

## Framework of Volleyball Cooperative Teaching Model Based on Modern Educational Technology in Colleges and Universities

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**Abstract:** The cooperative teaching model advocates strengthening the interaction between teachers and students in the process of teaching and learning, creating a good competitive environment, and establishing a teaching model based on students, which is the process of quality education that permeates the education process. Applying the cooperative education model in the volleyball teaching in colleges and universities is conducive to the development of the students' comprehensive abilities and team spirit, which is conducive to the development of students' learning and turbulence, as well as the self-belief of students, so as to improve the overall quality of physical education.

### 1. Introduction

The application of modern educational technology in college volleyball teaching not only enriches the teaching content of the classroom, develops the thinking of college students, but also stimulates students' interest in learning, improves classroom teaching efficiency, and provides students with a comprehensive understanding of volleyball. The most important thing is that Students can experience the essence of volleyball culture and ultimately promote the overall development of physical and mental health.

### 2. The Role of Modern Educational Technology

The use of modern educational technology for teaching has many advantages, such as novel methods and innovative teaching methods. It can effectively change the traditional physical education teaching model demonstrated by sports teachers in the past. It fully mobilizes students' enthusiasm for learning and promotes their developmental thinking, inspires students' interest in learning. At the same time, they can cultivate students' awareness of competition and cooperation and develop students. Vision. For example, when playing a high-level volleyball game through video functions, wonderful tactical cooperation allows students to realize the importance of teamwork. The fierce confrontation between attack and defense makes students feel the necessity of competition.

In the traditional physical education teaching process, the physical education teachers generally use the demonstration and explanation mode. This kind of teaching model is easy for the students to have conflict and the teaching effect is not ideal. As a sports educator in the new era, PE teachers must change their concepts, be good at accepting new things, master basic courseware production and design, and gradually increase their integration and improve their teaching level. Therefore, the use of modern educational technology can completely break the traditional teaching model, so that all teachers and students actively participate in physical education, to maximize the students' cognitive potential and improve the overall level of teaching.

### 3. Cooperative Teaching Mode in the Process of Volleyball Teaching in Physical Education Major

Autonomous learning is based on humanistic psychology and is based on behavioral and

psychological analysis. Autonomous learning has different interpretations under different theories. By consulting a large number of literatures, it is believed that self-directed learning is the learner's active and active use of his main role, active, self-conscious, and independent learning. In the process of learning, he himself dominates his own learning, is a learning method corresponding to his main learning. Autonomous learning has the characteristics of initiative, initiative, independence and self-monitoring. However, independent learning is not independent learning. In the process of learning, teachers must be involved and helped. Students are the main body of learning, and teachers promote the improvement of students' learning ability. Inquiry teaching refers to a kind of teaching form in which students learn knowledge in a similar way to scientific research under the guidance of a teacher. Through personal practice and direct experience and experience, students can mobilize their enthusiasm for learning to the maximum extent, cultivate their active learning and innovative learning spirit, gradually develop scientific spirit and scientific attitude, master basic scientific methods, and improve their comprehensive use. Learn knowledge, find problems, ask questions, and solve problems. Cooperative teaching is based on the theoretical basis of modern social psychology, educational sociology, cognitive psychology, and modern education and teaching techniques. It is based on the development and use of human relations in the classroom. It takes the target design as the forerunner, and all members interact and cooperate. As the basic motive force, class instruction is the leading structure, group activity is the basic form of teaching, group performance is the evaluation standard, and standard reference evaluation is the basic means to comprehensively improve students' academic performance and improve the social and psychological atmosphere within the class. Form the students' good psychological quality and social skills as the fundamental goal, and use the short-term, high-efficiency, low-consumption, and enjoyable as the basic quality of a series of teaching activities. Cooperative learning (cooperative learning) is a creative and practical teaching theory and strategy system that is commonly used in many countries in the world. According to the physical education of Tibetan students in physical education majors, their interest in volleyball and their ability to learn volleyball, and the mission of physical education teachers in primary and secondary schools to fulfill their missions, integrating the advantages of autonomous, inquiry, and cooperative teaching into physical education In the teaching of professional volleyball, we have improved the traditional teaching methods, created more diverse learning methods for students, and promoted students' initiative and conscious learning. There is a big difference between the integrated autonomy, inquiry, and cooperative teaching mode and the traditional or single teaching mode. The classroom operation of self-directed, inquiry, and cooperative teaching modes is: Creating Problem Scenarios - Asking Questions - Practice - Autonomy, Inquiry, Cooperation and Communication - Mutual Communication and Evaluation - Training Students' abilities and abilities. Classroom control is: Organize the teaching process according to the autonomous, inquiry, and cooperative teaching mode requirements. The control group used traditional teaching methods to teach. In the teaching process, the thoughts of untrained students were taken as a blank sheet for teachers to write on them. Teachers impart knowledge to students mechanically and students passively accept them. In the teaching process, only the mastery of students' technical movements is emphasized, and students' initiative and enthusiasm are not stimulated.

