



Guideline of Teaching Basketball Method for Secondary School Students in Xishan District, People's republic of CHINA

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Abstract

Background and Aims: Basketball plays an important role in sports, but the development of college basketball education in China is still relatively backward. Although many students love basketball, they stay in the spontaneous movement stage and lack comprehensive and systematic study. Traditional basketball teaching has not adapted to the needs of teaching development under the new situation. There are problems such as single teaching courses and backward teaching methods, which seriously affect the further development of basketball. The research aims to 1) study the current situation and problem of basketball teaching methods for secondary school students, and 2) construct guidelines for teaching basketball methods for secondary school students.

Methodology: Research population and sampling from 10 secondary schools in the Xishan district, consisting of 1) 29 Basketball teachers in secondary schools by purposive sampling and 2) 302 basketball students in the Xishan district, 10 secondary schools by Taro Yamane from 1420 students. Quality instrument research with IOC and confirm the approach guideline with an expert focus group. Statistics research includes percentages, mean, and standard deviation. The research process is as follows: Step 1 Review of Literature and Research 1) Literature review on basketball teaching 2) Physical Education teaching method 3) Theory of basketball teaching method 4) Related Research, Step 2 Gather ideas and consult data to develop a conceptual framework, Step 3 Develop the conceptual framework, Step 4 Construct research instrument, Step 5 Collect data by, Step 6 Analyze and interpret data, Step 7 Confirm teaching method, and Step 8 Summarize and report research results.

Result: 1. Current situation and problems of basketball teaching method include: 1) limited student participation, 2) insufficient skill training, 3) traditional teaching, 4. students lack critical thinking and problem solving 5) Reduced opportunities for teamwork and communication, 6) Students have minimal independence 2. Guidelines for teaching basketball method include 1) Using small games 2) Games with modified rules 3) Skill-specific games 4) Being challenging 5) Practicing similar to real competition situations 6) Playing in tournaments 7) Coaching by teammates 8) Game analysis

Conclusion: Teaching basketball through guidelines in the secondary school classroom has an important role, it can improve students' interest in learning basketball, and enrich the teaching content. Sports teachers in the basketball teaching process, use the other games as an auxiliary means of training, the teacher can base the teaching content on creating some interesting games to mobilize students to participate in basketball practice enthusiasm.

Keywords: Guidelines of teaching method; Basketball skills; Secondary school student

Introduction

Physical education teaching courses can achieve the expected results that can be achieved in a certain period, which we call the physical education curriculum teaching objectives. The goal of the course is the basis of the course evaluation, and it is also the primary link of the course design, and it is also the realization goal of the physical education curriculum. The teaching objectives of the curriculum are hierarchical, and the functions of each hierarchical structure are different. Only by accurately positioning the objectives of the curriculum can the training objectives be better realized. First of all, the curriculum objectives should be adapted to the goal of talent training. The quality of talent training and the quality of the basketball curriculum are interdependent. (Abula et al., 2020) Secondly, the curriculum objectives should be adapted to the development of basketball. Basketball courses play an important role in the development of basketball. The development of politics and social culture restricts the formulation of the curriculum. Finally, the subjective status of students should be revealed in the curriculum objectives. (Plotnick et al., 2021)

When teachers set basketball teaching objectives, they should refer to students' physical and psychological needs. The goal of the basketball course in Xishan district secondary schools is to use basketball as a way and means to implement lifelong sports thoughts. With the continuous development of society, the demand for talent is becoming increasingly demanding. This requires us





to modify the teaching objectives to meet the needs of social development and personnel training and to delete those teaching materials that are not useful for future work. Colleges and universities in Anhui Province should pay attention to the characteristics of flexibility and unity when arranging teaching content, and strengthen the selectivity of content. (Bray et al., 2023) A certain degree of freedom should be reflected in the colleges and universities. Focusing on the training objectives of the sports major, the content of the basketball lesson should be properly optimized. Only the teaching content based on actual needs can ensure that the sports talents who truly adapt to the social needs can be trained to be qualified and competent. The reasons mentioned above so did some research on Guidelines for teaching Basketball Methods for Secondary School Students in Xishan District, People's Republic of CHINA.

