

The Application of Imagery Training in the Teaching of Forehand and Backhand Drive in Tennis

Deng Yunling

Northwest Normal University, Lanzhou, 730070, Gansu, China

Keywords: Imagery training, College tennis, Forehand and backhand drive, Technical teaching

Abstract: With the continuous reform and development of education system in China, the current tennis teaching system in colleges and universities of China has also undergone some changes. The overall teaching content has begun to pay more attention to students' sports skills and sports culture, and focus on improving students' comprehensive quality level. In this case, every teacher should use more advanced teaching methods. This paper first expounds the relevant definitions and specific application significance of imagery training, and then analyzes the specific methods of imagery training in the teaching system combined with the specific content of the teaching of forehand and backhand drive in tennis in colleges and universities in China. At the same time, it also expounds the effect of imagery training after training. It also provides some reference for the innovation and improvement of tennis teaching system in colleges and universities.

1. Introduction

In the current development of physical education in colleges and universities in China, all kinds of physical culture have begun to be integrated into the specific teaching process, which requires that the physical education teaching system can become more professional and can be integrated into more modern teaching concepts. But at present, many colleges and universities in our country still use the traditional teaching method of demonstration and imitation in the process of tennis skill teaching, which makes it difficult for students to master a more comprehensive tennis skill. In particular, the tennis forehand and backhand technique is a relatively professional technique. Many students are difficult to achieve good teaching results only through imitation. In this case, the teaching of tennis forehand and backhand skills in colleges and universities in China can consider the introduction of imagery training mode to significantly improve the final teaching effect.

2. The Relevant Overview of Imagery Training

2.1 The Definition of Imagery Training

Imagery training is also known as mental training and mental practice, which is a process of individual's summing up and re-creating the past experience by using brain memory. In the field of education and teaching, compared with other training methods, imagery training has significant initiative, which requires students to actively participate in the learning process. And students can strengthen their learning effect through imagery training. For the students' individual participation in sports technology training, imagery training is also a process of continuous review, revision and creation of sports technology, which can significantly improve their interest in learning to a large extent. In particular, through imagery training, students can better understand their problems in the process of skill training, and can make targeted improvement in the follow-up. In the current teaching process of forehand and backhand drive in tennis, the rational use of imagery training can also strengthen the psychological guidance of teaching activities to students, which can be conducive to helping them to maintain a good state of movement and improving their forehand and backhand skills in the follow-up time.

2.2 The Application of Imagery Training in the Teaching of Forehand and Backhand Skills in Tennis

It is of great significance to introduce imagery training into the teaching system of forehand and backhand skills in tennis. On the one hand, in the process of tennis teaching in many colleges and universities in our country, the teaching method of demonstration and imitation is still used, and the final teaching effect is very limited. But if the method of image training can be used reasonably, it can help to improve the effect of tennis teaching. On the other hand, the use of performance training can also significantly improve students' interest in tennis and give full play to their subjective initiative.

3. The Application of Imagery Training in the Teaching of Forehand and Backhand Drive in Tennis

When introducing the idea of imagery training in an all-round way, teachers should also strengthen the relationship between curriculum content and imagery training methods, and optimize the methods of imagery training in combination with teaching content. In this process, teachers should make clear the specific performance of each student in the process of imagery training, and make a scientific and reasonable training program, so as to continuously improve the technical level of each student's tennis. In order to fully define the practical application method and specific application effect of imagery training, this paper also designs the experimental group and the control group to comprehensively explore the specific application of imagery training.

3.1 The Experimental Design of Imagery Training

When the imagery training is integrated into the teaching process of forehand and backhand drive in tennis, students can be divided into two different groups. Among them, the experimental group used imagery training to teach, while the control group used ordinary teaching methods. For the students in the experimental group, they should constantly imagine and imitate the professional players' standard actions and excellent actions in their mind when learning the tennis forehand and backhand strokes. This also requires teachers to be able to guide students to watch the game video of professional players before students start to learn the forehand and backhand skills. And teachers should focus on playing the video of the forehand and backhand skills of professional players. It is better to be able to play the forehand and backhand skills at a slow speed or analyze the sub actions, so that students can fully understand and recognize the forehand and backhand skills of professional players. But the control group students used the traditional training method to carry on the tennis forehand and backhand skill training, and could not carry on the image training content.