#### **4. Cooperative Inquiry Teaching Method Applied in College Volleyball Teaching**

Volleyball is characterized by its comprehensiveness of technology, diversity of forms, and high level of skillfulness and entertainment. In the traditional teaching mode, teachers are generally taught techniques and techniques, and then the students practice on their own. The disadvantage of this method and method is that students need to remember all kinds of skills. However, after research has found that volleyball and cooperative inquiry teaching are highly compatible, through cooperative exploration of teaching methods, teachers only need to impart basic skills to students, and simply explain the rules of volleyball, and then submit them to the team for self-digestion. In the middle, the members of the team must work together, organize closely and become familiar with the rules. Slowly, the team members will achieve results and enjoy the joy of volleyball.

In the process of inquiry teaching, the role that the teacher plays is to divide the students into different cooperative learning groups according to their skill mastery and physical strength before volleyball starts training, and then to each member. The division of roles allows them to act as coaches, captains, umpires, scorers, etc., and then publish the staged tasks that the group learns to achieve. The students then perform their own exercises and in the end, the team Confrontation, encouraging team members to perform well, and other team members must also be affirmed. In addition, in this process, the teacher should focus on recording the technical errors and imbalances in the team's strength during the training process. The students will be guided at the end of the class, which is more conducive to the students' next exercise. The process mentioned improvement.

The study of lining sports is a gradual process. In the early stage of cooperative inquiry teaching method, the team members were just assigned together and not quite familiar with each other. At this time, the teacher can set some simple goals for the students, for example, there are 15 consecutive balls or 10 passes to each other. This will not only allow the team members to understand each other in a tacit understanding, but also exercise the initiative and enthusiasm of the students to practice and consolidate their basic knowledge. In the intermediate stage of group learning, the teacher can organize some small confrontations for the students. At the same time, the related skills and rules of the volleyball team require the students to use it skillfully. Through the middle-stage training, students can increase their sense of responsibility and avoid in the process of group confrontation, the team lost due to their own mistakes. In the final stage of cooperative inquiry teaching, teachers can organize group competitions. During this process, due to the regularity of volleyball competition, team members can experience the roles of each location during the competition and let the students understand the mastery skills through the competition. The importance of the team and the sense of responsibility gained from honoring the team eventually led to unremitting efforts. In addition, at all stages of training, the teacher must give recognition and praise to the students' cooperative inquiry group, and encourage the students' enthusiasm for learning.

## **5. Advantages of Cooperative Inquiry Teaching Method in Volleyball Teaching in Colleges**

Volleyball is a collective sport. In this process, the use of cooperative inquiry teaching method is very necessary because only the individual team members have mastery of skills to be able to conduct group training; only by completing their own learning tasks, and The other members of the group also complete the task of study, so as not to affect the team's cooperation in order to carry out normal training. If the skills of a certain classmate are not well-understood or the rules of the game are not clearly understood, group exercises cannot be carried out. Therefore, in the process of volleyball exercise, team members need mutual trust and mutual trust. Only one pass can be established and the second pass organization can form an effective offense. This shows the importance of mutual trust between students in cooperative inquiry teaching methods.

In the process of volleyball competitions and confrontation exercises, the individual's learning effect directly affects the results of the group and the competition. Therefore, as a group member of cooperative inquiry learning, the individual only has to work hard to achieve the best state of personal exercise effect and achieve personal control. The optimal state of volleyball skills may not drag the team's hind legs in the course of the game, and it is possible to play with other team members in the process of team teamwork, not because of their own skills and basic problems. It has been a delay that team members do not have time to practice. Throughout the entire process, students' individual responsibility and collective sense of honor can be fully exercised.

Volleyball as a collective project stresses the writing ability among teams, and the group's best is also the significance and purpose of cooperative inquiry teaching method in volleyball sports. In the process of training, teachers generally arrange the students with stronger abilities and weaker students, and then allow them to exercise and rehearse. In order to obtain the final victory and the collective honor, the more capable students will proactively help the students with weaker ability to exercise, and through continuous rehearsal, the skills of the students with weaker ability can be raised quickly; during the practice, Members help each other to collaborate with each other. They

can better establish friendships and make progress together. They can learn and learn teaching methods through cooperative inquiry. Eventually, students will enjoy themselves in the process of learning and help each other, and the classroom atmosphere will also be more harmonious.

## **6. Conclusion**

Nowadays, volleyball teaching in Colleges has gradually abandoned the traditional teaching mode and changed the teaching method of cooperative inquiry. This method can allow students to exercise their initiative by group learning. In this process, students must work together for team honor and teamwork, and redouble their efforts in order to honor the team; in this way, not only will they eventually improve. His own professional skills, while increasing the interdependence among team members, promoting mutual cooperation among students, experiencing the individual student's sense of responsibility, and training students' social skills. Therefore, cooperative inquiry teaching method has many advantages for Chinese sports, especially volleyball teaching, and it should be vigorously implemented and promoted.

## **References**

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