Objectives

- 1) To study the current situation and problem of basketball teaching methods for secondary school students.
- 2) To construct guideline basketball teaching methods for secondary school students.

Literature Review

1) The present current situation and problem of basketball teaching in Secondary school.

Basketball is a popular sports project, college students through basketball training, not only can keep fit but also can release the student's learning pressure, so that students' physical and mental health develop. With the continuous development of China's basketball career, colleges and universities began to pay attention to basketball courses, and basketball teaching put forward higher requirements. In the basketball classroom the introduction of sports game teaching methods, not only can improve student participation but also create an active classroom atmosphere, to improve students' interest in basketball. (Dong, 2021)

Basketball has a long history and has an important position in college sports, basketball can not only exercise the students' bodies but also can basketball sports as the carrier, of the students' moral education, to the students to establish a good moral education. At present, in the process of college basketball teaching, although students like basketball, but the a lack of basketball course learning, mainly because the teacher uses the traditional teaching philosophy, in the teaching mode is not innovative, is still a ball, dribble, over time, repeated practice, resulting in students lost their interest in learning. The whole teaching process is mostly one-way between teachers and students to pass, classroom atmosphere depression, resulting in students' lack of learning initiative, and some basketball enthusiasts have gradually lost confidence in learning basketball, resulting in the expected Teaching objectives, classroom teaching quality decline, the enthusiasm of students to learn is not high. (Leavy et al., 2020)

2. The concept and characteristics of teaching basketball methods

Basketball teaching methods are specialized approaches and strategies used to instruct players in the skills, techniques, tactics, and understanding of the game. These methods aim to develop players' abilities, teamwork, and enjoyment of basketball. Here are the key concepts and characteristics of basketball teaching methods: (Wang & Zhang, 2021)

1. Fundamental Skill Development

1.1 Basic Skills: Focus on essential skills such as dribbling, shooting, passing, and defense.

1.2 Drills: Use of repetitive and varied drills to reinforce skill acquisition.

1.3 Progression: Gradually increase the complexity of drills and skills as players improve.

2. Tactical Understanding

2.1 Game Situations: Teaching strategies and tactics through game-like scenarios.

2.2 Decision Making: Encouraging players to make quick, effective decisions during play.

2.3 Offensive and Defensive Schemes: Instruction on various offensive plays (e.g., pick-and-roll) and defensive strategies (e.g., man-to-man, zone defense).



3. Physical Conditioning

- 3.1 Fitness: Emphasizing cardiovascular fitness, strength, agility, and endurance.
- 3.2 Coordination: Drills to improve hand-eye coordination and overall athleticism.
- 3.3 Injury Prevention: Teaching proper techniques to prevent injuries and promote long-term health.

4. Psychological Training

- 4.1 Confidence Building: Encouraging self-belief and resilience.
- 4.2 Focus and Concentration: Techniques to improve mental focus and concentration during games and practice.
- 4.3 Stress Management: Strategies to handle pressure and maintain composure in competitive situations.

5. Teamwork and Communication

- 5.1 Collaboration: Promoting effective communication and cooperation among team members.
- 5.2 Roles and Responsibilities: Clarifying each player's role within the team structure.
- 5.3 Leadership: Developing leadership qualities and encouraging players to take initiative.

6. Use of Technology

- 6.1 Video Analysis: Utilizing video recordings to analyze and improve individual and team performance.
- 6.2 Performance Metrics: Using software and apps to track progress, analyze statistics, and provide feedback.

7. Game-Based Learning

- 7.1 Scrimmages: Regular use of practice games to apply skills and tactics in real time.
- 7.2 Small-Sided Games: Creating smaller, focused games to enhance specific aspects of play and decision-making.
- 7.3 Drill Variations: Implementing drills that mimic game situations to enhance learning.

8. Motivation and Engagement

- 8.1 Goal Setting: Setting specific, measurable, and attainable goals for players.
- 8.2 Positive Reinforcement: Providing encouragement and rewards to motivate players.
- 8.3 Variety in Training: Keeping practices interesting and engaging with diverse activities.

