

Study on the Practice of Introducing Extracurricular Resources to Construct an Integrated Teaching Model of Volleyball Training

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Keywords: Volleyball Training, Integrated Teaching Model, Extracurricular Resources

Abstract: As more and more people pay more attention to the importance of physical education, the research on physical education is getting deeper and deeper. According to the different sports items, various teaching methods have become more and more scientific. In recent years, volleyball sports has been liked by more and more people, and universities have also opened volleyball courses to train students' volleyball skills. The author believes that to improve volleyball teaching in colleges and universities, we should try to use the integrated teaching model inside and outside the classroom and use the curriculum scientifically internal and external teaching mode to improve the quality of volleyball teaching. In the process of practice, the author believes that colleges and universities should, based on the problems encountered in the teaching process of volleyball and the continuous development of teaching concepts, explore the most effective way to improve the students' oxygen delivery with the help of practice.

1. Introduction

Volleyball is a collective, comprehensive and active three-dimensional offensive and defensive game. It is also a sport that is good for fitness, mental fitness, intellectual, moral, and team spirit. It has a very High exercise value, can develop physical strength such as human strength, bouncing, speed, sensitivity, endurance, improve the functions of the central nervous system and internal organs of the human body, improve physical health, and cultivate bravery, sturdiness, resourcefulness, hard work and hard work during exercise The spirit of collectivism, observance of discipline, unity and love, is conducive to the development of students' physical health and overall quality. At present, the development of volleyball sports in Quanzhou higher vocational colleges is gradually showing a lax and casual state, and has not yet caused Attach importance to. Therefore, this article investigates and analyze the development of extracurricular volleyball in Quanzhou higher vocational colleges, points out the factors that affect the development of extracurricular volleyball activities for students, and proposes countermeasures to promote students to actively participate in extracurricular volleyball activities. The development provides theoretical references.

The teaching mode is a relatively stable combination mode and its activity program designed to complete the prescribed teaching goals and teaching content, under the guidance of certain educational thoughts, to complete the prescribed teaching goals and contents. The change of educational thought will inevitably cause the change of teaching mode. With the establishment of the idea of lifelong physical education in China's school physical education community, the 02 version of the "Outline" clearly defines the goals of school physical education, and in order to achieve the goals of physical education curriculum, classroom teaching should be organically combined with extracurricular and extracurricular physical activities, and the school is closely connected with society. It is necessary to incorporate purposeful, planned and organized extra-curricular physical exercise, extra-school (social, outdoor) activities, sports training, etc. into the physical education curriculum, and form a curriculum structure that organically connects inside and outside the school and outside the school. It provides an important basis for colleges to construct and implement the teaching mode of volleyball elective courses. This article focuses on "health first", and builds a "integration inside and outside the classroom" teaching mode that is in line with the characteristics of students' physical and mental development and has practical and operable characteristics under the guidance of lifelong sports thinking and the 02 Outline. To provide a

reference for the reform of volleyball elective teaching in colleges.

2. Integrated Teaching Mode inside and Outside the Classroom

In the current process of college sports volleyball teaching, using the integrated teaching mode inside and outside the classroom requires teachers to first clarify what is the integrated teaching mode inside and outside the classroom, and only understand the meaning and essence of the integrated teaching mode inside and outside the classroom. According to its characteristics, teachers can combine the actual situation of classroom teaching to truly bring into play the value of the integrated teaching mode inside and outside the classroom, so as to provide a strong guarantee for students' learning. So understanding what is the integrated teaching model inside and outside the classroom is the basis and prerequisite for using this teaching model. We must realize that the integrated teaching mode inside and outside the classroom corresponds to the traditional closed single teaching mode. In the traditional teaching process, teachers often only use the resources in the classroom for teaching. Teachers in teaching resources, teaching content and Both form and evaluation have relatively large limitations. The integrated teaching model inside and outside the classroom requires us to improve from these aspects, and constantly try and adjust in the process of practice to find the most effective teaching concept and teaching model. We must realize that there are some advantages to using the integrated teaching mode inside and outside the classroom in the process of college sports volleyball teaching. First of all, the scientific application of the integrated teaching model inside and outside the classroom can help teachers achieve higher quality goals. In the process of college volleyball teaching, the goal setting should meet the requirements of Sunshine Sports and meet a series of requirements of quality education. By adopting the integrated teaching mode inside and outside the classroom, students can improve their psychological quality during the exercise, promote communication and exchange between students, and help students effectively exercise their comprehensive ability during the learning process. Secondly, in the process of teaching, the scientific use of the integrated teaching model inside and outside the classroom requires teachers to consider the relationship between the various elements. Because teachers have to integrate both intra- and extra-curricular resources, more resources can be used, and the quality of teaching that can be achieved is even more ideal. Finally, we should also realize that in the process of college sports volleyball teaching, the use of integrated teaching models inside and outside the classroom can also provide positive help for the improvement of students' autonomous learning ability and the realization of self-worth. The mastery of basic skills can also allow students to see a larger world and broaden their horizons.

