

Research on the Application of Teaching Mode of Imagery Training in Physical Education and Sports Training

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Keywords: Imagery Training; Physical Education; Sports Training

Abstract: With the continuous implementation and development of the new curriculum reform, quality-oriented education has become the focus of attention and discussion in the current education field. Compared with the traditional education, quality-oriented education advocates the student-centered teaching. In the process of teaching, students with all-round development of morality, intelligence, physique, beauty and labor are cultivated according to their personalities. Compared with the traditional education, under the new curriculum reform, the teaching mode of physical education is no longer singular. In order to effectively improve the physical teaching level and change the traditional teaching method, this paper mainly takes physical teaching as an example to enrich students' physical education classroom by introducing the teaching mode of imagery training in the physical education and to make students get good training results in the sports training.

1. Introduction

With the progress and development of the times, physical education also needs to keep pace with the times. The innovative teaching can reform physical education effectively. Especially in the middle school, it is the key period of students' growth and development. In this period, their intelligence must be cultivated, and their sports cells and nerves need to be exercised. The physical education can cultivate students' sports knowledge and ability effectively, so that they can master the effective and correct sports skills in the learning process. In order to further improve students' sports ability, the introduction of imagery training method in physical education can help students master correct sports skills, deepen their proficiency in sports movements, and enable them to develop comprehensively^[1]. However, in physical education, there are still some problems in the teaching process due to the further discussion and research of imagery training method. In order to effectively improve the teaching efficiency of imagery training, it is necessary to expand and analyze the teaching concept of imagery training in the teaching process, and summarize the relevant teaching methods according to the practical teaching experience to further improve the efficiency of physical education.

2. Concept of Imagery Training

In psychological research, people's psychological phenomena are divided into two parts, namely appearance and imagination. Among them, appearance mainly refers to the actions and images displayed according to people's brain perception of things, and it mainly refers to the representation of people's psychological activities. In physical education, imagery training mainly refers to the continuous training or simulation of a certain sports scene in the human brain through certain language hints to the human brain and psychology to effectively improve people's ability and sensitivity to related sports skills, training methods and emotional control. In physical education, students can carry out a kind of targeted psychological training in the process of learning with the use of imagery training method; simulate the training with phenomena formed in their minds to effectively improve their sensitivity to the training, so that it can be effectively applied in practical training. Therefore, imagery training method is also a method of psychological intervention^[2].

3. Theoretical Basis of Imagery Training

The introduction of imagery training theory in physical education is mainly related to the psychological neuromuscular, imagination, and physiological factors of the human body.

3.1 Psychological Neuromuscular Theory

In physical training, when a physical teacher tells and guides a certain action, students always form an appearance in their minds according to the teacher's guidance. And there is always a nerve impulse to imitate and demonstrate this action according to the representation and further stimulate the motor central nervous system in the cerebral cortex of students. In this process, the motor central nervous system will unconsciously control students to make corresponding actions. This is the psycho-neuromuscular theory. Under the stimulation of psycho-muscular, it can effectively transform the appearance into action, and effectively activate students' motor nerves [3].

3.2 Symbol Learning Theory

The theory of symbol learning is mainly embodied in imagery training. According to certain movements, certain symbols and movements are transformed into the human mind, so that students can better convert the symbols and diagrams in their minds into movements, which is conducive to improving students' physical learning. It can help students master more training content and training movements, and improve students' understanding of sports movements, effectively shorten students' learning time and improve students' ability to master motor skills [4].

4. Significance of Introducing Imagery Training To Physical Education

The introduction of imagery training to physical education can effectively promote the reform of traditional physical education and promote the progress of reform, so that the teaching mode of physical education classrooms can be diversified, which is conducive to the development of innovative education. Compared with the teaching of mathematics, Chinese, and English, the physical education classroom has a single teaching mode and lags in teaching concepts and methods. The main reason for this is that physical education is affected by the entrance exams and college entrance examinations. Many schools, teachers, and students pay less attention to physical education and learning. Compared with other disciplines, physical education classrooms have their own independence and autonomy, resulting in teachers and students' coping ideas in physical education. With the curriculum reform, quality-oriented education has become one of the key research and discussion topics in middle school education, and the status of physical education has been effectively improved. Therefore, physical education is one of the key constituent disciplines in quality-oriented education. Teachers should break the restrictions of traditional teaching thoughts on physical education in the teaching process. In the teaching process, they cannot just stay on simple theoretical learning and repeated exercises, but provide targeted physical education to students according to students' athletic ability, learning characteristics, and physical fitness, to effectively improve students' physical fitness and sports literacy. The introduction of imagery training to physical education can improve students' participation in education, enable them to better experience the influence of physical training on their growth during the learning process, help them better adapt to sports training, and improve their participation and learning interest [5].