9. Safety and Well-being

- 9.1 Safe Environment: Ensuring a safe practice environment and promoting sportsmanship.
- 9.2 Health Education: Educating players on proper nutrition, hydration, rest, and recovery.

10. Inclusivity and Adaptability

- 10.1 Cultural Sensitivity: Respecting and accommodating diverse backgrounds and experiences.
- 10.2 Adaptability: Modifying teaching methods to suit different age groups, skill levels, and learning styles.
- 10.3 Inclusivity: Ensuring all players, regardless of their abilities, feel included and valued.

11. Long-Term Player Development (LTPD)

- 11.1 Developmental Stages: Recognizing the different stages of player development from youth to adulthood.
- 11.2 Balanced Approach: Emphasizing the importance of overall physical literacy and multi-sport participation, especially in young athletes.

12. Feedback and Assessment

- 12.1 Regular Assessment: Continuously evaluating players' progress and providing constructive feedback.



12.2 Self-Assessment: Encouraging players to reflect on their performance and set personal goals.

Effective basketball teaching methods integrate these characteristics to create a well-rounded and dynamic approach to coaching, aiming to develop skilled, knowledgeable, and motivated players who enjoy the game.

3. The basketball teaching method

In the basketball classroom teaching, the sports teacher can use the method of sports games to introduce the knowledge of basketball knowledge, so that students in the game deepen their understanding of basketball, to master basketball movement skills, which will be better than the teacher's boring explanation. But it should be noted that the sports game to be consistent with the spirit and rules of basketball, students gradually deepen the understanding of the game but also to strengthen the understanding of basketball, thereby improving the quality of basketball classroom teaching. In the basketball classroom, the introduction of sports games, teachers to guide students and interaction, strengthen the emotional exchanges between teachers and students, but also to meet the curiosity of students for basketball and curiosity, so that students for the rules of basketball features have a deep understanding.

In traditional basketball training, the practice form is too single, and repeated, it is easy to make students feel tired or tired of feeling, resulting in student practice interest is not high, there is a laziness phenomenon, students want to be able to quickly practice, To the expected teaching requirements, leading to the decline in the quality of basketball teaching. For example, in the practice of passing the ball, the traditional training method is to make a group of two students in a group or in the side to run the ball practice, students can practice several times, repeated practice will cause more students Tired of the mood. However, the traditional method based on the addition of sports games, through the form of the game to pass the ball practice, not only mobilizes the enthusiasm of students to participate but also allows students to do the game in the process of mastering the action of the ball. Sports teacher in the basketball classroom sports game method, will improve the students' learning of basketball interest, because the game practice method for the students is relatively new, with a certain degree of competition, and can effectively improve the initiative of students to practice, so that students in the joy, relaxed atmosphere to complete the exercise, forget the exercise of fatigue, improve the density and intensity of basketball exercises so that students achieve the purpose of exercise so that the physical and mental health of students to develop. (Yin, 2022)

Sports teachers in the basketball classroom teaching process, we should pay attention to the status of students as the main body, the students in the classroom teaching an important position to give students more free space, so that students have free teams to participate in sports games, improve students' The enthusiasm of the. For example, in the basketball teaching competition, to prevent students from some bad habits, to cultivate the team spirit of the students, students to establish a new concept of basketball, and offense to prohibit students from dribbling. So, the teacher can let the students run, cover the way to create the opportunity to catch the ball, because the level of each student is not very different between the students to win will rely on teamwork in the form of defense, according to the opponent's Characteristics and the actual situation to develop the game tactics, so that students recognize the importance of teamwork, can effectively develop the team spirit of students, interpersonal skills, improve students 'moral education ideas, and thus improve the students' comprehensive ability.

4. The Guidelines of Basketball Teaching Method

Creating guidelines for basketball teaching methods in secondary schools in China involves considering the educational framework, cultural context, and specific needs of Chinese students. Here are some tailored guidelines: (Zhang, 2021)

4.1 Align with Educational Goals

4.1.1 Curriculum Integration: Ensure that basketball training aligns with the physical education curriculum set by the Chinese Ministry of Education.

