promote learners' thinking, so that learners can get the greatest interest in tennis from the training of improving facilities, instead of monotonous listening to teachers' rigid skills input in the teaching process. In the teaching before the improvement of tennis facilities, there are some limitations in

cultivating the interest of tennis beginners. In my experimental teaching, I also cited the comparison between the improved tennis facilities and the unmodified teaching facilities. It can be clearly seen that the testers have very different reactions. Although they pay attention to the cultivation of interest and simplify the training of skills, weighing the pros and cons from a macro perspective, the argument of this paper is only the cultivation of the interest of young beginners, which makes the argument of this paper more convincing.

3.2. Research on the improvement of learning effect of taekwondo athletes by multimedia teaching method in TGFU

Multimedia teaching method mainly includes ① teaching the technical movements of Taekwondo through the software. The three-dimensional animation effect software is used to teach the students, mainly showing the force process and displacement of Taekwondo in various technical movements. Fully expand students' thinking, deepen their memory and understanding of the process of action, and optimize various action indicators. This teaching method adapts to the strong imitation of Taekwondo athletes. ② Watch the classic game videos. Make the students have a desire for Taekwondo competition, so that the basic technical practice can be carried out better. Corresponding to the psychological state of Taekwondo athletes, it is easy to set up an idol in their mind, which can effectively improve Taekwondo Athletes' interest in Taekwondo learning. ③ Record the students' technical actions and then play them as a whole. In order to better let the students understand their actions, the actions of each student are recorded and then played, so that the students can find out the shortcomings of the actions and correct them. In the process of multimedia intervention in Taekwondo Teaching, we found that this teaching method was accepted by most students. Before the fatigue period of training, the multimedia teaching was timely added to the improvement teaching group, which has a significant effect. It fully shows that it is essential to add multimedia teaching to Taekwondo training, especially to adapt to the psychological activity state of minors. The purpose is to better illustrate that the multimedia teaching method can improve the Taekwondo Athletes' interest in Taekwondo learning. When monitoring the training of the two groups of students, we can find that the learning interest of the students in each group is very high in the initial stage of training, but the learning interest in Taekwondo is reduced after the initial basic technical training. Therefore, we can instill the multimedia teaching method into the improvement group in the middle of training, and find that the effect of interest promotion is obvious. It also shows that multimedia teaching has an important impact on improving interest. The psychological characteristics of students at this age are particularly prominent. They should be in line with teenagers' love of play, imitation and strong self-esteem. Making a set of Taekwondo training methods in line with them has achieved remarkable results in improving their interest. The video observation method and the establishment of idols in their mind can also stimulate their interest in Taekwondo learning from the side.

4. Conclusions

TGFU teaching emphasizes taking games or simplified competitions as the starting point, arousing learners' interest by means of games and competitions, thus enhancing students' love for sports, participating in learning spontaneously, and laying the foundation for lifelong sports goals after the end of the course. At present, TGFU teaching method shines brilliantly in the related fields of physical education all over the world, but it has not been widely promoted in China. Therefore, I hope to see more application of TGFU teaching method in future physical education and related research, so as to make the physical education classroom full of vitality and fun.

References

- [1] Zhang Y. Enlightenment on Vocal Music Classroom Teaching from the Perspective of Neuroscience[J]. *Neuro Quantology*, 2018, 16(6):132-137.
- [2] Gil-Arias A, Harvey S, A Cárceles, et al. Impact of a hybrid TGfU-Sport Education unit on student motivation in physical education [J]. *Plos One*, 2017, 12(6):e0179876.
- [3] H Tian. Using Computer Aided Technology to Analyze the Diversified Teaching Mode of Taekwondo in Colleges and Universities [J]. *Journal of Physics: Conference Series*, 2020, 1648(2):022093 (5pp).
- [4] Sun J, Ou G. Development trend of Taekwondo sports training projects in colleges and universities[J]. *Agro Food Industry Hi Tech*, 2017, 28(1):1528-1532.
- [5] Jiang H, Cao Y. An empirical study of entrepreneurship education and teaching in Colleges and Universities under the concept of sustainable development[J]. *E3S Web of Conferences*, 2021, 251(3):02084.
- [6] Liang H. Role of artificial intelligence algorithm for taekwondo teaching effect evaluation model[J]. *Journal of Intelligent and Fuzzy Systems*, 2021, 40(2):3239-3250.
- [7] Kwak J H. Prevention and Coping Method By Conducting Research on Violence and Sexual Violence Cases in Taekwondo [J]. *Korean Journal of Sports Science*, 2017, 26(5):303-312.
- [8] Johnson J A. Taekwondo as an Academic Field of Study for Non-Koreans: An Unconventional and Extreme Form of Martial Arts Tourism [J]. *Sustainability*, 2021, 13(6):3124.
- [9] Lili Z. Study on the management of female college students under the background of credit system reform in colleges and universities [J]. *International Journal for Engineering Modelling*, 2018, 31(1):372-377.
- [10] Rong M. An innovation teaching of moral education in colleges and universities under the perspective of project teaching [J]. *Boletín Técnico/Technical Bulletin*, 2017, 55(17):410-413.
- [11] Jong, Morris S Y. Teachers' concerns about adopting constructivist online game-based learning in formal curriculum teaching: The VISOLE experience [J]. *British Journal of Educational Technology*, 2016, 47(4):601-617.
- [12] Zeng S. Research on the students ability evaluation and teaching effect in dance class based on aesthetic value analysis [J]. *Revista de la Facultad de Ingeniería*, 2017, 32(9):259-265.