

# Strategies for the Application of Self-Made Sports Equipment in Primary School Physical Fitness Training

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**ABSTRACT.** As an important subject of quality education in the primary school teaching system, in recent years, with the quality education being paid more and more attention, the status of physical education has also been improved. In the physical training, primary school physical education teachers should strengthen the application of self-made sports equipment, improve the physical quality and physical fitness of primary school students, and cultivate their hands-on ability and imagination, and give full play to the important application value of self-made sports equipment. This paper explores and analyzes the basic principles of self-made sports equipment, and puts forward the effective strategies for the application of self-made sports equipment in primary school physical fitness training, hoping to contribute to the smooth development of physical fitness training in primary school.

**KEYWORDS:** Self-made, Sports equipment, Primary school sports, Physical training

## 1. Introduction

The rapid development of information technology has brought great convenience to people's life and replaced a lot of manual operation. But it also leads to the fact that many primary school students' practical operation ability is relatively weak. The continuous development of society also puts forward higher requirements for the practical operation ability of talents. Therefore, in the process of carrying out physical training activities, teachers should actively organize students to make sports equipment by themselves, which can not only effectively focus the attention of students in the teaching class, but also improve the hands-on ability of them.

## 2. Basic Principles of Self-Made Sports Equipment

### 2.1 Scientificity

In the process of using self-made sports equipment to carry out physical training, scientificity is an important basic principle to be followed. First of all, primary school physical education teachers should analyze self-made sports equipment from multiple angles. The sports equipment produced should not only conform to the development law and age of primary school students, but also help them understand and operate, and effectively ensure the safety of primary school students. Generally speaking, the self-made sports equipment has not passed the professional evaluation, if the primary school physical education teacher's safety consciousness is relatively weak, then in the specific physical training process, it is easy to cause unnecessary harm to primary school students. Therefore, in the scientific production of sports equipment, we must maximize the protection of self-made sports equipment in the effectiveness and safety of physical training.

### 2.2 Interest

In the past, primary school physical education teachers in the process of physical training activities, the content design is very boring, it is difficult to arouse students' interest. Therefore, in the application of self-made sports equipment in the process of physical training, teachers must ensure that the self-made sports equipment itself interesting, in the production process strictly follow this basic principle, in order to effectively stimulate the interest of primary

school students in physical training. Teachers can put different types of self-made sports equipment according to pupils' interests and preferences to make physical training full of fun.

### **2.3 Diversity**

In the process of using self-made sports equipment to carry out physical training, primary school physical education teachers should also follow the basic principle of diversity. That's is to say, ensuring the diversity of self-made sports equipment and the diversity of its forms to continuously stimulate the interest of primary school students in physical training. Then promote students to actively participate in physical training, so as to achieve the improvement of physical training quality and effect.

## **3. Effective Strategies of Self-Made Sports Equipment in Primary School Physical Training**

### **3.1 Using Abundant Self-Made Sports Equipment to Carry out Diversified Physical Training**

With the deepening of the new round of basic education curriculum reform, self-made sports equipment has become a very important resource in primary school physical training. The application of self-made sports equipment can not only improve the hands-on ability of primary school students, but also stimulate their curiosity. It has very important application advantages, and self-made sports equipment is very environmental protection and safety. Primary school sports can use rich self-made sports equipment to carry out a variety of physical training activities, to promote primary school students gradually like physical training, and then improve the physical quality of primary school students, to ensure that primary school students can be more healthy growth. For example: when primary school students have just entered the primary school campus and have their first physical education class, teachers can guide each pupil to make a flower ball and try to make it more beautiful, so as to encourage more pupils to come to grab the flower ball. In the process of organizing primary school students to carry out physical training activities, we can lead primary school students to do the game of grabbing flower ball, and train their physical fitness imperceptibly in the game. Every primary school student has 10 chances to take part in the flower ball. First of all, ask a primary school student to stand in a slightly higher position and briefly introduce the concept and characteristics of his own flower ball, so as to attract more students to come to grab this flower ball. Then, the ball will be thrown out and the primary school students listed will try to grab the ball. The students who attracted the most students won the best flower ball making award, while the students with the largest number of flower balls won the best physical fitness award. This process can not only cultivate students' practical ability, imagination and creative ability, but also fully explore their potential.

### **3.2 Increase the Interest of Physical Training through Hands-on Production**

The effective development of physical training activities in primary school can improve the physical quality of primary school students. Whether the primary school physical training activities can be carried out successfully depends not only on the participation of primary school students, but also on the types of sports equipment. Therefore, primary school physical education teachers should combine the age characteristics and physical quality of primary school students to guide them to make sports equipment by themselves, so as to increase the interest of physical training, and increase the enthusiasm of primary school students for physical training. For example: teachers can guide students to make full use of waste sports equipment when organizing primary school students to make use of sports equipment themselves, which can cultivate the good quality of primary school students to save. When primary school students use the wasted sports equipment to make new sports equipment, they will get a certain sense of achievement, which is conducive to the establishment of their self-confidence.

### **3.3 Give Full Play to the Important Value of Self-Made Sports Equipment**

The primary purpose of the application of self-made sports equipment in primary school physical fitness training is not to make sports equipment through hands-on operation, but to give full play to the important value of self-made sports equipment and carry out physical training more effectively. Therefore, primary school physical education teachers can flexibly use diversified methods to organize primary school students to use self-made sports equipment for physical training after guiding primary school students to complete self-made sports equipment according to the needs of teaching content. For example: in the process of organizing primary school students to carry out physical training, they can first make a rope by themselves and carry out the game of "fun rope". Because the rope used is made by the pupils themselves, it is easy to arouse their interest. Primary school students will generally actively and autonomously participate in this game. When carrying out specific activities, teachers can divide pupils into different levels and design

different physical training activities for different levels of pupils. In the “fun rope” game activity, teachers can ask students with relatively good physical fitness to use their own rope for rope skipping competition. For the relatively poor physical fitness of primary school students, teachers can guide them to tie the rope made by themselves to the back of their bodies as their “tails”, and then organize the pupils at this level to carry out the game of stepping on each other's tails. On the basis of giving full play to the important value of self-made sports equipment, we can effectively train the physical fitness of primary school students, so as to improve their physical quality.

#### **4. Conclusion**

In conclusion, the application of self-made sports equipment in primary school physical training should actively follow the basic principles of scientificity, interest and diversity, give full play to the important application value of self-made sports equipment, enrich physical training activities, improve the effect and quality of physical training, and lay a good foundation for the healthy growth and development of primary school students.

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