4.1.2 Holistic Development: Emphasize physical, mental, and social development through basketball.

4.2 Structured Planning





4.2.1 Lesson Plans: Develop detailed lesson plans that outline objectives, activities, and assessment methods for each session.

4.2.2 Annual Programs: Create a year-long program that includes preseason, in-season, and postseason training phases.

4.3 Fundamental Skill Development

4.3.1 Basics First: Focus on fundamental skills such as dribbling, passing, shooting, and defensive techniques.

4.3.2 Skill Drills: Implement repetitive and varied drills to reinforce these skills, ensuring students have a strong foundation.

4.4 Tactical Instruction

4.4.1 Basic Tactics: Teach basic offensive and defensive strategies suitable for secondary school students.

4.4.2 Game Situations: Use game-like scenarios to help students understand and apply tactical concepts.

4.5 Physical Conditioning

4.5.1 Fitness Training: Incorporate exercises to improve cardiovascular health, strength, agility, and endurance.

4.5.2 Warm-Up and Cool-Down: Ensure every session includes proper warm-up and cool-down routines to prevent injuries.

4.6 Mental and Psychological Skills

4.6.1 Confidence Building: Foster a positive environment that builds self-esteem and confidence.

4.6.2 Focus and Concentration: Teach techniques to improve focus and concentration, essential for both sports and academics.

4.6.3 Stress Management: Provide strategies to handle pressure during games and exams.

4.7 Teamwork and Communication

4.7.1 Team Building: Promote teamwork and effective communication through group activities and team drills.

4.7.2 Leadership: Encourage students to take on leadership roles within the team.

4.8 Use of Technology

4.8.1 Video Analysis: Utilize video recordings to review and improve individual and team performance.

4.8.2 Digital Tools: Implement software and apps to track progress and provide feedback.

4.9 Game-Based Learning

4.9.1 Scrimmages: Regularly incorporate practice games to apply skills and tactics in real time.

4.9.2 Small-Sided Games: Use smaller games to focus on specific aspects of play and enhance decision-making.

4.10 Safety and Well-Being

4.10.1 Safe Environment: Ensure a safe practice environment and teach proper techniques to prevent injuries.

4.10.2 Health Education: Educate students on proper nutrition, hydration, rest, and recovery.

4.11 Inclusivity and Adaptability

4.11.1 Cultural Sensitivity: Respect and incorporate Chinese cultural values and traditions in training.

4.11.2 Adaptability: Tailor coaching methods to accommodate different skill levels and learning styles.

4.11.3 Inclusivity: Ensure all students, regardless of their abilities, feel included and valued.

4.12 Continuous Feedback and Assessment

4.12.1 Regular Feedback: Provide immediate, specific, and constructive feedback to help students improve.

4.12.2 Self-Assessment: Encourage students to reflect on their performance and set personal goals.

4.13 Promote Positive Attitudes and Sportsmanship

4.13.1 Respect and Fair Play: Teach students to respect opponents, officials, and teammates, and to play fairly.

4.13.2 Positive Reinforcement: Use praise and rewards to reinforce positive behaviors and attitudes.

4.14 Encourage Lifelong Love for Basketball

4.14.1 Passion for the Game: Foster a love for basketball and encourage continuous learning and improvement.

4.14.2 Multi-Sport Participation: Encourage participation in multiple sports to develop a broad range of skills.

4.15 Long-Term Player Development (LTPD) Principles

4.15.1 Age-Appropriate Training: Adapt training methods to suit different developmental stages.

4.15.2 Holistic Development: Focus on overall physical literacy and personal growth, not just basketball skills.

4.16 Parental and Community Involvement

4.16.1 Engage Parents: Involve parents in the process, keeping them informed about their children's progress and the benefits of sports.

4.16.2 Community Support: Foster a supportive community environment that values physical education and sports.

By following these guidelines, secondary school basketball programs in China can create a comprehensive and effective teaching environment that helps students develop their basketball skills while enjoying the game and growing holistically.

