Classroom Teaching Practice of Primary and Secondary School Basketball under the Integrated Vision of "Learning and Practising Competition Evaluation"

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Abstract

Under the background of the continuous promotion of school sports reform in the new era, basketball teaching in primary and secondary schools has gradually changed from a single skill teaching to a comprehensive education model of coordinated development of athletic ability, healthy behaviour and sports morality. The integration of "learning and training competition evaluation" emphasises the organic connection between skill learning, special practice, competition application and teaching evaluation, which provides practical ideas for improving the structure of basketball classroom teaching. Guangdong Province has a good foundation of basketball. Campus basketball competitions and school sports reform have created conditions for relevant teaching exploration. However, there are still differences in schools in different regions in terms of venue facilities, teacher allocation, competition organisation and evaluation methods. Based on the actual teaching of basketball in primary and secondary schools in Guangdong Province, this article explores the scientific and feasible optimisation path to improve the quality of classroom teaching and promote the development of students' basketball skills and core sports literacy.

Keywords

Learning and practising competition evaluation, primary and secondary school basketball, classroom teaching, sports core literacy.

1. Introduction

With the deepening of school sports reform in the new era, primary and secondary school physical education has gradually changed from a single sports skill transfer to a comprehensive education, and the collaborative cultivation of students' sports ability, health behaviour and sports character has received wide attention. Basketball has the characteristics of skill, confrontation and teamwork, and is an important carrier for carrying out school physical education teaching and promoting students' comprehensive development. However, in some school basketball classes, there are still problems such as the lack of close connection between skill practice and actual games, uneven opportunities for students to participate, and lack of process in teaching evaluation, which affects the overall effect of classroom teaching[1-3]. The foundation of basketball in Guangdong Province is relatively good. Campus basketball competitions and school sports teaching reform provide practical conditions for classroom innovation. However, there are differences in schools in different regions in terms of venue facilities, teacher allocation and teaching resources, which puts forward higher requirements for the adaptability of the teaching model. Therefore, to explore the integrated teaching path of "learning, practice and evaluation", it is necessary to promote the interconnection of skill learning, special exercises, competition application and teaching evaluation based on the reality

of primary and secondary schools in Guangdong Province, so as to provide reference for improving the quality and efficiency of basketball classroom teaching.

2. The Practical Value of Integrating "Learning and Practising Competition Evaluation" into the Basketball Classroom of Primary and Secondary Schools

2.1. Connect Basketball Skill Learning with Sports Ability Development

Basketball includes dribbling, passing, shooting, Defence and tactical cooperation, and there is a strong correlation between each skill. Although simple movement demonstration and repeated exercises can help students form preliminary movement memory, it may not be able to make it flexible in complex competition situations. The integration of "learning and practice competition evaluation" integrates action learning, special exercises, competition application and evaluation feedback into the continuous teaching process to help students understand the conditions for the use of technical movements and gradually establish the connection between skills. As shown in Table 1, basketball classes can set up progressive teaching links around skill learning, special exercises, situational application and feedback improvement to promote the effective connection of each link. For example, when learning to dribbling between marches, teachers can first explain the essentials of movement, then organise variable speed dribbling and obstacle exercises, and then set breakthrough tasks under limited defensive conditions, and provide guidance based on students' ball control stability and decision-making performance. For primary and secondary schools in Guangdong Province, layered teaching should also be carried out in combination with the physical development level of students in different grades and the basketball foundation, reasonably adjust the difficulty of exercises and task requirements, enhance the targeting of classroom teaching, and promote students from mastering basic movements to comprehensive use of basketball skills.

Table 1. The teaching design of "learning and practice competition evaluation" to promote the development of basketball sports ability

Teaching stage	Teaching content	Implementation	Development goal
Learning	Dribbling, passing, shooting, and defensive movements	Teacher explanation and demonstration; breaking down movements	Master the key elements of basic basketball movements
Focused practice	Changes of speed; obstacle dribbling; combined drills	Group work; differentiated practice; repeated practice	Improve movement fluency and ball control
Competition	Limited defensive pressure; dribble penetration; small-group contests	Game tasks; localized offensive and defensive play	Improve skill application and in-game decision-making
Assessment	Movement quality; ball control; choices when driving	Teacher assessment; self-assessment; peer assessment	Identify difficulties and adjust practice strategies
Differentiated guidance	Students at different educational stages and skill levels	Adjusted difficulty; differentiated tasks	Improve instructional suitability and participation

2.2. Promote the Interconnection of Classroom Training and Real Competitions

The formation of basketball skills not only depends on movement practice, but also requires students to judge space, observe teammates and deal with opponents in dynamic situations. If there is no competition task in the classroom exercise, students may have a good grasp of single movements and insufficient use in actual confrontation. The integration of "learning and practising competition evaluation" provides practical conditions for skill migration by integrating group confrontation, local attack and Defence and simplified competition into daily teaching. Teachers can set up two-on-two, three-on-three small-scale games according to the classroom content, and guide students to actively apply the skills they have learned by limiting the number of dribblings, stipulating passing tasks or adjusting the offensive area[4-5]. The atmosphere of basketball sports in Guangdong Province is relatively strong. Schools can combine local basketball culture with campus competition resources to promote the interconnection of classroom teaching and class leagues. The competition should not only be a reward activity after the end of teaching, but should be a teaching link to test the learning effect, find skill problems and promote re-practice, so that students can understand tactical cooperation, abide by the rules of the competition, and gradually form a positive awareness of sports participation in the process of participating in the competition.

