

摘要

2022年6月24日修订的《体育法》中将“社会体育”修改为“全民健身”；将“学校体育”修改为“青少年和学校体育”，把青少年和学校体育置于优先发展的战略地位^[1]。现如今，各高校为了一直贯彻“全民健身”的政策，相应的开设了面向全体学生的体育选修课，羽毛球作为一种简单易上手、集游戏、娱乐、竞技、健身于一体的体育运动，深受广大学生的喜爱，但是由于学生之间个体差异较大，且传统教学法不能满足各个层次学生的学习需求，为了能够最大化的缩小这种差距，达到“全民健身”和“终身体育”的目标，亟需寻求一种更符合学生发展规律和学习需求的教学模式。

本研究采用了多元化的方法，包括文献资料法、访谈法、问卷调查法、层次分析法、教学实验法以及数理统计法等，旨在全面、深入地探讨研究主题，将理论与实际相结合，从前人对动态分层教学法的理论研究、实验设计等出发，以哈尔滨体育学院2021级体育教育专业羽毛球的选修班中，选取1班和2班这两个班级作为实验对象进行实验，共计39人，对这两个班做了为期12周的教学实验，其中1班为实验班（对其采用动态分层教学法），2班为对照班（对其采用传统教学法）。在实验前，对测试指标进行实验前测，保证两个班级之间无显著差异，再依据各测试指标得分，对实验班学生进行分层，将实验班学生分为一、二、三3个等级，再根据各等级学生的特点指定相对应的教学目标、教学要求、教学方法。每四周进行一次随堂测验，测试内容为评价体系中的专项技能和心理素质指标，对其进行一个综合评估，再根据评估得分进行动态调整，如此形成循环直到教学实验结束。实验结束后，将实验组学生与对照组学生进行组间对比，将实验组学生和对照组学生分别进行组内对比，将3次动态调整的综合评估得分进行前后对比，据此论证动态分层教学法在高等体育院校羽毛球选修课中的教学效果是否有所提高。

通过对比分析实验组和对照组学生在身体素质、专项技能以及心理素质方面的差异，运用数据统计方法对收集到的数据进行了深入研究，最终得出了以下结论：

（1）动态分层教学法可以提高学生的身体素质。动态分层教学法对提高学生的力量素质、耐力素质以及速度素质有显著的促进作用。

（2）动态分层教学法的实行能有效提高学生的专项技能水平。动态分层教学法能够有效提高学生的基本技术动作水平。

1 中国人大网. 中华人民共和国体育法 [EB/OL]. (2022-06-24) [2023-10-31].
<http://www.npc.gov.cn/npc/c30834/202206/ad515e98ae274e44b1cd2c02687db07f.shtml>.

(3) 动态分层教学法有助于提高学生的心理素质。经过动态分层教学法的教学后，学生的学习态度和学习动机都有明显提高，有较明显的促进作用。

(4) 从实验数据分析，传统教学法实验后各项指标数据均有提升，但是相较于动态分层教学法，差异性并不显著，说明动态分层教学法在羽毛球教学中起正向促进的作用。

关键词：动态分层教学法；羽毛球选修课；教学效果

Abstract

In the " Sports Law " revised on June 24,2022, " social sports " was revised to " national fitness "; the " school sports " is revised to " youth and school sports, " which puts youth and school sports in a strategic position of priority development. Nowadays, colleges and universities have been implementing the policy of " national fitness. " colleges and universities have set up sports elective courses for all students accordingly. Badminton, as a simple and easy-to-use sport that integrates games, entertainment, competition and fitness, is deeply loved by the majority of students. However, due to the large individual differences among students, and the traditional teaching method can not meet the learning needs of students at all levels, in order to maximize the narrowing of this gap and achieve the goal of " national fitness " and " lifelong sports, " it is of paramount importance to explore a teaching approach that is more in sync with the inherent growth patterns of students, as this is essential for fostering a conducive learning environment that nurtures their academic and personal development and learning needs.