Conceptual Framework

The conceptual framework for this research is as follows:

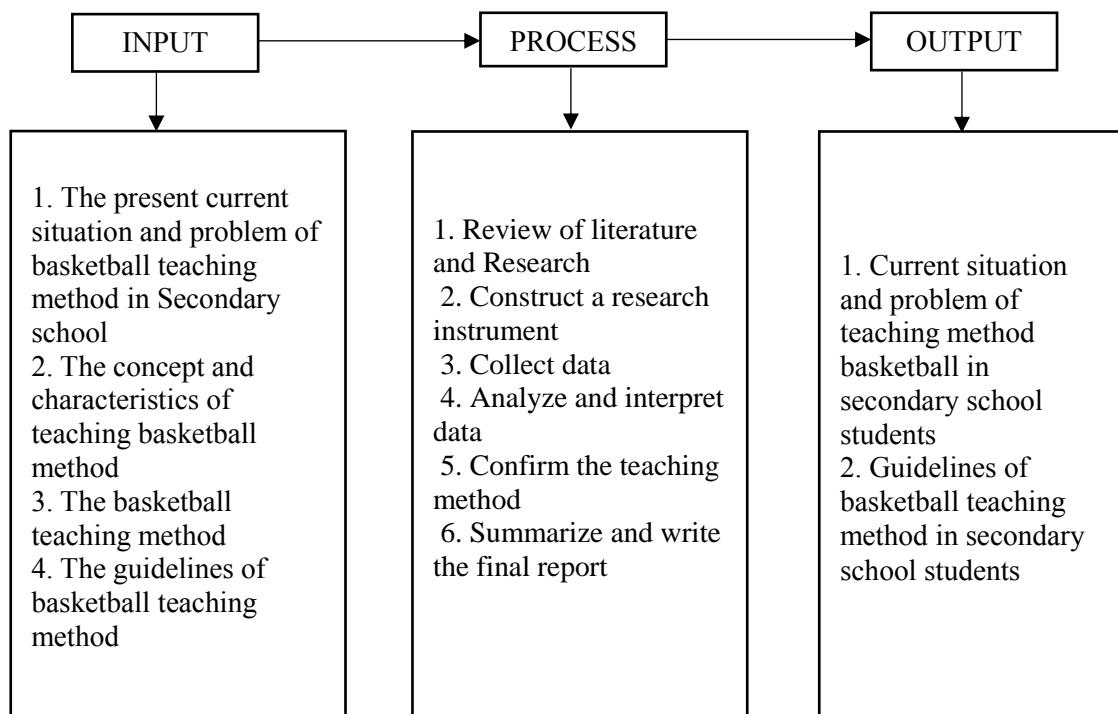


Figure 1 Conceptual Framework



Methodology

1. Research population and sampling from 10 secondary schools in the Xishan district, consisting of 1) 29 Basketball teachers in secondary schools by purposive sampling and 2) 302 basketball students in the Xishan district, 10 secondary schools by Taro Yamane from 1420 students. Quality instrument research with IOC and confirm the approach with an expert focus group. Statistics research includes percentages, mean, and standard deviation. The research process is as follows: Step 1 Review of Literature and Research 1) Literature review on basketball teaching 2) Physical Education teaching method 3) Theory of basketball teaching method 4) Related Research, Step 2 Gather ideas and consult data to develop a conceptual framework, Step 3 Develop the conceptual framework, Step 4 Construct research instrument, Step 5 Collect data by, Step 6 Analyze and interpret data, Step 7 Confirm teaching method, and Step 8 Summarize and report research results.