2.3. Give Full Play to the Guiding Role of Process Evaluation on Students' Continuous Participation

There are differences in students' basketball foundation, physical quality, sports interest and skill mastery speed. It is easy to ignore students' efforts and progress in the learning process by evaluating purely based on the victory or defeat of the game, shooting rate or action completion results. The evaluation runs through the whole process of basketball teaching, which helps teachers to understand the learning status of students in time and adjust the teaching content accordingly. In the skill learning stage, we can pay attention to the degree of action standardisation and error correction. In the special practice stage, we can observe the participation attitude, exercise quality and self-regulation ability. In the competition stage, we can examine rule awareness, teamwork and tactical choice. When promoting the reform of physical education classrooms, schools in Guangdong Province should pay attention to the diagnosis and motivation functions of evaluation, and avoid simply transforming evaluation into performance rankings. For students with weak basketball foundation, improving the stability of ball control, actively participating in confrontation and actively completing team tasks can be included in the evaluation; for students with a certain foundation, requirements such as tactical judgement and offensive and defensive conversion can be increased. Through clear and observable evaluation standards, help students at different levels find room for progress and enhance their confidence in participating in basketball learning.

3. Practical Problems Faced by Basketball Classroom Teaching in Primary and Secondary Schools in Guangdong Province

3.1. Differences in Regional Educational Resources Affect the Implementation of Basketball Teaching

There are differences in the level of economic development, school scale and sports resource conditions in different regions of Guangdong Province. Some schools have relatively complete basketball courts, equipment and special teachers. Some schools are limited by the space of the venue, the number of classes and the professional background of teachers, and it is difficult to carry out richer basketball teaching activities. Some schools in the Pearl River Delta can use campus competitions, social stadiums and regional teaching and research resources to expand teaching content, while some schools in the east, west and north of Guangdong may need to

organise large-class teaching under the condition of limited venues and equipment. These differences will affect the practice density, competition form and individualised guidance effect. If the teaching plan of schools with better conditions is directly applyed, it may cause the teaching design to be mismatched with the actual environment[6-7]. For this reason, primary and secondary schools in Guangdong Province carry out the integrated practice of "learning, practice, competition and evaluation", and should design implementable teaching tasks based on the existing conditions of the school. When the venue is insufficient, the form of half-field partitioning, fixed-point practice and group rotation can be adopted; when the equipment is limited, the grouping and practice order can be optimised. Regional education departments can also gradually narrow the implementation gap between schools through the sports teaching and research community, teacher training and equipment sharing.

3.2. The Connection between Skill Teaching and Competition Situation is Insufficient.

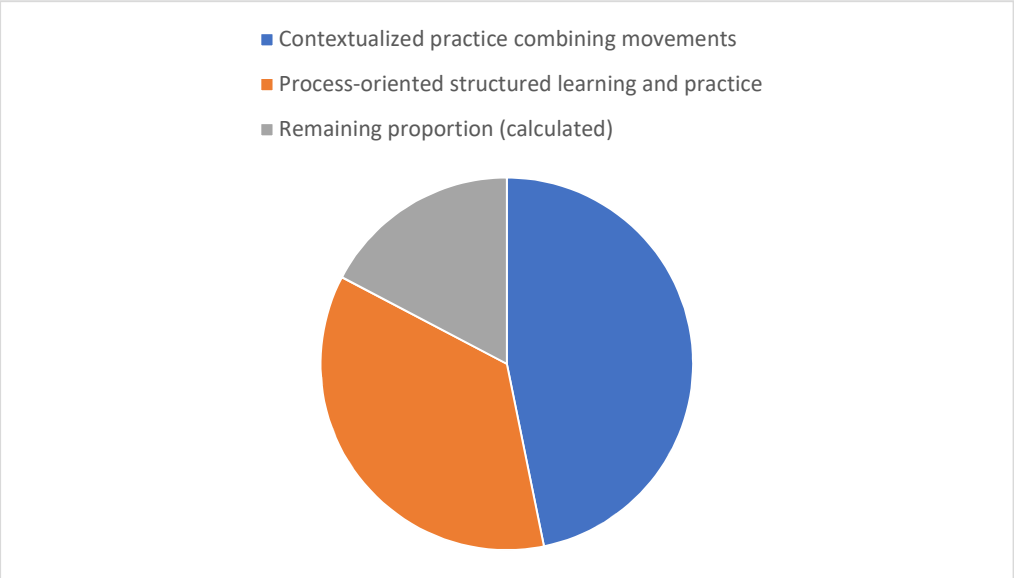


Figure 1. The proportion of sports skills structure chemistry training activities in primary and secondary schools

