

The Application of Competition Pedagogy in Teaching Volleyball Elective Courses in Colleges and Universities

Yiwei Jiao

*Central University of Finance and Economics, Beijing, 100081, China
673553378@QQ.com, jiaoyiwei@cufe.edu.cn*

Keywords: Match teaching method; colleges and universities; volleyball elective course; teaching application

Abstract: As the development of education reform continues to advance, when teaching in colleges and universities, it is necessary to plan teaching methods based on the actual teaching effect of optional courses. Among the current competitive sports, the level of Chinese competitive volleyball is relatively high, and it has achieved good results in international tournaments for many times, therefore, it is imperative to further popularise volleyball in colleges, and to use volleyball learning to improve the physical health of college and university students. In view of this, the article based on the college volleyball elective setup for teaching analysis, through the game teaching method and the traditional teaching method for comparative study, analyse the practical value of the game teaching method, put forward the effective countermeasures to improve the quality of volleyball teaching in colleges and universities.

1. Introduction

Quality teaching methods can promote the optimisation of teaching results, and can play the value and role of teaching work to the greatest extent. During the teaching of volleyball in colleges and universities, the introduction of match teaching method can play a positive role, which can effectively transform the loopholes and deficiencies existing in the traditional volleyball teaching, help to increase the interest of students in volleyball, and enable students to better master the volleyball skills. For the game itself has the characteristics of high intensity and strict rules, so in colleges and universities to carry out the game volleyball teaching work, can make the students in the learning process to get better training, help to ease the depressing learning atmosphere, so that college students to get the physical and mental quality of the overall development.

2. Comparative analysis between competition teaching method and traditional teaching method

2.1. Teaching Method

Competition teaching method refers to the teaching method that promotes the individual potential to be played to the maximum extent under the atmosphere of the competition environment

in accordance with the specific competition norms, in order to achieve the effect of teaching by competition instead of practice.[1] In the traditional teaching method, the core position of the teacher is relatively more prominent. When carrying out teaching activities, basic sports knowledge and basic volleyball skills are the main content, and the teacher needs to pass on the knowledge to the students by explaining and demonstrating the essentials of movement, organizing standardized exercises and leading the students in practical training. In contrast, traditional teaching methods do not pay enough attention to students' experience, and the overall teaching process is less flexible, which is not conducive to students' all-round development.

2.2. Teaching Mode

Under the teaching mode of competition, teachers need to reform and innovate the education with the content of the curriculum, make reasonable lesson planning, and effectively bring into play the unique role of the competition teaching method to promote the teaching of volleyball and achieve quality improvement. In the competition teaching mode, teachers often advocate the teaching form of replacing practice with competition and practice, under the premise of organic integration of competition and teaching, students' enthusiasm for volleyball learning will be increased greatly. In the volleyball practice stage, the students' subjective initiative is relatively more strengthened, the teacher can carry out smoother communication and interaction with the students, and the cooperative relationship between the students will be strengthened in the process of the game. In the practice stage of the game teaching mode, the students' individual basic skills will be gradually improved in a subtle way. Usually, the traditional teaching mode often puts the teacher in the main position, in the classroom, the teacher will carry out a lot of demonstration and explanation, and the students will practice more according to the experience taught by the teacher. In contrast, the teaching process in the traditional teaching mode is more procedural, the students' mobility and creativity development space is relatively small, and it is difficult for students to achieve personalised development when they practice volleyball in the traditional teaching mode. The frequency of communication and interaction between teachers and students is also relatively lower.

3. The application value of match teaching method in college volleyball elective course teaching

In the past, during the physical education, some teaching workers regarded the physical education course as a playful practice. There is a bias in the perception of physical education, and some colleges have even neglected the physical education programme, and both teachers and students have relatively poor awareness of physical education. With the gradual progress of education and teaching reform, colleges and universities have gradually increased the importance of physical education teaching, and have developed an innovative development path in it.[2] In this context, in order to further promote the optimal development of college volleyball teaching courses, the introduction of high-quality teaching methods such as match teaching, auxiliary teaching upgrade is essential. In the application process of the competition teaching method, students can gradually form a good sense of self-sports and lifelong sports ideas, in the practice phase of the competition teaching method, students' desire to win and lose can be fully stimulated, and students' interest in volleyball theories and skills will be further mobilised in the competition activities. In addition, under the influence of the competition teaching method, the quality of volleyball teaching will be better and better, and the students' sports ability will be greatly improved under the support of good sports teaching conditions, in the end, the students' physical and mental qualities will be strengthened step by step.

4. The competition teaching method in the college volleyball elective course teaching application optimisation countermeasures

4.1. Teaching preparation

When implementing the game teaching method in college volleyball elective courses, it is necessary to carry out work in the pre-preparation stage. Combined with the actual development of students in colleges and universities, students participating in elective courses are reasonably grouped, while in the previous design process of volleyball teaching content and actual teaching objectives to be planned, set clear teaching development objectives, so as to ensure that the subsequent teaching work can be carried out smoothly. In addition, it should be laid in the teaching design phase of the main position of the students of volleyball education, in the preparation process, from the perspective of student grouping, combined with the actual learning ability and physical quality of the students, scientific grouping planning, to ensure that the students within the group can form the ability to complement each other, and can learn from each other in the process of group co-operation, and make progress together. This fully respect the differences between students in the teaching work, the appropriate combination of stratified teaching methods, for different levels of ability of students with various levels of difficulty in the planning of training programmes. In order to further prepare beforehand, teachers can distribute questionnaires before the formal teaching class to conduct research on the basic situation of students.

