APPLICATION OPPORTUNITIES FOR INTERACTIVE METHODS IN BADMINTON TRAINING IN PRIMARY SCHOOL AGE

Iliyan Ilchev
Department of “Physical Education and Sport”
Rousse University „Angel Kanchev”, Rousse, Bulgaria

Abstract
The status of modern education and the trends of development in society have called for an implementation of new approaches for the development of the learning environment. Academic knowledge and critical thinking skills are no longer adequate for achieving success, and new higher professional skills are required. Through process of badminton training in primary school, outlined important priorities, with a tendency of transition from traditional forms of training to innovative. New forms, means, and methods of knowledge acquisition are seeking, including interactive. Interactive methods are innovative and help for effective implementation of the educational process. Serve as a transition from the reproductive to the active learning paradigm. Their implementation in the badminton training lessons would help in the more rapid utilization of teaching material, easier implementation of the technical elements in different sports. This paper presents an algorithm for implementation of interactive methods and means of badminton training lessons.

Keywords: interactive approaches, education, physical education, sport, practical training

INTRODUCTION
Applied interactive teaching methods are considering in ways as models to find genuine solutions to training problems and tasks in the process of interaction and equality between subjects.

The above-formulated concepts and definitions make clear that the application of interactive methods in the physical education process (core commonwealth sports games - basketball, badminton, volleyball, etc.) is necessary to take into account the following features:

- The appropriateness of use the interactive forms of learning in the lesson is determined by its objectives, tasks, and phases in the acquisition and development of knowledge and skills.
- Objectives definition and setup of educational tasks create objective conditions and opportunities for learning based on communication and interaction of students.
- The organization of learning based on the interaction of students is a selective in nature, which means organizing their work in the lesson with a specific purpose.

Basic requirements for quality application of interactive methods in badminton lessons are:

1. Provide opportunities for personal expression of each trainee;
2. Application of interactive methods solving specific cognitive and practical problems related to the common technique of the sport basic elements in the lesson (core commonwealth sports games - basketball, badminton, handball, volleyball) and others.

Figure 2 clearly outlines the structure of a modified interactive training model. It is obvious that the activities of teacher and student as well as their goals are different, but correspond to each other. They are used to determine the places of the subjects in the learning process.

The teacher is a consultant and assistant to the students who are actively operating in solving school problems or interpretation of specific concepts related to the elements in the technique of badminton. Only some of the visual aids and didactic materials, which may be general to both parties involved in learning process. Moreover, the links between the objective, activities, and the means used by the teacher and students are bilateral.

The implementation of interactive methods needs to focus on subject-subjective relations. This implies that in their implementation, the teacher observes their effectiveness in accordance with particularities of students, the atmosphere in the class and others, and if necessary promptly to change some of them.

In the development of sports games models in lessons is consider it necessary to strive their construction properly, and optimally combine verified traditional didactic principles (their scientific merit corresponding with the age of the students) with innovation approaches personal oriented learners.

METHODS
The purpose of present study is studying the possibilities of application the interactive learning meth-
create skills for self-acquiring knowledge and their use in practice and promote the aspirations of students to find their own way to solve the tasks.

The aim is to create conditions for cognitive and physical activity of students. The means are associated with the use of various forms and organizing learning activity methods, which allow students to apply their personal experience, and to create conditions for pedagogical communication in the lesson. This allows taking initiative and independence of each student. The factors for effectiveness of each student are the encouragement, and praise for good performance and assessing the performance of each participant for the entire learning process.

Creating feedback between teacher and students and between the students themselves is one of the most important factors for successful physical education and learning, which leads to better motivation and high results during learning.

The application of interactive methods in children from first to fourth grade is positively assessed. For the study are used 32 different interactive methods (Petruța, 2013). The active learning methods change the role of the teacher from only carrier of information to coordinator and organizer of the learning process by developing the skills and abilities of the students (Yakovleva & Yakovlev, 2014).

CONCLUSION

In conclusion of the analysis of literature and teaching experience of sports pedagogues on the problems of physical education and sport can be determined the algorithm for implementation of interactive methods and means of badminton learning lessons.

1. Development and use of didactic system of means focused on forming habits for independent activities to
improve physical fitness and health of students.

2. Modeling and carrying out of lessons oriented activation of cognitive interests of students in the context of formation of personal physical culture.


4. Process management learning in the techniques of badminton students using non-traditional means and unconventional forms.

5. Correct selection of exercises to master the art of badminton in order actively involves students with various health, and different levels of physical and technical preparation.

6. Apply different types of tests and alternative forms of assessment, based on individual growth and increasing of personal achievements of each student in mastering the techniques and elementary tactical methods.

7. The application of person-oriented technologies for support and development of the individual abilities of students and contribute to their social and creative self-realization.

Using interactive forms of learning in primary school badminton lessons regarded as a trend in the teacher activity in the context of person-centered paradigms and development of younger student creative thinking. Interactive methods support not only mastering the theoretical knowledge, but also directly impact on the improvement of motor skills and habits improving the interaction between learners. Interactive methods allow increasing motivation to actively participate and create sustainable demand in learners for system activities with badminton as one of the requirements for healthy lifestyles.

REFERENCES


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Correspondence:
Iliyan Iordanov Ilchev,
Rousse University “Angel Kanchev”,
Department of “Physical Education and Sport”,
8 Studentska str. 7017 Rousse, Bulgaria,
E-mail: ililchev@uni-ruse.bg