3. Design of Teaching Goals

In the process of college sports volleyball teaching, the scientific use of integrated teaching methods inside and outside the classroom for teaching requires teachers to think about the design of teaching goals. The author believes that the design of teachers' teaching goals should be divided into two aspects. First, It is the basic goal, followed by the long-term development goal. Teachers should first help students to achieve the basic goal. The basic goal is to train students to master the basic knowledge and basic skills of volleyball, so that students can participate in the learning process during the learning process. During the course, students should be able to improve their physical fitness during the process of continuous exercise and strengthen their grasp of basic skills. At the same time, teachers should also help students establish habits of obeying rules. In addition, in the process of practice, students' teamwork ability should be cultivated and their awareness of collaboration should be improved. Teachers with higher development goals should put forward higher requirements. In the process of actual teaching, the author believes that teachers should make students feel the fun of volleyball and better tap the students' potential. At the same time, teachers should also guide students to develop their own abilities. Cultivation helps students build self-confidence in learning, improves students 'psychological quality, allows students to feel the strength of the team in the process of teamwork, and improves students' social adaptability.

4. Design of Teaching Content

In the process of college sports volleyball teaching, the use of the integrated teaching mode inside and outside the classroom also requires teachers to pay attention to the design of teaching content. When designing teaching content, teachers should not only emphasize the grasp of basic knowledge, but also pay attention to guiding students to master basic skills through scientific methods. For some teaching content that is not necessary, teachers should take the initiative to eliminate it. In the actual teaching process, teachers' teaching can start from the basics, gradually increase the difficulty of teaching, and allow students to gradually improve their abilities. In the process of teaching, teachers must pay attention to inspire students' learning interest, while giving students time and space to allow students to try autonomous learning, guide students to develop a good concept of lifelong sports, strengthen students' autonomous learning ability, teachers in teaching. In the process, we should respect the subjectivity of students, make students realize that they are their own masters, and be responsible for themselves. Only in this way can the value of the integrated teaching model inside and outside the classroom be truly exerted.

In the course of college sports volleyball teaching, teachers should also organize colorful extracurricular activities, guide students to participate in volleyball sports through activities, strengthen students' interest in volleyball, and enable students to exercise after class. In this way, a better volleyball learning atmosphere can be formed within the scope of students. Driven by this atmosphere, students will take the initiative to study and think positively. The author believes that teachers can start from the following aspects: First, teachers can organize class students to set up a volleyball sports group, and each group can select group members according to their own group abilities, and group members can also decide to participate in a group according to their own abilities. The group should organize certain activities on a regular basis, and through the activities, students can feel the joy of learning in the process. At the same time, the school can also organize students to establish related organizations and coordinate the development of the movement of various groups. Schools can organize volleyball matches throughout the school. Through the games, a relatively good atmosphere can be formed throughout the school, leading students in the school to actively participate in volleyball. In the assessment, the teacher's assessment should not only focus on the student's achievement, but also the student's learning ability, learning habits, etc. The teacher's assessment should be three-dimensional, comprehensive and comprehensive, and the teacher must consider all aspects. It combines the assessment of students' physical quality, assessment of psychological quality, and assessment of athletic ability. The development of the sport of volleyball in colleges and universities, especially the application of the integrated teaching mode inside and outside the classroom, requires schools to provide active assistance for students' exercise. The basis of exercise. Schools should encourage students to make independent attempts and find effective methods for extracurricular exercises based on actual conditions. This can not only exercise students' volleyball skills, but also allow students to exercise their social skills in the process of communication, which can also play a positive role in helping students' future employment.

5. Conclusion

The content and methods of extra-curricular training are under the overall responsibility of the team leader. The determination of the competition time is negotiated by the leaders of the two sports teams. The training of referees in the competition is arranged by the competition leadership team designated by the teachers who are more enthusiastic and have strong leadership skills. Teachers only guide members of the competition leadership group. In the course of teaching, the teachers' dominance and the student's subject status are fully reflected. In the process of modern college physical education teaching, especially in the process of volleyball teaching, teachers should actively try to use the integrated teaching mode inside and outside the classroom to teach, and by integrating the resources inside and outside the classroom, to better serve the students' learning.

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