

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

*Professional paper*

**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-

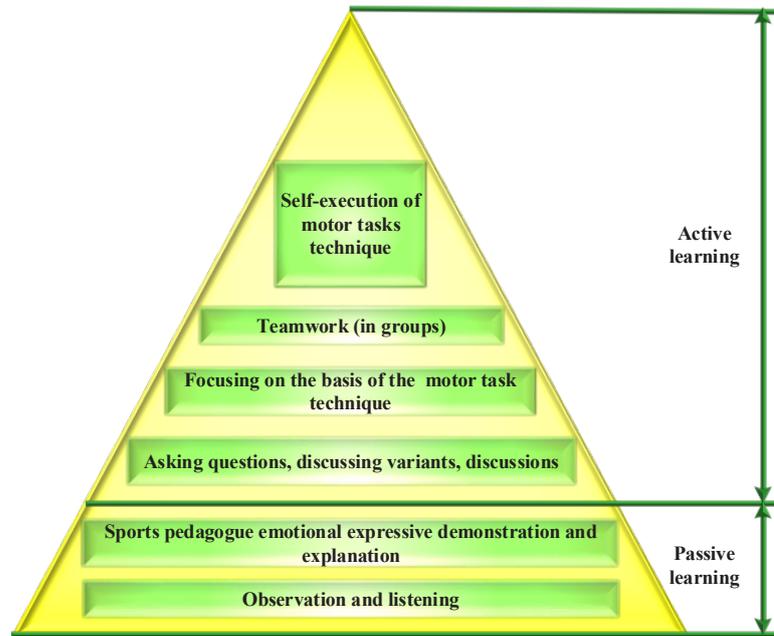


Figure 1. Modified interactive training model in lesson (E. Deil (1969))

ods in lessons badminton (core commonwealth sports games) in primary school. Following tasks are define in the study:

- Survey and analyze general problem theoretical formulation;
- Application of interactive methods in physical education lessons with first to fourth grade students;

Positive aspects of the interactive learning in the educational process relating to:

- Increasing the level of conscious activity of the student performance of basic elements technique of the studied sports game;
- Individual choice of own pace of motor tasks execution;
- Submission of own contribution of each student to the collective work;
- Providing students the opportunity to create their own “Crossword” indicating the direction of their interests and the extent of their knowledge in the context of performed physical activity in the lesson (the teacher sets the authority level of each student among his peers and contribute to its maintenance or increase).

Considering from the aforementioned the main requirements for an interactive and personal oriented in badminton lesson can be formulated;

- the personality of the students is a priority for the organization educational process;
- focus on personal achievements of students in the learning process and cooperation between students;
- creating an emotional background of the lesson which precedes successful motor actions;
- clear definition of educational and developing tasks of the lesson; optimal unity between verbal, scientific and practical learning methods;
- use of innovative multimedia learning systems;
- a link between the earlier study and experience gained during the lesson;

- 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 encouragements, and praise for good performance and assessing the performance of each participant for the entire learning process.

Create 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.

3. Development of the initiative and creativity in badminton lessons using methodological approaches.

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

Адейми, Д.П. (2013). Применение интерактивных методов обучения на практических занятиях по физической культуре. [Application of interactive methods of teaching practical skills in physical education. In Russian.] *Зборник на трудови Актуални въпроси интерактивни методи в образованието, Материали очно-заочной научно-практической конференции с ре-*

*гиональным участием* (pp. 8-11). Екатеринбург: УДК 378:796-028.22(06) ББК 74.58я04+75я04я43 [http://elar.ufru.ru/bitstream/10995/22808/1/conf\\_08.02.2014.pdf](http://elar.ufru.ru/bitstream/10995/22808/1/conf_08.02.2014.pdf)

Атанасова, Н.А. (2008). Интерактивните методи на обучение като иновация в българското образователно пространство – исторически корени. [Interactive training methods as innovation in Bulgarian educational fields of knowledge - historical roots. In Bulgarian.] *Образование*, 2, 14-17. София: Народна просвета.

Атанасова, Н.А. (2009). Интерактивни методи на обучение. [Interactive training methods. In Bulgarian.] *Предучилищно възпитание*, 8, 14-17. София: Народна просвета.

Ilchev, I., & Marković, Ž. (2014). Badminton for the physical fitness of adolescents. *Research in Kinesiology*, 42(2), 140-145.

Lee, A.M., Keh, N.C., & Magill, R.A. (1993). Instructional Effects of Teacher Feedback in Physical Education *Journal of Teaching in Physical Education*, 12(3), 228-243.

Момчилова, А. (2011). Интерактивните методи за комуникация в обучението по физическо възпитание и спорт – фактор за двигателно развитие на подрастващите. [Interactive methods in teaching physical education and sport – factor for motor development. In Bulgarian.] *Proceedings: Physical Education and Sport*, 50, book 8.2 (pp. 22-31) Русе: Русенски Универзитет „Ангел Кънчев“.

Момчилова, А., & Gurnabova, E. (2015). Modern pedagogical technologies in the process of teaching physical education and sport in primary schools. *Research in Kinesiology*, 43(1), 16-20.

Mouratidis, A., Vansteenkiste, M., Lens, W. & Sideridis, G. (2008). The motivating role of positive feedback in sport and physical education: Evidence for a motivational model. *Journal of Sport & Exercise Psychology*, 30(2), 2

Nicaise, V., Cogérino, G., Fairclough, S., Bois, J., & Davis, K. (2007). Teacher feedback and interactions in physical education: Effects of student gender and physical activities. *European Physical Education Review* 13(3), 319-337, doi:10.1177/1356336X07081799.

Petruța, Gabriela-Paula. (2013). Teacher's Opinion on the use of Interactive Methods/Techniques in Lessons. *Procedia - Social and Behavioral Sciences*, 76, 649-653, doi:10.1016/j.sbspro.2013.04.180.

Yakovleva, N., & Yakovlev, E. (2014). Interactive teaching methods in contemporary higher education, *Pacific Science Review*, 16(2), 75-80. doi:10.1016/j.pscr.2014.08.016.

Correspondence:

Iliyan Jordanov Ilchev,

Rousse University “Angel Kanchev”,

Department of “Physical Education and Sport”,

8 Studentska str. 7017 Rousse, Bulgaria,

E-mail: iilchev@uni-ruse.bg