This study adopts the methods of literature, interview, questionnaire, analytic hierarchy process, teaching experiment, mathematical statistics and other research methods. Combining theory with practice, starting from the previous theoretical research and experimental design of dynamic hierarchical teaching method, this paper takes class 1 and class 2 as the experimental subjects in the badminton elective course class of grade 2021 physical education major of Harbin Institute of Physical Education, a total of 39 people, of which class 1 is the experimental class and class 2 is the control class. A 12-week teaching experiment was carried out in the two classes. The dynamic stratified teaching method was carried out in the experimental class, and the traditional teaching method was carried out in the control class. Before the experiment, the test indexes were tested before the experiment to ensure that there was no significant difference between the two classes. Then, according to the scores of each test index, the students in the experimental class were stratified, the students in the experimental class are divided into three grades : one, two and three,and then the corresponding teaching objectives, teaching requirements and teaching methods were specified according to the characteristics of each level of students. An in-class test is conducted every three weeks, and the content learned in these three weeks is comprehensively evaluated, and then stratified according to the evaluation score, so as to form a cycle until the end of this semester. Following the conclusion of the experiment, the students within the

experimental group and the control group were compared between the groups, and the students in the experimental group and the control group were compared within the group respectively. Based on this, it is demonstrated whether the implementation of the dynamic hierarchical teaching method in badminton elective courses for ordinary colleges and universities has a significant impact on the learning outcomes and engagement of students. has been improved.

By comparing and analyzing the differences between the experimental group and the control group in physical quality, special skills and psychological quality, using statistical methods to carry out in-depth research on the collected data, and finally draw the following conclusions:

(1) Dynamic stratified teaching method can improve students ' physical quality. Dynamic stratified teaching method has a significant role in promoting students ' strength quality, endurance quality and speed quality.

(2) The implementation of dynamic hierarchical teaching method can effectively enhance the proficiency of students' specialized skills, thereby fostering their overall development. The dynamic hierarchical teaching method can effectively improve the students ' basic technical action level.

(3) The implementation of a dynamic stratified teaching method is instrumental in enhancing students' mental well-being and overall psychological health. After the teaching, students' learning attitude and motivation, as it encourages active participation, critical thinking, and deeper understanding of the subject matter have been significantly improved, which has a more obvious role in promoting.

(4) From the analysis of experimental data, the data of each index after the traditional teaching method experiment have been improved, but compared with the dynamic layered teaching method, the difference is not significant, indicating that the dynamic layered teaching method plays a positive role in badminton teaching.

Key Words : Dynamic hierarchical teaching method ; Badminton elective course ; Teaching effect

目录

1 前言	1
1.1 研究背景.....	1
1.1.1 相关政策的实施.....	1
1.1.2 单一的体育教学模式.....	1
1.1.3 “脆皮大学生”的出现.....	1
1.2 研究目的及意义.....	2
1.2.1 研究目的.....	2
1.2.2 研究意义.....	2
2 文献综述.....	4
2.1 相关概念界定.....	4
2.1.1 动态.....	4
2.1.2 传统教学法.....	4
2.1.3 分层教学法.....	4
2.1.4 动态分层教学法.....	5
2.2 国内外研究现状.....	7
2.2.1 国内研究现状.....	7
2.2.2 国外研究现状.....	11
2.3 述评.....	12
3 研究对象与方法.....	13
3.1 研究对象.....	13
3.2 研究方法.....	13
3.2.1 文献资料法.....	13
3.2.2 访谈法.....	13
3.2.3 问卷调查法.....	13
3.2.4 教学实验法.....	14
3.2.5 层次分析法.....	28
3.2.6 数理统计法.....	28
4 结果与分析.....	29
4.1 实验前实验组与对照组测试结果及分析.....	29
4.1.1 实验前实验组与对照组身体素质测试结果与分析.....	29
4.1.2 实验前实验组与对照组立定跳远测试结果与分析.....	29
4.1.3 实验前实验组与对照组 1min 跳绳测试结果与分析.....	29
4.1.4 实验前实验组与对照组场地四角跑测试结果与分析.....	30
4.2 实验前实验组与对照组专项技能测试结果与分析.....	30
4.2.1 实验前实验组与对照组基本技术测试结果与分析.....	30
4.3 实验前实验组与对照组心理因素测试结果与分析.....	31
4.3.1 实验前实验组与对照组学习动机测试结果与分析.....	32
4.3.2 实验前实验组与对照组学习态度测试结果与分析.....	32
4.4 实验后实验组与对照组测试结果与分析.....	33
4.4.1 实验后实验组与对照组身体素质测试结果与分析.....	33
4.4.2 实验后实验组与对照组立定跳远测试结果与分析.....	33