5. Practice of Imagery Training In Physical Education

5.1 Teaching Design

In the process of physical education, in order to better introduce the imagery training method, teachers need to design the relevant teaching content, and in the process of teaching, they need to prepare students for sports, so that students can fully relax their muscles before exercising, effectively regulate their breathing frequency, and effectively improve their attention in the learning process. In the process of teaching design, teachers need to make clear the key points and objects of

the teaching content. In the teaching process, teachers need to make students do the corresponding preparatory movement according to the teaching content, and permeate the relevant teaching content in the preparatory work. For example, in the teaching of table tennis, the pre-class warm-up training should be carried out for students first, and it is mainly in the form of four limbs movement. In the process of movement, teachers penetrate the essentials of table tennis movement to students by means of movement demonstration and language expression, so that students can recite the relevant technical essentials in the preparatory work. At the same time, by means of memory, students can form in their mind a picture about table tennis training to help them to be more familiar with and master the consistency of related actions. In addition, it enables students to find the feeling of playing table tennis in the preparatory work, helps students to better place their sports posture and master the sense of exertion to strengthen their ability to master the details in the process of table tennis in the preparatory work, so that students can remember the order of exercising. After the recall, students can adjust their psychological mood and relax their muscle tension through deep breathing^[6].

5.2 Teaching Practice

In the process of teaching, in order to effectively introduce the imagery teaching method, teachers need to apply the relevant teaching content to the practice teaching after the teaching design, and strengthen students' sports skills through group training. In the teaching process, all the students in the same class are divided into two teaching groups, which are recorded as the experimental group and the control group. Students in the experimental group are trained in imagery teaching and students in the control group are trained in traditional physical education. Among them, when students in the experimental group are learning the relevant sports skills, the teacher needs to analyze and guide the relevant sports skills and technical essentials, and effectively guide students according to the relevant content of the theory of psychological neuromuscular and the theory of symbol learning. And relevant sports essentials are infiltrated in the mind, enabling students to form a complete set of sports systems in the mind through memories, which can help students quickly understand the relevant sports rules and skills in practice, and enhance their practical ability through repeated sports and training. While students in the control group adopt the traditional teaching method. In the teaching process, through the way of teacher demonstration, students can combine and exercise by themselves, and students can understand the relevant sports skills through their own training. After class, the training effect of the two groups of students is evaluated and the practical significance of imagery training in physical education is analyzed^[7].

5.3 Teaching Summary

Teachers need to summarize the relevant teaching methods after introducing the imagery training method in the teaching process. In the training process, by introducing the imagery training method, students can effectively master the relevant sports technology essentials, and their movement consistency and accuracy can be improved. However, in the teaching process, we cannot blindly use the imagery training method. We need to introduce and infiltrate related teaching methods organically according to students' ability and learning characteristics. In the teaching process, we need to enable students to correctly grasp the relevant actions, so that students can form in their mind clear motion graphics. If the appearance is wrong, it will cause students' actual actions to be wrong. At the same time, when performing imagery training for students, it is necessary to intersect imagery training and sports training to improve the co-ordination of students' imagination and their practical ability. In addition, in the teaching process, it is necessary to enable students to carry out effective methods to effectively promote their attention.

6. Conclusion

In summary, the introduction of imagery training methods to physical education and sports training can effectively improve students' attention and coordination ability, and comprehensively improve their sports literacy. In order to effectively penetrate the imagery training method in

physical education, teachers should clarify the teaching purpose and method of imagery training in the teaching process, so that the teaching effect can be improved through reasonable teaching design and teaching practice. At the same time, the content of imagery training needs to be summarized after the teaching to effectively improve the efficiency of imagery training.

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