During the first class, test papers are involved to test the students, to briefly understand the basic ability of the students, as a reference to make adjustments to the subsequent teaching of the game.

4.2. Teaching practice

4.2.1. Creating a good atmosphere

During the construction of volleyball elective lessons, teachers should create a good economic atmosphere, on the one hand, to maintain the competitive nature of the game teaching, so that the enthusiasm of the students can be fully mobilised; on the other hand, they should maintain a benign economic cycle, to avoid the students to produce a bad sense of competition. Because of this, teachers should regulate the classroom atmosphere from a macro point of view, in the organisation of competition activities, more attention should be paid to maintaining a harmonious and positive atmosphere of the competition, under the premise of fully stimulating the fighting spirit of students, to restrain the students' behaviour, to avoid individual students to do illegal acts, which would make the competition going to wrong direction.[3] As an example, in the organisation of the group competition, teachers can take a random combination of methods for the team, after a unified explanation of the specific rules of the game and all kinds of precautions, set up three wins in five sets or two wins in three sets of the winning system organised to carry out the group competition. In the case of randomly assigned groups, teachers can arrange round-robin matches to ensure competitive fairness; when arranging groups at various levels of competence, it is possible to arrange elimination matches. Overall, teachers should play their own guiding role to maintain a quality top atmosphere, so that students can achieve the ability to exercise and sportsmanship development in the process of the competition full of fighting spirit.

4.2.2. Enriching the form of competition

When applying the competition teaching method in volleyball elective courses in colleges and universities, teachers should pay attention to the establishment of a dynamic teaching system, make flexible use of all kinds of competition teaching methods, and promote the completion of teaching tasks. Specifically, in the design of the game form, teachers should be based on the improvement of students' sports ability, develop students' individual function goal for game planning, according to

the actual teaching needs of the class to design the corresponding volleyball game form. For example, in the early stage of teaching, individual matches can be conducted in the form of matting games. Since the passing skills of students in the early stage of education are still in a relatively weak period, teachers can take the time or number of times of passing as a reference standard to conduct matting games, so that the students' passing ability can be exercised in the process of the game. In addition, during the teaching of serving and spiking, teachers can also refer to the organisation of passing games, using the form of single-player matches to organise and carry out matches to exercise students' serving and spiking abilities. During the design of the setting game, teachers can design more diversified game modes, for example, the main purpose of the two-person setting training, the students will be divided into two rows to face each other to set the ball, and adopt the elimination system to select the final winning combination. In addition, it can also be organised in the form of a group of five to six people to carry out a circle setting game, so as to increase the success rate of setting and improve the effect of passing training. Finally, after the completion of the basic teaching tasks, the teacher can organise students to carry out the whole game, divide the class into even groups of students, take the form of points to encourage students to play, so that each student can get the opportunity to participate in the game, so as to ensure the fairness of the teaching of the game.

4.3. Summary of the lesson

Finally, teachers should set aside 5 to 10 minutes after the completion of the tasks in the match-teaching classroom to encourage students to summarize what they have learned in the class. Of course, teachers should first summarize the completion of the learning tasks in the lesson, while recognizing students who have performed well and evaluating their performance at an overall level. After that, students are encouraged to take the initiative to speak, so that they can share what was included and felt in the lesson.

5. Conclusion

As mentioned above, in the process of promoting the organic integration of college volleyball elective teaching and match teaching method, college teachers should pay attention to the match teaching method planning and design by combining the timing of volleyball elective teaching and implementation needs. In the planning of the game teaching mode, teachers should understand the specific operation mode of the teaching method.

At the same time, it should be combined with the game teaching method and traditional volleyball teaching method, to explore the advantages of the application of the game teaching method. On this basis, college volleyball elective teaching workers should carry out classroom planning from the three levels of teaching preparation, teaching practice, teaching summary, and effectively play the advantageous role of match teaching. We need to organize and carry out various types of volleyball competitions in the classroom, such as mat competitions, serve competitions, passing competitions, etc., so that students can get the ability to train in the process of participating in the activities, and effectively help students in colleges and universities to achieve comprehensive development.

References

- [1] Zhao Shuo. (2023) *The Application of Match Teaching Method in College Tennis Education*. *Tennis World*, 2023-2, 89-91.
- [2] Wu Qingyun. (2022) *Strategies and Methods for the Application of Match Teaching Methods in Teaching Table Tennis in Colleges and Universities*. *Boxing & Fight*, 2022-9, 108-110.
- [3] Song Shengqing. (2020) *Application of Competition Teaching Method in Volleyball Elective Course Teaching in Colleges and Universities*. *Journal of Xi'an University: Natural Science Edition*, 2020-1, 123-128.