3.2 The Experimental Process of Imagery Training

Before the whole experiment, the teacher should let the students in the control group watch five to ten minutes of professional tennis players' forehand and backhand technical decomposition before the training, and then let the students in the control group and the experimental group start technical training. For the students of experimental group, they should recall the standard actions of excellent tennis players in the video, repeat the actions in their mind during the training process, and imitate them in their mind to assist them in the actual technical training process. Teachers should also observe the actual situation of students' participation in imagery training, and increase the intensity of imagery training according to the training situation of students. The students in the control group used the conventional training method.

3.3 The Attentions of the Application of the Imagery Training

In the process of image training, teachers should make clear the skill training situation of each student and pay attention to many aspects of problems in the process of experiment, so as to ensure the comprehensive effect of image training. First, the teacher should ensure the integrity of the forehand and backhand technical training, that is to say, all the students in the control group and the experimental group can complete all the contents of the forehand and backhand technical training.

Second, when the students in the experiment group are trained in tennis forehand and backhand, the teachers should adjust the details of imagery training to ensure that every student can give full play to the final effect of imagery training in the process of technical training. Third, when teaching forehand and backhand drive in tennis, teachers should be able to effectively improve the relationship between teaching content and technical training activities, and finally ensure that imagery training and regular training can be carried out better. Fourth, in order to ensure the accuracy of the experimental results, the time of imagery training should not be set too long, which also needs each tennis teacher to be able to fully grasp the method of imagery training, and to construct the learning situation through simple expression.

3.4 The Evaluation System of Imagery Training

After using imagery training in the experimental group, teachers should also introduce the evaluation system of tennis forehand and backhand technique to make clear the final effect of technical teaching in the control group and the experimental group. The specific evaluation criteria are shown in Table 1. At the end of the whole experiment, each student can be graded according to the criteria in Table 1, and the specific training effect of each student's participation in imagery training method can be made clear. After comparing the scores of the students in the experimental group and the control group, it can be found that the students who participate in the imagery training have a good skill level of tennis forehand and backhand drive, most of whom are above 70 points. And the number of students who fail is very small.

Table 1 Table of Technical Evaluation Standard of Forehand and Backhand Drive in Tennis

rank	score	Technical performance
excellent	90~100	Correct and skillful forehand and backhand drive, the accurate hitting point, the flexible footwork, the coordinated body forces, and the good stroke effect
good	75~89	Correct forehand and backhand drive, accurate hitting point of the racket surface, the ball basically hitting the sweet spot of the racket surface, the footwork moving in time, and basically coordinated body forces
pass	60~74	Correct forehand and backhand drive, not stable back swing, not flexible footwork, not stable position of the ball hitting the sweet spot on the racket surface, and not coordinated body forces
fail	≤	None of them meet the above standards

3.5 The Summary of the Effect of Imagery Training

Through the above analysis, we can know that the overall level of students' tennis forehand and backhand skills who participate in the imagery training is better. Not only that, through the exchange and communication of the students participating in the imagery training, we find that many students have a good interest in tennis, and they also show a strong enthusiasm when they participate in the training activities of forehand and backhand skills. It also shows that imagery training can stimulate students' interest and arouse their potential in tennis forehand and backhand skills. For teachers, if they want to give full play to the effect of imagery training, they also need to combine each student's specific training situation and individual differences, guide them to correctly understand and use imagery training, and improve the final teaching effect.

4. Conclusion

On the whole, after the image training is integrated into the teaching system of tennis forehand and backhand in colleges and universities, it can significantly improve the final teaching effect, which teachers should pay attention to. In the follow-up time, it is necessary for college tennis teachers to fully understand the content of imagery training. At the same time, it is necessary to clarify the integration method of imagery training in tennis forehand and backhand technology, and gradually build teaching activities based on imagery training. In the specific image training, teachers should also pay attention to collecting the specific perception experience and final training effect of students in the process of image training, and make clear in time all kinds of problems

existing in the integration of image training into the tennis forehand and backhand technical system, and finally put forward targeted improvement measures.

References

- [1] Huqiang Yang. Training strategy of tennis technical movement based on imagery training method [J]. Liaoning College of economics and technology. Journal of Liaoning Economic Management Cadre Institute, 2018 (06): 159-161
- [2] Jinshou Zheng, Fanqiu Zeng, Jianzhong Chen, Xiuyun Zhang. The research of imagery training on children's learning of short tennis movement skills [J]. Journal of Sports Science and Technology, 2018,26 (09): 118-119
- [3] Siyu Yan. Research on the innovation of college tennis teaching mode based on Image Training [J]. Intelligence, 2017 (25): 20