2. The research process is as follows:

- Step 1 Review of Literature and Research
- Step 2 Gather ideas and consult data to develop a conceptual framework
- Step 3 Develop the conceptual framework
- Step 4 Construct research instrument
- Step 5 Collect data
- Step 6 Analyze and interpret data
- Step 7 Confirm the teaching method
- Step 8 Summarize and write the final report

3. Data Analysis

3.1 Basic Statistical Analysis

3.1.1 3 Experts to review questionnaire about current situation and problem consist of 1) Limited student engagement 2) Inadequate skill practice 3) One-size-fits-all instruction 4. Lack of critical thinking and problem-solving 5) Reduced opportunities for teamwork and communication 6) Minimal student autonomy

3.1.2 9 experts to focus group for opinion construct guideline of teaching basketball method consist of 1) Small-sided games 2) Modified rules games 3) Skill-specific games 4) Team-based challenges 5) Situational drills 6) Tournament play 7) Peer coaching 8) Game analysis and reflection

Results

1. The current situation and the problem of teaching method basketball in secondary school are as follows:

- 1.1 Limited Student Engagement
- 1.2 Inadequate Skill Practice
- 1.3 One-Size-Fits-All Instruction
- 1.4 Lack of Critical Thinking and Problem-Solving
- 1.5 Reduced Opportunities for Teamwork and Communication
- 1.6 Minimal Student Autonomy

2. Guidelines for teaching basketball method are as follows:

- 2.1 Small-Sided Games
- 2.2 Modified Rules Games
- 2.3 Skill-Specific Games
- 2.4 Team-Based Challenges
- 2.5 Situational Drills
- 2.6 Tournament Play
- 2.7 Peer Coaching
- 2.8 Game Analysis and Reflection

Conclusion

Part 1 The Current situation and the problem of teaching method basketball in secondary school are as follows:



1.1 Limited Student Engagement

Problem: Teacher-centered methods, where the teacher primarily instructs and demonstrates while students passively observe, can lead to low levels of student engagement.

Impact: Reduced enthusiasm and motivation among students to participate in basketball activities, leading to a lack of interest and lower overall achievement in skill development.

1.2 Inadequate Skill Practice

Problem: With the teacher being the focal point, students may not get enough hands-on practice time to develop their basketball skills.

Impact: Insufficient practice can result in slower skill acquisition and less confidence in performing basketball techniques during games.

1.3 One-Size-Fits-All Instruction

Problem: Teacher-centered instruction often does not cater to the varying skill levels and learning paces of individual students.

Impact: Advanced students may feel bored and unchallenged, while beginners might struggle to keep up, leading to uneven skill development and frustration among students.

1.4 Lack of Critical Thinking and Problem-Solving

Problem: This approach typically emphasizes rote learning and imitation rather than encouraging students to think critically and solve problems on the court.

Impact: Students may develop technical skills but cannot make strategic decisions during games, limiting their overall game intelligence and adaptability.

1.5 Reduced Opportunities for Teamwork and Communication

Problem: Teacher-centered lessons often involve individual drills rather than team-based activities.

Impact: Students miss out on important aspects of basketball, such as teamwork, communication, and collaborative problem-solving, which are crucial for game situations.

1.6 Minimal Student Autonomy

Problem: The teacher makes most of the decisions, leaving little room for student autonomy and self-directed learning.

Impact: Students do not develop a sense of ownership over their learning, which can reduce their intrinsic motivation and ability to learn independently.

Part 2 Guidelines of teaching basketball method is as follows:

2.1 Small-Sided Games

Description: Organize games with fewer players on each side (e.g., 3v3 or 4v4) instead of the traditional 5v5 format.

Benefits: Encourages more touches of the ball, increases participation, and allows for better skill development and decision-making.

2.2 Modified Rules Games

Description: Adjust the rules of the game to focus on specific skills or concepts (e.g., only allowing dribbling with the non-dominant hand, no dribbling allowed, or setting a maximum number of passes before shooting).

Benefits: Helps students focus on particular skills and strategies, such as passing, teamwork, and spatial awareness.

2.3 Skill-Specific Games

Description: Create games that emphasize particular basketball skills, such as shooting, passing, dribbling, or defense. For example, a game where points are only scored through successful passes or a shooting competition.

Benefits: Provides targeted practice in specific areas, helping students improve their proficiency in individual skills.

2.4 Team-Based Challenges

Description: Set up team challenges that require cooperation and strategy, such as relay races, obstacle courses, or scavenger hunts that involve basketball skills.





Benefits: Promotes teamwork, communication, and problem-solving skills while also making practice fun and engaging.