In basketball teaching in primary and secondary schools, there is still a certain gap between single technical training and practical game application. Although students can master basic movements such as dribbling, passing and shooting, the rationality of technical application still needs to be improved under situations such as defensive interference, teammate running position and offensive and defensive conversion. Relevant classroom observation studies show that situational combination action learning and process structure chemistry have been applied to primary and secondary school physical education classes, but the coherence and practical application of skill training still need to be further strengthened. As shown in Figure 1, different types of structural chemistry practice activities have a certain application basis in classroom teaching, which also shows that basketball teaching needs to gradually change from single-action training to combined skill application. Taking the teaching design of the basketball unit of Dongguan Shipai Middle School as an example, the teaching content is gradually developed in the order of basic technology, combination practice, passing and cutting cooperation and group competition, reflecting the design idea of linking skill learning and competition application. Schools can learn from this practice and integrate tasks such as defensive interference, passing route selection, teammate cooperation and offensive and defensive conversion in the classroom, guide students to adjust technical actions and tactical choices in

dynamic competition situations, enhance the practicality of basketball skill learning, and reduce the disconnect between classroom training and real games.

3.3. The Organisational Form of Classroom Competitions Lacks Hierarchy

Competition activities can enhance the interest of the basketball classroom, but if the rules of the competition, participation methods and the difficulty of the task lack reasonable design, it is easy for a few students with strong skills to occupy the main position for a long time, and students with weak foundations lack opportunities to participate. Some classes take the complete competition as the main competition form. Students need to complete tasks such as dribbling, passing, shooting and defending in a limited time, which is difficult for beginners and may reduce their willingness to participate. The development of campus basketball in Guangdong Province should take into account both popularisation and improvement. The competition organisation should not only maintain appropriate confrontation, but also provide space for students with different abilities to participate. In primary school, sports interests can be established through activities such as dribbling relay, passing and fixed-point shooting; in junior high school, local attack and Defence, three-on-three games and tactical tasks can be gradually added. The school can also set up positions such as referee assistant, data recording and competition organisation for students, so that students who do not have the ability to play can also participate in basketball activities. Through layered competitions and multi-role participation, improve the inclusiveness of classroom competitions, so that the competition serves the learning and development of all students.

4. The Practice Path of basketball Classroom Teaching in Primary and Secondary Schools under the Integrated Vision of "Learning and Practising Competition Evaluation"

4.1. Build a Layered and Progressive Basketball Teaching Content based on Guangdong's Academic Conditions

The reasonable organisation of teaching content is the basis for the integrated and effective implementation of "learning and practice competition evaluation". Primary and secondary schools in Guangdong Province should build a basketball teaching system that gradually progresses from basic movements and combination skills to tactical application according to the characteristics of the school segment, the foundation of students' sports and the conditions of the school site. In the primary school stage, teaching can be carried out around the cultivation of the sense of the ball, dribbling in place and between the march, two-handed passing the ball and close-up shooting, and improve students' interest in participation through game-based tasks; in the junior high school, it can add content such as changing dribbling, moving passing the ball, basketing in the march, individual Defence and group cooperation, etc., to strengthen students in dynamic situations. The application of skills in. Each teaching unit should set up interrelated learning goals, practice tasks, competition requirements and evaluation indicators to avoid the independence of each link. For example, in the basket unit during the march, teachers can arrange action demonstration, no-Defence exercises, dribbling breakthrough exercises, confrontation situation application and skill feedback in turn[8]. For schools with small venues, half-field and subdivision rotation can be used to organise activities; for schools with better conditions, offensive and defensive conversion and group tactical tasks can be increased to form a teaching content system with Guangdong geographical adaptability.