4.4.3 实验后实验组与对照组 1min 跳绳测试结果与分析.....	33
4.4.4 实验后实验组与对照组场地四角跑测试结果与分析.....	33
4.5 实验后实验组与对照组专项技能测试结果与分析.....	34
4.5.1 实验后实验组与对照组基本技术测试结果与分析.....	34
4.6 实验后实验组与对照组心理因素测试结果与分析.....	35
4.6.1 实验后实验组与对照组学习动机测试结果及分析.....	35
4.6.2 实验后实验组与对照组学习态度测试结果与分析.....	35
4.6.3 实验后实验组与对照组学习满意度测试结果及分析.....	36
4.6.4 实验后实验组与对照组教学模式评价测试结果与分析.....	37
4.7 实验前后实验组与对照组测试指标组内测试结果与分析.....	38
4.7.1 实验前后实验组组内身体素质测试结果与分析.....	38
4.7.2 实验前后对照组组内身体素质测试结果与分析.....	38
4.7.3 实验前后实验组组内专项技能测试结果与分析.....	39
4.7.4 实验前后对照组组内专项技能测试结果与分析.....	39
4.7.5 实验前后实验组组内心理因素测试结果与分析.....	39
4.7.6 实验前后对照组组内心理因素测试结果与分析.....	40
4.8 实验中实验组动态调整前后对比结果与分析.....	40
4.8.1 实验第一次、第二次和第三次测试结果及分析.....	40
5 结论与建议.....	42
5.1 结论.....	42
5.2 建议.....	42
致谢	43
参考文献.....	44
附录	48
个人简介.....	63

1 前言

1.1 研究背景

1.1.1 相关政策的实施

2023年6月发布的《全民健身条例》(草案)中的第二十三条明确指出,国家优先发展青少年体育,深化体教融合,积极推进青少年体育活动的计划,旨在让青少年在体育锻炼的过程中充分体验到乐趣,同时提升他们的身体素质,塑造健全的人格,并锻炼坚定的意志。第三十八条明确指出,学校应当按照国家有关规定开齐开足体育课,帮助学生掌握科学健身知识和体育运动技能;鼓励学校开展多种形式的学生体育交流活动¹。

通过对《全民健身条例》政策的解读,可以了解到,国家对青少年体育是尤为重视的,不仅要让学生在体育锻炼中享受乐趣,还要在此基础上,学习掌握一定的知识和技能,那如何做到呢?从最基本的来说,让学生能够熟练掌握所学知识和技能,是最基本的。就现有的教学手段来看,大多采取传统教学方法进行教学,但是因为每个学生的基本情况不同,对知识和技能所吸收的程度也不同,所以根据学生的实际情况采取具有针对性的教学是非常必要的。

1.1.2 单一的体育教学模式

在相关文献和资料中,可以查阅到,体育教学模式包括指导思想、教学目标、教学方法、教学设计、教学评价等。其中,占据主要部分的就是教学方法。体育教学模式作为体育教育的综合载体,在体育教育中占有非常重要的地位,目前我国的体育教学模式繁多,而在实际的教学应用中,大部分高校仍沿袭前苏联的传统教育模式,传统教学模式是采用“一刀切”的方式,无论学生的基本情况如何,都采取统一的教学方法,设置统一的教学目标,设置统一的考核标准,这对一些基础身体素质不好且学习能力弱的同学来说,是有失公平的,而对一些身体素质好,且学习能力强的学生来说,又过于简单²。所以为了解决这种困境,分层教学法应运而生。为了对学生的教育进行一个动态管控,动态分层教学法出现在我们视野中。

1.1.3 “脆皮大学生”的出现

现在的流行热词—脆皮大学生,顾名思义,就是指现在的大学生,年纪不大,但身体毛病却不少,弱到一碰就坏的地步了。在微博、抖音等社交媒体中,我们随处可见脆皮大学生怎么样怎么样,脆皮大学生今天上厕所骨折了,明天打喷嚏又腰间盘突出等等这一系列都在警示我们,现如今大学生的体质问题

1 <https://www.sport.gov.cn/n323/n10516/c25661591/content.html>.

2 陈玲. 运动教育模式在高校体育公共课中的体系构建和成效研究[D]. 大连理工大学, 2018.

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/008010072132007001>