2.5 Situational Drills

Description: Create game scenarios that students might encounter during a real game (e.g., fast breaks, defending a lead, or last-second shots).

Benefits: Helps students understand game tactics, improve decision-making under pressure, and apply skills in a realistic context.

2.6 Tournament Play

Description: Organize mini-tournaments or leagues within the class where teams compete against each other over a series of games.

Benefits: Adds a competitive element to practice, fosters a sense of progression and achievement, and encourages students to apply what they have learned in a game setting.

2.7 Peer Coaching

Description: Have students coach each other during games, providing feedback and suggestions for improvement.

Benefits: Enhances understanding of the game, develops leadership and communication skills, and encourages collaborative learning.

2.8 Game Analysis and Reflection

Description: After games, have students analyze their performance and discuss what went well and what could be improved.

Benefits: Encourages critical thinking, self-assessment, and continuous improvement.

Discussion

Interest is the best teacher. The traditional teaching mode is too rigid and dull, which makes many students not very interested in basketball. In the educational reform of college basketball, diversified teaching should be integrated into the teaching process. Teachers arrange courses reasonably before class, combine theory and practice courses well, and make the courses show diversified and interesting characteristics, such as adding some small games to basketball teaching, developing basketball knowledge competitions, organizing shooting competitions, and so on. First let students love basketball courses, actively participate in basketball classes, and finally let students love basketball to achieve real love, to play a better teaching effect which is consistent with the research of Wang & Ma (2020). Research on "Teaching method in secondary school students' basketball teaching application" In this chapter teachers can study various kinds of basketball and observe what kind of students like. In the classroom can carry out more games that students like, so that students can have great enthusiasm for basketball. When playing games, teachers can set some game goals, learn to use the corresponding basketball skills to achieve the goals proposed by teachers and bring their imagination and creativity into play, so that their team can win. Teachers can also encourage students to play with their imagination and create games. Before the end of PE class, teachers can select several students and distribute tasks, so that students can discuss with each other and find out the games they need to play in the next PE class. And high-speed students, the creation of games for basketball learning, and can combine it with learning. In the process of playing basketball, students should have a deep understanding of the basic skills of basketball and master the learning situation of basketball. We can try to use games to solve the difficult problems of action skills in basketball teaching. In the process of playing game roles, students can enhance their creativity in an all-round way, which is of great help to the future development of students. In basketball class, after the development of basketball, the classroom atmosphere will be more harmonious, will be full of joy, so that students can feel the joy of basketball learning from the game, which is consistent with the research of Wang (2023) research on "Basketball games in secondary school basketball sports teaching application" in this chapter sports game teaching can be implemented by students playing in groups. After students play in groups, teachers' scoring standards must be fair. Through the competition, we should let students understand the difficulty of competitive sports and let them feel the hard work of athletes through sports.





Recommendations

1. Suggestion for research

1.1 Define Clear Objectives: Skill Development, Engagement and Enjoyment and Physical Fitness

1.2 Develop a Research Design: Participants, Methods, Interventions, Modified Rules, Skill Challenges, Peer Teaching, and Tactical Games.

1.3 Data Analysis, Quantitative Analysis: Use statistical methods to analyze skill test results, fitness assessments, and survey data. Compare pre- and post-intervention scores to determine the effectiveness of each teaching method.

1.4 Interpretation of Results, Comparative Analysis: Compare the effectiveness of different game-based methods. Identify which methods are most effective for skill development, engagement, and fitness.

1.5 Continuous Evaluation, Longitudinal Studies: Conduct follow-up studies to assess the long-term impact of game-based teaching methods on students' basketball skills and overall physical activity.

2. Suggestions for future research studies

2.1 Examine the Impact of Various Game-Based Learning Models

2.2 Explore the Role of Technology in Game-Based Learning

2.3 Longitudinal Studies on Student Development

2.4 Inclusive and Adaptive Teaching Methods

2.6 Teacher Training and Professional Development

2.7 Assessment and Evaluation Methods

2.8 Curriculum Design and Integration

2.9 Policy and Implementation Studies

2.10. Student-Centered Research

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