4.2. Special Exercises on Diversification of Skill Application Design

Special exercises should serve students' skill application in actual competitions, not simply pursue the number of exercises. Teachers can design multi-level exercise tasks around the

learning objectives of each lesson, and adjust the difficulty of the exercise according to the completion of students. Take basketball dribbling breakthrough teaching as an example, students can first control the ball in place and dribbling in a straight line, and then carry out the exercise of changing direction around the marker, and then add tasks such as defensive interference and passing after breaking through, so that the practice is gradually close to the real game situation. For the teaching of passing the ball, students can be guided to observe the position of their teammates and choose the timing of the pass reasonably by moving the ball, the triangle pass and cutting in after the pass. As shown in Figure 2, by comparing the standards of students' special skills before and after, the implementation effect of different practice tasks can be intuitively presented, which can provide reference for teachers to adjust the teaching content. Guangdong Provincial schools can also combine between classes, after-school sports services and basketball community activities to provide students with opportunities for continuous practice, and do a good job in exercise load control, site inspection and post-exercise organisation. Teachers should record students' common mistakes according to classroom observation, and connect the focus of follow-up exercises with the feedback of the previous lesson, so that the special exercises can form a continuous improvement of the teaching process, and gradually improve the students' movement stability, spatial judgement ability and practical application level.

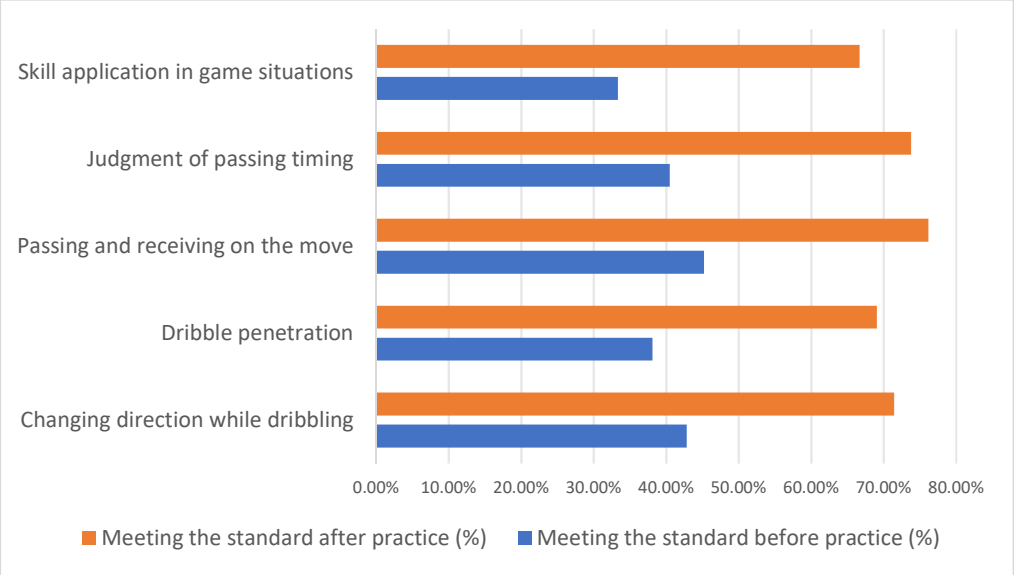


Figure 2. Comparison of students' skills before and after basketball special practice

4.3. Rely on the Class League to Create a Real Basketball Competition Situation

Competition teaching should transform the basketball skills that students have mastered into observable and testable practical performance. Guangdong Province has a good basketball culture foundation. The school can combine class leagues, grade competitions and school-level exchange activities to form a connection mechanism between classroom practice and campus competitions. In recent years, Dongguan City has promoted the class (school) sports super league of universities, middle schools and primary schools. It has expanded the coverage of campus sports activities through class organisation, graded competitions and diversified participation, which has provided local practical reference for the integration of basketball classrooms into competition elements. In the specific implementation, teachers can set different competition tasks according to the teaching progress: the dribbling unit focusses on ball control breakthrough, the passing unit emphasises team cooperation, and the comprehensive skill unit focusses on offensive and defensive conversion and tactical selection[9-10]. The rules of the game can be appropriately simplified, such as adopting a three-

on-three form, limiting the attack time or requiring a certain number of passes before the attack to highlight the teaching goal in the classroom. After the competition, teachers should organise students to review the reasons for successful cooperation and mistakes, and arrange targeted retraining. Through a perfect cycle, the competition becomes an integral part of promoting learning, rather than an independent activity out of the classroom goals.

5. Conclusion

The integration of "learning, practice and evaluation" provides a systematic practical direction for basketball classroom teaching in primary and secondary schools, which helps to improve the separation of skill learning, special exercises, competition activities and teaching evaluation. Primary and secondary schools in Guangdong Province should combine the development characteristics of students in different classes and the conditions of regional educational resources, optimise the content of basketball teaching, enrich the forms of special exercises, enhance the hierarchy of classroom competitions, and provide timely feedback on students' learning performance through diversified evaluation. In the process of teaching and implementation, it is also necessary to strengthen the professional capacity building of physical education teachers, improve the guarantee of venue equipment, and promote the coordinated development of classroom teaching and campus basketball competitions. Follow-up practises should further combine school teaching cases and students' learning data to test the implementation effect of relevant measures, continuously adjust the classroom organisation and evaluation standards, and promote the common development of students' basketball skills, cooperation awareness and sports morals.

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